Liberty Elementary School District
Board Meeting of the Board of Trustees
AGENDA
Liberty Elementary School
Library
1771 East Pacific Avenue. Tulare, CA 93274

Tuesday, June 13, 2023

5:30pm   **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 be required to adjourn to closed session for discussion on matters of personnel, security, negotiations, student discipline, litigation and other matters as authorized by Government Code Section 54950, 3459.1, 54956.6, 54956.8, and 54957.6 and Education Code 35146 and 48914.
   a. **(Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters.**
   b. **(Gov. Code 54957) Public Employee Discipline/Dismissal/Release**
   c. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
   d. **(Gov. Code, 3549.1) Negotiations**

6:30pm   **4.0**   **Reconvene in Open Session**

4.1   **Flag Salute**

4.2   **Roll Call:**   Ron Koetsier   President
                         John Beaver   Clerk
                         Diane Tanner   Member
                         Jonathon Thorpe   Member
                         Jill White   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   **Superintendent –** Opportunity for Superintendent/Principal to comment or report on any matters pertinent or of concern to the Board.

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

5.4   **Liberty Elementary School District 2023 CA Dashboard Local Indicators**

    *Open Public Hearing for the Proposed 2021-2024 Local Control Accountability Plan (LCAP), LCAP Supplement, Budget Overview for Parents, LCAP Federal Addendum and Proposed 2023-2024 District Budget,

5.5   **Public Hearing: Liberty Elementary School District's proposed 2021-2024 Local Control Accountability Plan (LCAP), LCAP Supplement and Budget Overview for Parents and LCAP Federal Addendum**

5.6   **Public Hearing: Liberty Elementary School District's proposed 2023-2024 Fiscal Budget**

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 May 09, 2023, Special Board Meeting May 16, 2023 and payment of warrants

6.3   **Approval of Resolution 2022-2023-10 In the Matter of the Spending Determination for Funds Received from the Education Protection Account pursuant to Article XIII, Section 36 of the California Constitution 2022-2023 Fiscal Year**

Adjournment:_____

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Liberty Elementary School District	Deanna Cardoza, Ed.D., Superintendent	dcardoza@liberty.k12.ca.us 559-686-1675

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

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

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

The district continues to expand upon its success in building relationships between school staff and families. The district's 2022-2023 annual LCAP Parent Survey indicates that parents are satisfied with the communication and support they receive from their child's school.
93% of parents agree/strongly agree with the statement: Overall, I am satisfied with our students academic progress".
97% of parents agree/strongly agree with the statement: Liberty provides course offerings that meet the learning needs of my student.
94% of parents agree/strongly agree with the statement: Liberty provides academic support to meet individual student needs to include English language learners.
94% of parents agree/strongly agree with the statement: Liberty engages students in a variety of learning programs and activities that lead to academic success.
90% of parents agree/strongly agree with the statement: Parents are provided with opportunities to participate in activities that support their child's education.
89% of parents agree/strongly agree with the statement: Liberty provides high quality instruction for my child.

The district, school administration, and individual teachers make extensive use of the district's online communication tools including Parent Square, Class Dojo, email, and Zoom to communicate with families.
The District (and school site) website provides information about school operations, our instructional programs, events, and opportunities for involvement and participation in decision-making.
The district maintains a Facebook and Instagram feed as another layer of communication.
The district surveys parents for feedback and input.

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

> 1. In 2023-2024, the district will continue to implement the parent/family communication tool - Parent Square. The district will continue to provide families and staff information and training in the use of this application.
> 2. The district provide parents with access to their child's grades through Aeries. The district will work to expand Aeries access through the implementation of the Aeries App in 2023-2024.

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

> Expansion of the district's parent education and training programs will include classes that specifically address the needs of underrepresented families including English Learners, and families of other student subgroups.
>
> In 2023-2024, the district will implement the Aeries App for parents to increase transparency and assist in keeping families informed of their child's academic progress.
>
> The district plans to expand parent education/training programs that will include sessions/presentations specific to address the needs of underrepresented families including English Learners, and the families of other student subgroups.

Section 2: Building Partnerships for Student Outcomes

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

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

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

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

District parent committees (SSC/DELAC/LPTC) report the district continues to work on building partnerships for improving student outcomes.
The LESD Parent Survey indicates the following:

98% of parents strongly agree or agree with the statement, The teachers at Liberty are qualified to teach the grade and subject they are assigned.
97% of parents strongly agree or agree with the statement, Liberty provides appropriate textbooks and materials that support the learning of my child.
90% of parents strongly agree or agree with the statement, Liberty provides extracurricular activities for students.
97% of parents strongly agree or agree with the statement, Liberty provides course offerings that meet the learning needs of my student.
89% of parents strongly agree or agree with the statement, Liberty encourages parent involvement at school.

The district's parent committees (SSC/DELAC/LPTC) agree that Liberty provides many opportunities for students to engage and have fun at school. The district will focus on Building Partnerships for Student Outcomes through implementing training and educational offerings to our parents. The expansion of parent educational/training opportunities will necessitate additional outreach, staff, facilities improvements, and materials. District planning will include provisions of these resources.

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

The district's parent committees (SSC/DELAC/LPTC) recommend there be an increase in transparency through communicating to parents a better understanding of what their child is expected to achieve in ELA and math. Parent and staff committees also recommend expanding parent training opportunities to include training that is targeted for our families of English Learners and other low achieving student subgroups.

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

The district plans to host monthly meetings with the principal to provide parents an opportunity to ask questions and provide input regarding school programs. This includes opportunities for underrepresented families that include families of underachieving student subgroups. These include families of English learners, homeless and foster youth.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

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

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

The district maintains a School Site Counsel Committee (SSC) that meets regularly throughout the year to provide input into the districts' programs and services for students. Although the primary purpose of the School Site Counsel Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), and the Comprehensive School Safety Plan, the recommendations made by the SSC go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources. The SSC is a well informed group of parents who have received training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

The District English Learner Advisory Committee (DELAC) is combined with the SSC due to the small number of students who are English learners (.06%) in our district. Although the primary purpose of the SSC/DELAC Committee is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the SSC/DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources. The SSC/DELAC is a well informed group of parents who have received training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the SSC/DELAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the SSC/DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners.

79% of parents agree/strongly agree with the statement: Liberty provides opportunities for parental input for decision making during School Site Council, English Learner Advisory Committee meetings, board meetings, parent meetings, Back to School Night, Parent Presentations, and input on the LESD LCAP Parent Survey.

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

The district will continue to support committee members' understanding of the district's achievement, school climate and other metrics along with their the knowledge of the district's programs and services for students with the goal of leading them toward providing thoughtful, informed input and recommendations.

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

The district will continue to include, on its committees, parent representatives of the district's student subgroups.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

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1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
Students overwhelmingly support the district's efforts to deliver a broad educational program:
- I think it is important to have physical education activities at my school. (91% of students Agree/Strongly Agree)
- I think it is important to have music at my school. (78% Agree/Strongly Agree)
- Participating in music enriches my experience at school. (80% Agree/Strongly Agree)
- Participating in Art motivates me to come to school everyday. (75% Agree/Strongly Agree)

Students feel safe at school and connected to their school:
Connectedness:
- 83% of students feel adults have high expectations
- 95% of students feel there are caring adults in school
- 77% of students feel school connectedness
- 49% of students feel they are treated respectfully by peers

School Safety (Climate)
- 79% of students feel safe at school
- 92% of students show respect for school by following directions.

2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
The data shows that students overwhelmingly support the district's efforts to deliver a broad educational program and that students feel safe at school and connected to their teachers. Although students have some concerns about bullying, they feel supported by adults in the school and that adults at the school are able to prevent most bullying.

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The district will continue to deliver a broad educational program to its students. The district's educational partners have provided a mandate that says a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. This data appears to show a strength in students' feelings of connectivity to both their school and to their teachers. In addition, it shows that our work in positive school culture is having a great impact on the atmosphere of the school by making students feel cared for by the school

staff.

This data is from the districts end of the year 2022-23 district Middle School Student Climate Survey. The District survey was sent to all middle school students as a link through their school/student G-Suite email accounts. 70% of our middle school students completed the online survey.

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

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

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

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

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

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

The extent to which all students have access to and are enrolled in a broad course of study Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
- The following metrics are used to track a broad course of study:
- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of junior high students who select art as an elective The number of 5th and 6th graders who choose to participate in elementary band
- The number of junior high students who choose band as an elective
- The number of classes participating in academic study trips
- Results from the LESD parent and student surveys indicating parent and student satisfaction with the district's art, music, physical education and academic study trip programs

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

One of the greatest successes of the LESD LCAP has been the district's efforts to provide students with a broad

educational program. A continuing mandate, reiterated by every stakeholder group in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events.

Barriers that prevent our district from providing a broad course of study for all students is due to being our small single school district size. We have a much smaller staff size than the larger surrounding districts which limit the number of course offerings that we may provide for our students.

With the 2023-2024 school year, district will continue it's programs and services that provide students with a broad educational program, including concerts, sporting events, academic study trips, and art exhibits will resume. The district will look to expand it's arts and band programs as new staff are hired.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					

Coordinating Instruction	1	2	3	4	5
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Liberty Elementary School District
CDS Code: 54719850000000
School Year: 2023-24
LEA contact information:
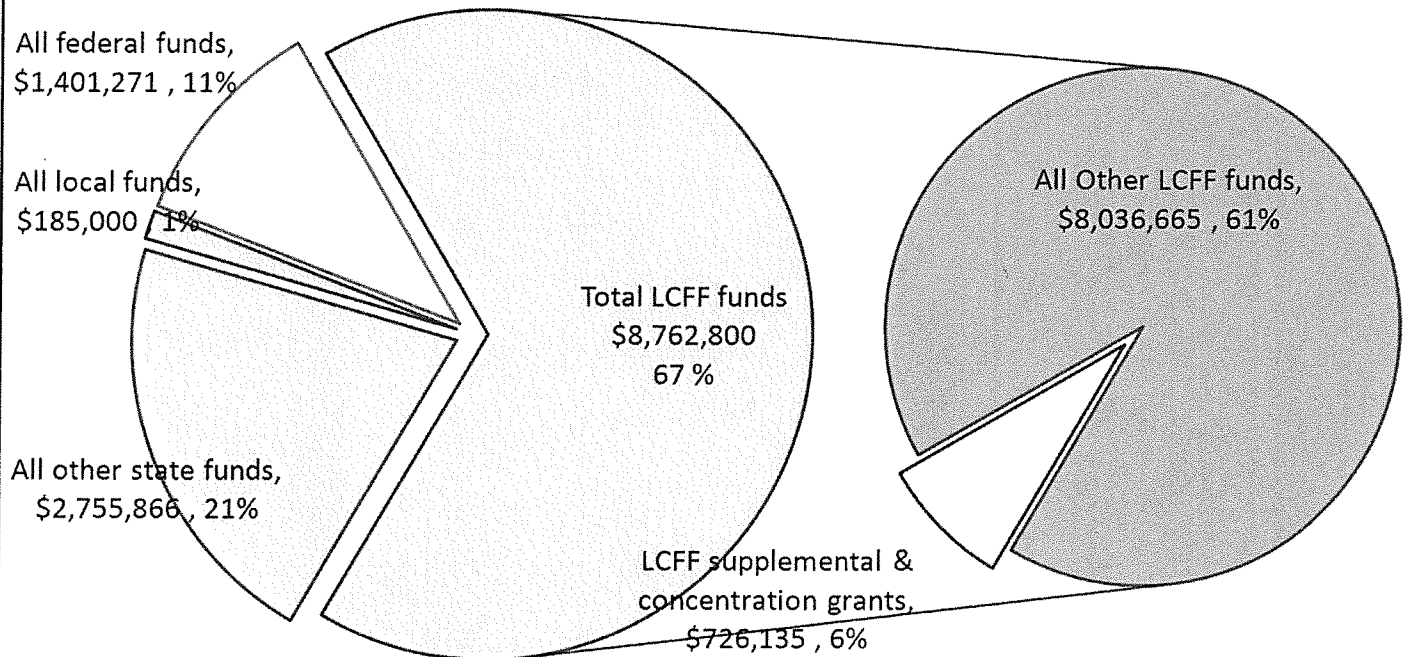Deanna Cardoza, Ed.D.,
Superintendent
dcardoza@liberty.k12.ca.us
559-686-1675

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,401,271 , 11%

All local funds, $185,000 , 1%

All other state funds, $2,755,866 , 21%

Total LCFF funds $8,762,800 67 %

All Other LCFF funds, $8,036,665 , 61%

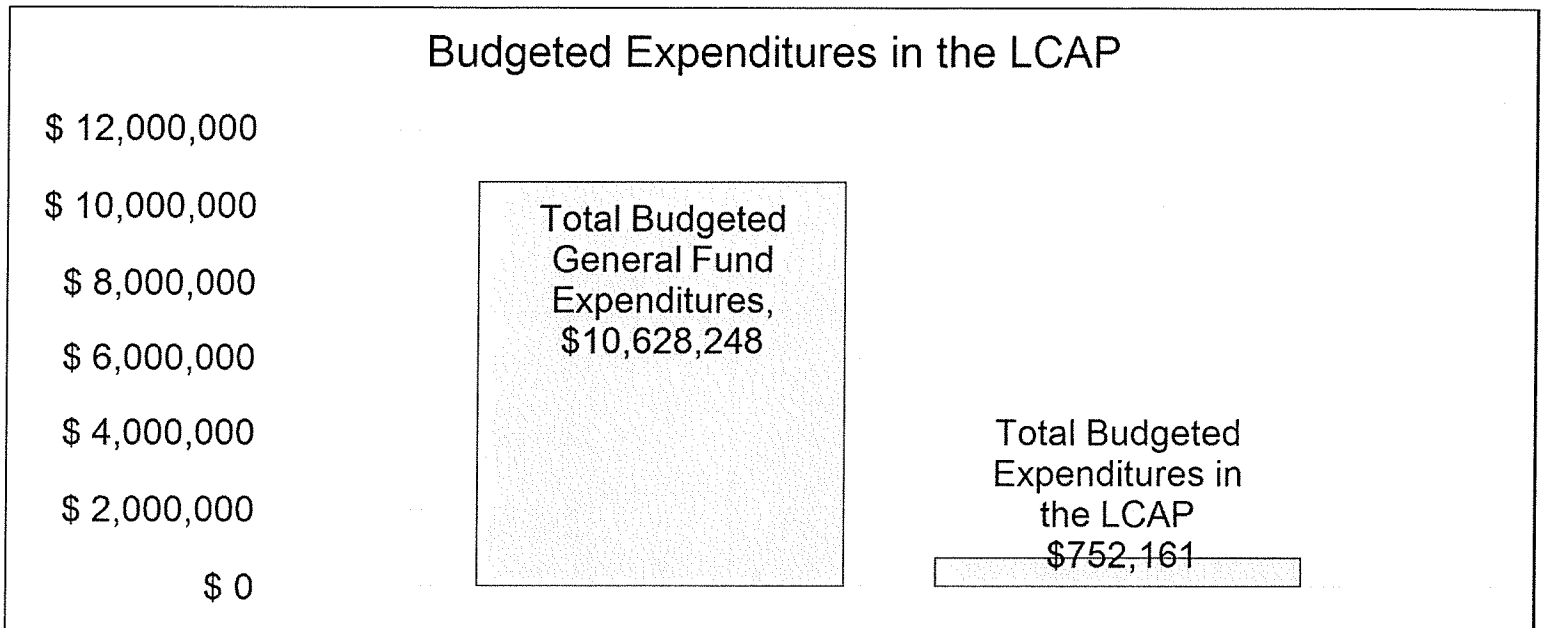LCFF supplemental & concentration grants, $726,135 , 6%

This chart shows the total general purpose revenue Liberty Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Liberty Elementary School District is $13,104,937, of which $8,762,800 is Local Control Funding Formula (LCFF), $2,755,866 is other state funds, $185,000 is local funds, and $1,401,271 is federal funds. Of the $8,762,800 in LCFF Funds, $726,135 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 12,000,000

$ 10,000,000

$ 8,000,000

$ 6,000,000

$ 4,000,000

$ 2,000,000

$ 0

Total Budgeted General Fund Expenditures, $10,628,248

Total Budgeted Expenditures in the LCAP $752,161

This chart provides a quick summary of how much Liberty Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Liberty Elementary School District plans to spend $10,628,248 for the 2023-24 school year. Of that amount, $752,161 is tied to actions/services in the LCAP and $9,876,087 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
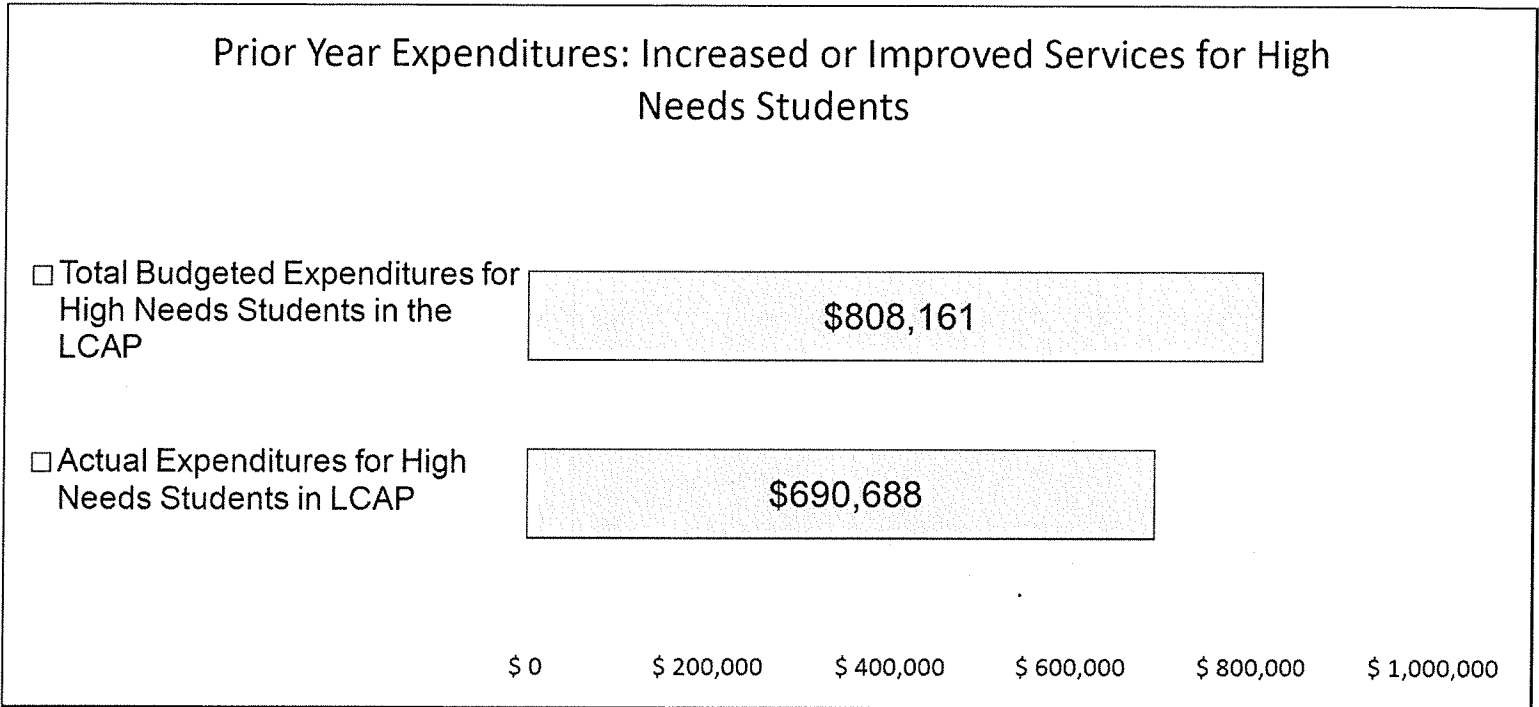
All students, including students with exceptional needs receive basic instructional programs, which include appropriately credentialed teachers, standards-aligned instructional materials, new technology, and access to extra-curricular activities such as sports, clubs, and elective classes. To support and continue effective educational programs, the budget also includes pupil services, instructional services and programs. The Districts comprehensive educational program is dedicated to meeting the needs of all students and is incorporated within our LCAP goals and actions. The General Fund includes expenditures for school administration, technology services, campus services, utilities, and other select programs for the District and school that are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Liberty Elementary School District is projecting it will receive $726,135 based on the enrollment of foster youth, English learner, and low-income students. Liberty Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Elementary School District plans to spend $752,161 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $808,161

☐ Actual Expenditures for High Needs Students in LCAP — $690,688

| $0 | $200,000 | $400,000 | $600,000 | $800,000 | $1,000,000 |

This chart compares what Liberty Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Liberty Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Liberty Elementary School District's LCAP budgeted $808,161 for planned actions to increase or improve services for high needs students. Liberty Elementary School District actually spent $690,688 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-117,473 had the following impact on Liberty Elementary School District's ability to increase or improve services for high needs students:

The impact was minimal. Liberty Elementary School District continued to provide supplemental services for high needs students. The unspent LCFF funds will be carried over into 2023-24. The carryover is a result of new one-time funding being provided to the district with a spending deadline, thus those funds were utilized in lieu of LCFF.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Elementary School District	Deanna Cardoza, Ed.D., Superintendent	dcardoza@liberty.k12.ca.us 559-686-1675

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

District:
The Liberty Elementary School District has a proud tradition of quality programs, excellent instruction, and superior support services. Liberty is located in Tulare County in California's Central Valley.

School and Enrollment:
Liberty is comprised of one elementary school, which serves transitional kindergarten through eighth grade students. The district's enrollment in 2022-23 was approximately 790 students, up 41 students from 2021-22. The district's percentage of English learner students is 5.1%. The district's percentage of Socioeconomically Disadvantaged students is 37.4%. The district has the following student groups: African American, Asian, American Indian, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Homeless. The district participates in the National School Lunch Program (NSLP) through Fresh Start Healthy School Meals, a food service management company.

Community:
Based on Tulare City population estimates (Census.gov; July 1, 2022), the community of Tulare had a population of 70,693. The population density was 3,378.7 people per square mile in 2020. The racial makeup of Tulare was 63.7% Hispanic, 28% White, 3.9% African American, 1.1% American Indian, 2.3% Asian, 0.2% Pacific Islander, and 13.8% from Two or more races. There were 19,332 households, with approximately 3.52 persons per household. Approximately 91.6% of Tulare households in Tulare have computers, and 86.8% have broadband internet subscriptions. Approximately 74.8% of the population aged 25 years+ are high school graduates or higher and 10.1% of persons aged 25+ have a Bachelor's degree or higher.

The median household income in 2021 is $62,050 with 16.0% of individuals in the city of Tulare living below the poverty line.

The Districts Vision Statement, "We will prepare our students to assume responsibility to plan, design the future by providing a learning environment which is centered on students, directed by teachers and supported by home and community".

Mission Statement
To Achieve Excellence we will:
- Challenge students academically by using current instructional practices and curriculum.
- Provide quality education through exemplary programs, services, and activities that empower, and meet the needs, of ALL students in a safe environment.
- Encourage all individuals to maximize their potential by creating a mindset for excellence.
- Create a community that is involved and supportive of the overall success of students.
- Foster an atmosphere of open and effective communication among students, staff, and families.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020-21 and 2021-22 respectively. The 2022 Dashboard reflects only one year of data available (2021-22). With these means, only status is displayed on the 2022 Dashboard, given change data is not available.

Liberty ESD is exceptionally proud to announce there are no reported state indicators with a very low status.

2022 SUSPENSION RATE INDICATOR
Suspension rate is a "Very Low" status indicator but a very low suspension rate is a good outcome. In 2021-22 only 4 of 749 students were suspended. The following steps have been and will be taken to continue to reduce the number of students being suspended with a focus on student groups with high or increasing suspension rates:

- Implement a School Climate, Child Welfare, and Attendance Clerk. The Attendance Clerk will provide technical assistance to the school in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school; direct and deliver professional development to student support staff including the Administration, Counselors, Student Specialists, and Principal; monitor school climate related data across the district.
- The principal will coordinate services students receive including behavior interventions for at-risk students.
- The principal will lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school.

- The school counselor/social-worker provide counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker serve as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provide personal and social counseling and interventions that promote positive interpersonal relationships and social skills.
- Provide each student with a specialist if needed.
- The primary purpose of the student specialist and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principal work directly with students who have behavior challenges.
- Student specialists work with elementary and middle school students and their families. The principal works with students and their families.
- The student specialists and principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

Liberty Elementary School District continues to observe levels of progress in most performance categories on the California Dashboard. A review of the districts last reported California School Dashboard data were analyzed along with our local data. Despite some students experiencing learning loss from school closure and distance learning, Liberty Elementary students continue to make progress toward achieving proficiency on the State academic standards. On the 2022 California School Dashboard, All Students averaged 5.4 points below standard on ELA and 39.3 points below standard on Math. Both scores are above the state average of 12.2 points below standard on ELA and 51.7 points below standard on Math. Liberty School local student achievement data demonstrates that the district continued to support and maintain academic achievement despite the difficulty some students experienced after returning from a hybrid learning model and/or long-term Independent Study. The district's ELA assessment scores for all students demonstrated similar achievement on district local assessments including the SBAC Interim Assessment Blocks (IABs) given in Trimester 2. Based on 2022-23 end of the year student i-Ready diagnostic data, 43% of 3-8 grade students are at or above grade level in ELA and 37% of 3-8 grade students are at or above grade level in Math.

To fulfill our educational partner's requests, and to maintain and continue to build upon our success, the district hired a band/music teacher, additional instructional support staff to provide extra academic assistance for students in the classroom, and academic fieldtrips for each grade level. Every classroom is equipped with a Smartboard, and is connected to the teachers laptop and connected to high-speed wireless internet. Students have access to a variety of educational apps and multimedia programs. Students in TK-K have iPads in the classroom. Students in grades 1-8 have access to a Chromebook, with our students in grades 5-8 assigned a laptop to take home to complete homework and research. An internet content filtering program is loaded on each device for students to safely and securely search the world-wide-web for appropriate content. The district will maintain and continue to build upon students' academic strengths and provide additional academic support, direct small group instruction, smaller class sizes, providing a vigorous summer school program and after-school instructional programs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, the 2022 Dashboard reflects only one year of data available (2021-22). With these means, only status is displayed on the 2022 Dashboard, while change data is not available. The instructions for this section refer to colors on the Dashboard. Since there is no change data, no colors are provided on the 2022 Dashboard. Instead, status is being reflected with cell phone bars that range from "very low" to "very high". Liberty Elementary is pleased to report there were no state indicators in this "very low" category. There is one performance gap identified as defined by any student groups with a status level two or more levels below the all student group status, see Suspension rate below.

ACADEMIC INDICATOR ENGLISH LANGUAGE ARTS (ELA)
Students with Disabilities are performing lower than the average of all students at 86.7 points below standard compared to 5.4 points below standard districtwide.
While not a performance gap as defined by the dashboard, English Learners are also performing lower than the average of all students (45.7 points below standard).

ACADEMIC INDICATOR MATHEMATICS (MATH)
Students with Disabilities are performing lower than the average of all students at 111.6 points below standard compared to 39.3 points below standard districtwide.
While not a performance gap as defined by the dashboard, English Learners are also performing lower than the average of all students (77.3 points below standard).

The district will take the following steps to address this need:
- Teachers will be provided with professional development and training designed to build their content knowledge, further develop their pedagogy, and practice for integrating ELA and math support for EL students in learning content standards.
- Teachers will be provided with professional development and training designed to build their ability to support Students with Disabilities mainstreamed in General Education.
- Increase special education academic support in the General Education setting for students with disabilities (increase special education push-in services).
- Increase academic intervention support services for EL students.
- A robust summer instructional program will be implemented.

SUSPENSION RATE INDICATOR
A review of the outcome data reported on the 2022 California School Dashboard indicate there is a performance gap with Suspension Rate. While all students reflect a Very Low suspension rate (0.5%), English Learners have a higher suspension rate (1.7%). While this is a

performance gap as defined by the LCAP guidelines, due to a low student group size, the rate is high in comparison. In 2021-22, only 1 English Learner student was suspended compared to the 4 total students district wide.

While the district has maintained a very low suspension rate in prior years, the slight increase in suspensions during the 2021-22 school year was somewhat of a concern. The following steps have been and will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

- Implement a School Climate, Child Welfare, and Attendance Clerk. The Clerk will provide technical assistance to the school in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school; direct and deliver professional development to student support staff including the Administration, Counselors, Student Specialists, and Principal; monitor school climate related data across the district.
- The School Climate, Child Welfare, and Attendance Clerk will serve as the district's homeless and foster youth liaison.
- The principal will coordinate the services students receive including behavior interventions for at-risk students.
- The principal will lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school.
- The school counselor/social-worker provides counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.
- Provide each student with a specialist if needed.
- The primary purpose of the student specialist and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principals work directly with students who have behavior challenges.
- Student specialists work with elementary and middle school students and their families. The principal works with students and their families.
- The student specialists and principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

CHRONIC ABSENTEEISM INDICATOR

While not surprising, Liberty Elementary had a high Chronic Absenteeism Rate with 12% of the students chronically absent (missing more than 10% of the school year) in 2021-22. School year 2021-22 was the first full year back to in person learning and COVID quarantines were still in place. The increase in chronic absenteeism is due to the COVID quarantines forcing students to stay out of school for extended periods of time. The 2022-23 school year has been a good year with no school closures and reduced COVID exposure rates. In reviewing student group details, minority groups were more affected by this than all students combined: 1.2% Socioeconomically disadvantaged students were chronically absent, 17.6% of students with disabilities, and 15.3% of English Learners.

To monitor and reduce chronic absenteeism, the district will take the following steps:

- The Triage Social Worker, Child Welfare, and Attendance Clerk will provide technical assistance to the school in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high needs student subgroups.
- The Triage Social Worker, Child Welfare, and Attendance Clerk will monitor the implementation of school attendance related actions at school; direct and deliver professional development to student support staff including a Principal, Social Workers, Counselors, School Psychologist, and Student Specialists; monitor school attendance related data across the district.
- Provide a school principal who coordinates the services students receive including services and activities that support school attendance.
- The principal will development, implement, and monitor attendance support activities at the school site.
- The principal works with elementary and junior high students and their families.
- Provide a school social worker. The school social worker provides direct services to students and their families, and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.
- The school counselor/social-worker or school psychologist provide counseling and guidance services that promote academic, career, personal, and social development.
- The school counselor/social-worker or school psychologist advocate for high academic achievement and social development, for all students through the provision of individual and schoolwide intervention strategies and counseling services.
- The school counselor/social-worker provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.
- The primary purpose of the student specialists and principal is to provide students and their families with behavior and attendance support.
- Student specialists and principal work directly with students who have attendance challenges.
- Student specialists work with elementary and junior high students and their families.
- The student specialists and the principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Liberty Elementary School District's key LCAP features manifest from the district's research, experience, educational partner input, and disaggregated student performance data. Maximizing the vision dedicated to preparing 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.

The goal structure in the LCAP reflects the district's alignment to a framework dedicated to the capacity and training necessary to support an ongoing commitment to academics, and a need to improve and enhance our proficiency on the state adopted standards. They identify and

communicate the content considered to be essential for all students, ensure that the essential content can be addressed in the amount of time available for instruction, and sequence the content so that students have an opportunity to learn.

The goals and actions within this year's LCAP emphasize the following:

GOAL 1: All student will demonstrate academic progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.
- Provide up-to-date instructional and curriculum materials
- Maintain Renaissance AR and i-Ready assessment and instruction to provide all students a path to proficiency and growth in reading and math
- Provide Intervention Instructional Aides
- Maintain Technology Programs

GOAL 2: Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.
- Provide Coordination of Student Support Services
- Provide Intervention Resource Classroom
- Provide Health Professionals (Physical/Social-Emotional)
- Maintain Attendance and Behavior Rewards
- Maintain Parent Engagement

GOAL 3: The district will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.
- Provide Teacher Professional Development
- Maintain New Teacher Support and Assessment
- Provide Teacher Collaboration Opportunities

This LCAP represents the district's vision to continue its efforts to provide opportunities for all students to learn, grow, and reach their greatness potential. To monitor progress towards this vision we laid out and aligned to our core value and guiding principle—we are committed to continued complex work. The most important example of systems work is the continued implementation and growth of a cycle that measures continuous improvement. This cyclical process is featured prominently in this LCAP, and is intended to help our school district set goals, identify ways to improve, and evaluate change in a continuous feedback loop. The major components assist with transforming practices through the ability to have meaningful dialogue about data and make changes to address performance gaps among specific student groups. Implementing a cohesive, consistent approach to providing tiered systems of student supports based upon assessed needs, will allow the district to address the necessary learning needs and gains in the years following the COVID-19 pandemic and the time of school closures.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Data collection and educational partner engagement for the LCAP began in January 2023 with a comprehensive document review of instructional artifacts, policy documents, and interviews with staff. The collection process included check-in meetings with the County Office of Education (COE) to determine the Districts need for support. It was agreed to continue with a Systematic Instructional Review (SIR) process to inform the district's strategic instructional efforts and designate focus areas for the new LCAP.

Data collection resumed in February 2023 with interviews of individual educational partners, focus groups with educational partners, and classroom visits. The administration visited all grade levels and content areas. Additional observations were made during whole class social-emotional learning (SEL) sessions and in special education programs.

The information and feedback collected from educational partners was shared with district leaders, analyzed to determine if the recommended improvements aligned with student needs and budget allocations, and if appropriate, incorporated into the new LCAP.

LIBERTY PARENT TEACHER ADVISORY COMMITTEE
The district's Liberty Parent Teacher Club (LPTC) assumes the role of the Parent Advisory Committee (PAC). The LPTC is comprised of a majority of parents and includes at least one parent representative from the Unduplicated Pupil group and representation for the families of students with disabilities. The LPTC functions as the PAC and met regularly throughout the school year. The LPTC met nine times during the school year (one training session and eight regular meetings). The principal and superintendent attended these meetings. The purpose of the LPTC is to engage parents in the LCAP review and planning process to elicit their input regarding student programs and services and with conducting a district needs assessment. LPTC meetings provide an opportunity to discuss LCAP goals, action items, and funding allocated for each goal and action item. Parents, teachers, and community members are provided with the opportunity to voice priorities for students. Information regarding the state priorities, the district's goals, the purpose(s) of supplemental and concentration funding, and programs and services for Unduplicated Pupils, were presented to parents. The LPTC reviewed information and/or data showing the district's performance relative to the metrics that are part of the state's priorities. The LPTC reviewed a draft of the LCAP throughout the school year as the plan was reviewed and developed. Parent, Teacher, Advisory Committee met on:
8/8/2022
9/12/2022
10/3/2022
11/7/2022
12/5/2022
1/10/2023
2/6/2023
3/6/2023
4/11/2023
5/1/2023

SCHOOL SITE COUNCIL ADVISORY COMMITTEE

(Note - the SSC is comprised of parents of all students to include English learners; Liberty ESD had a low number of EL students enrolled (6%), therefore, the SSC and DELAC Advisory Committee were combined into one advisory group). The LCAP is a standing item on the School Site Advisory Committee (SSC) agenda. During each SSC meeting, members receive information and provide recommendations regarding the development and implementation of the LCAP. The SSC review achievement and progress data for all student subgroups, to include EL students. The California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The SSC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information, ask questions and provide recommendations on programs and services for all students. SSC members review student achievement data for all subgroups and provide recommendations to improve district programs, including programs within the LCAP, that can be improved to increase the achievement for all students. The SSC met on:
11/29/2022
01/17/2023
03/21/2023

TEACHERS, STAFF, AND SCHOOL COMMUNITY PARTNER SURVEY

The LESD LCAP staff survey was delivered to all SCHOOL staff members in the district in May 2023. The return rate for the staff survey was 38 percent. The survey provided teachers, support staff, and school community partners with the opportunity to express their opinion regarding topics related to the district's goals and the Districts progress in meeting the eight (8) state priorities.

PARENT AND FAMILY COMMUNITY PARTNER SURVEY

LESD delivered a survey to all parents and guardians in the district in May 2023. The completion rate was 42 percent. The survey provided parents, family, and community members with the opportunity to share their opinion on priorities related to districts goals. An open ended question at the end of the survey provided participants with the opportunity to write a short response outlining what the district is doing well and what needs to be addressed.

PARENTS OF STUDENTS WITH DISABILITIES SURVEY

The district provided a survey to all families of students with disabilities at the end of each annual and/or triennial IEP meeting. The survey provided these families an opportunity to express their opinion on topics related to the district's goals and the District's efforts to meet the special needs of their students.

PUPILS: LIBERTY MIDDLE SCHOOL STUDENT SURVEY

The LESD LCAP District safety survey was sent to all middle school students. 70 percent (161) of 5-8th grade students completed the survey administered in May 2023. The survey provided students with an opportunity to express their opinion(s) regarding school safety, school climate, and school programs and services. The District reported the results to its local governing board and through the local data selection option on the Dashboard.

SELPA COMMUNITY PARTNER MEETINGS
The superintendent, school principal, special education teacher, school psychologist, IRC Teacher, and triage social worker met with the SELPA. During these meetings, the group conducted an analysis of student achievement and performance in absenteeism and suspension rates for students with disabilities. Utilizing this analysis to assess the needs of students with disabilities across the district, the SELPA provided input regarding the district's LCAP based on students with disabilities, and academic and social-emotional needs.
9/6/22
10/4/22
11/1/22
12/6/22
2/14/23
3/16/23
5/25/23

BARGAINING UNIT
The LCTA group provided input regarding district services and programs, and made recommendations for how to prioritize these programs and services. Liberty Elementary Teachers Association (LCTA) meet and consult four (4) times or more per year. It was recommended that the district maintain the programs and services for all students to include unduplicated pupils under each of the districts three LCAP goals, with an emphasis on increasing services for student social-emotional well-being.
6/29/22
8/5/22
10/13/22
2/23/23
5/23/23

A summary of the feedback provided by specific educational partners.

PARENTS, TEACHERS, ADVISORY COMMITTEE
The district's Liberty Parent Teacher Club (LPTC) provided specific recommendations (State Indicators) for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates).
Recommendations (Local Indicators)
- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services outlined on the districts LCAP at their current level
- Ensure all students have access to a broad course of study in all subject areas

SCHOOL SITE COUNCIL ADVISORY COMMITTEE

District School Site Council Advisory Committee provided recommendations for the district's Expected Outcomes regarding all student subgroups to include English learners for each of the State Indicators (ELA, math, chronic absenteeism, suspension rates).
- Provide professional learning for teaching the standards
- Identifying areas where staff need to improve instruction
- Provide instructional materials aligned to the standards
- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals
- Create conditions that foster a welcoming, inclusive, and academically challenging environment, why they feel cared for, valued, safe, and connected

PARENTS, COMMUNITY: LESD LCAP PARENT AND COMMUNITY SURVEY
Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas. Parents recommend that the district maintain the programs and services outlined in the districts three LCAP goals at their current level.

TEACHERS, STAFF, SCHOOL COMMUNITY: LESD LCAP TEACHER, STAFF AND SCHOOL COMMUNITY SURVEY
Teachers, support staff, and school community partners responded to a variety of questions related to their level of satisfaction with working in a supportive, collegial environment, feel they are provided with necessary tools and resources for their work, are able to both promote and assist in the creation of a healthy school environment. The district's teachers recommend that the district maintain the programs and services outlined on the districts LCAP at their current level. The district's support staff recommend that student programs supporting social-emotional health continue. If additional funding is available, the hiring of additional trained mental health staff are needed to support the overwhelming number of students who need these services.

PARENTS OF STUDENTS WITH DISABILITIES SURVEY
Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

PUPILS: LESD LCAP MIDDLE SCHOOL STUDENT SURVEY
Students responded to a variety of questions to measure their feelings about the quality of the school climate. All 5 - 8 grade students responded to a variety of questions asking if they believe they attend a school where they feel cared for, valued, safe, and connected. If they have access to proper facilities and resources at Liberty. The students recommended:
- Expanding art, music, physical education, and other enrichment activities as funding permits.
- Provide students with more Improved school lunches
- Provide students with programs, course work and opportunities that motivate them to include leadership groups, on-campus clubs, and extracurricular activities

SELPA: SELPA Meeting
The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). The SELPA recommends continued collaboration between general and special education personnel. Frequently review progress and services to students with IEPs as a shared responsibility among all staff.

BARGAINING UNITS, OTHER PERSONNEL
Bargaining units recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals at their current levels, with an emphasis on increasing services for student physical and social-emotional health as funding permits.
Recommendations (Local Indicators)
- Provide professional development, training in the area of positive behavior support and classroom management
- Provide professional training in creating a positive school climate
- Make available instructional materials aligned to the standards
- Continue to provide services and programs that support students' social-emotional health
- Maintain the programs and services for Unduplicated Pupils under each of the districts LCAP goals

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In development of the update for the Local Control and Accountability Plan for the 2023-24 school year, district administrators reviewed the input provided from the educational partners survey, annual measurable outcomes, implementation of current actions and services, as well as expenditures to reflect the identified priorities. As a result of this review, the district is leaving the LCAP primarily the same as 2022-23. Through a review of the data, some desired outcome measures have been updated as current data indicates and need to advance or adjust to realistic expectations. One action will be added to the 2023-24 plan as described below.

Educational partners have expressed a strong desire for additional safety measures on campus to include a school resource officer (SRO) and electronic door. The district was able to fulfil the request for the electronic door during the 2022-23 school year, however, due to staffing shortage, we are unable to obtain a school resource officer. School administration will continue to work with the Tulare City PD to secure an SRO for the 2024-25 school year. Action 6 has been added to Goal 2 for various other safety measures or devices that will ensure the safety of the school community.

Goals and Actions

Goal

Goal #	Description
1	All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.

An explanation of why the LEA has developed this goal.

Liberty ESD is committed to providing all students a high quality education in a welcoming environment with equitable expectations, and access to the California State Standards. The district developed this goal given our educational partners are committed to the academic achievement of all students, specifically, those students who are low income, English learners, and foster youth. A preview of performance data on the California School Dashboard Academic Indicators, local performance indicators included in the Dashboard, and educational partner input, indicate Liberty Elementary performance levels fell below standard in English Language Arts and Math for specific high needs subgroups on Dashboard Indicators (Priority 2).

The following reflects the district's Greatest Academic Need from the 2022 California School Dashboard:

ACADEMIC INDICATOR ENGLISH LANGUAGE ARTS (ELA)
Since the release of the California School Dashboard was on hold for two years, there is no prior year published data to compare these results to, thus, there are no color indicators on this years Dashboard. On average, our students fell 5.4 point below standard on the CAASPP assessment for ELA.
The Students with Disabilities student group is the lowest performing student group averaging 86.7 points below standard indicated by Very Low status indicator.
The English Learners student group is the next lowest performing student group averaging 45.7 points below standard with a Low status indicator.
The Socioeconomically Disadvantaged student group also received a low indicator at 22.3 points below standard.

ACADEMIC INDICATOR MATHEMATICS
On average, our students fell 39.3 point below standard on the CAASPP assessment for Math.
The Students with Disabilities student group is the lowest performing student group averaging 111.6 points below standard indicated by Very Low status indicator.
The English Learners student group is the next lowest performing student group averaging 77.3 points below standard with a Low status indicator.
The Socioeconomically Disadvantaged student group also received a low indicator at 57.1 points below standard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) CAASPP 3 - 8 Grade Points above/below Level 3	ELA 4.7 points above Level 3 Math 18.5 points below Level 3 (2018-19)	CAASPP ELA 48% Met/Exceeded Math 34% Met/Exceeded STAR Local Assessment 3rd-8th grade: • ELA 51.3% performing at or above grade level • Math 34.3% performing at or above grade level (2021-22)	CAASPP (2021-22) ELA 5.4 points below standard Math 39.3 points below standard iReady Local Assessment 3rd-8th grade: • ELA 42.2% performing at or above grade level • Math 36.2% performing at or above grade level (2022-23)		ELA: 5 points above Level 3 Math: 20 points below Level 3 iReady Local Assessment 3rd-8th grade: • ELA 50% performing at or above grade level • Math 38% performing at or above grade level
(P 2) Implementation of State Standards for all pupils, including unduplicated, ELs and special needs students	District received score of "Met" Implementation of Academic Standards Local Indicator (2018-19)	District received score of "Met" Implementation of Academic Standards Local Indicator (2021-22)	District received score of "Met" Implementation of Academic Standards Local Indicator (2022-23)		District will receive score of "Met" on CA School Dashboard: Implementation of Academic Standards Local Indicator
(P 8) Reclassification Rate	16.7% (2018-19)	27% (2021-22)	39% (2022-23)		35% Reclassification Annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	38.9% EL Students making Progress on ELPAC (2018-19)	No new dashboard data in 2020-21. New dashboard data will be released in December 2022	64.2% EL Students making Progress on ELPAC (2021-22)		50% EL Students will make progress on ELPAC
(P 1) Degree to which students have standards-aligned instructional materials according to Board adopted Textbook Sufficiency Report	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2020-21)	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2021-22)	100% of LESD Students to include unduplicated and students with special needs have access to standards aligned instructional materials (2022-23)		100% of LESD Students to include unduplicated and students with special needs will have access to standards aligned instructional materials
(P 7) A. All Students have access to a Broad Course of study	District received "Met" on Access to Broad Course of Study Indicator District received "Met" Implementation of Access to Broad Course of Study Indicator	District received "Met" on Access to Broad Course of Study Indicator District received "Met" Implementation of Access to Broad Course of Study Indicator (2021-22)	District received "Met" on Access to Broad Course of Study Indicator District received "Met" Implementation of Access to Broad Course of Study Indicator (2022-23)		District received "Met" of Access to Broad Course of Study Indicator District received "Met" Implementation of Access to Broad Course of Study Indicator
(P 7) B. Programs and services developed and provided to unduplicated students	All Students (including unduplicated students) received instruction in art, music, and physical	All Students (including unduplicated students) are currently receiving instruction in art, music/band, and	All Students (including unduplicated students) are currently receiving instruction in art, music/band, and		All Students (including unduplicated students) will receive instruction in art, music, and physical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	education, and participated, as evidenced by the number of students enrolled in these classes (art, music, leadership, journalism, ag science, study skills, and computer skills) and PE, which includes the number of PE minutes received. Grades 6 - 8 Self-selected Elective Classes: Art: 24 students received art Band: 32 students Leadership: 21 students Journalism: 18 students Computer Skills: 18 Ag Science: 32 Study Skills: 16 Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2019-20)	physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received. Grades 6 - 8 Self-selected Elective Classes: Art: 58 students received art Band: 25 students Leadership: 20 students Journalism: 29 students Computer Skills: 29 Ag Science: 29 Study Skills: 29 Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2021-22)	physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received. Grades 6 - 8 Self-selected Elective Classes: Art: 53 students received art Music/Band: 27 students Leadership: 24 students Journalism: 21 students College & Career: 27 Ag Science: 28 Drama: 25 Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2022-23)		education, and participated, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, college & career, and drama) and PE, which include the state required number of PE minutes received.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 7) C. Programs and services developed and provided to individuals with exceptional needs	All Students (including students with exceptional needs) received instruction in art, music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music, leadership, journalism, ag science, study skills, and computer skills) and PE, which includes the number of PE minutes received. Grades 6 - 8 Self-selected Elective Courses: Art: 24 students received art Band: 32 students Leadership: 21 students Journalism: 18 students Computer Skills: 18 Ag Science: 32 Study Skills: 16 Grades TK-5	All Students (including students with exceptional needs) are currently receiving instruction in art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received. Grades 6 - 8 Self-selected Elective Classes: Art: 58 students received art Band: 25 students Leadership: 20 students Journalism: 29 students Computer Skills: 29 Ag Science: 29 Study Skills: 29	All Students (including students with exceptional needs) are currently receiving instruction in art, music/band, and physical education, and participate, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, study skills, and computer skills) and PE, which will include the number of PE minutes received. Grades 6 - 8 Self-selected Elective Classes: Art: 53 students received art Music/Band: 27 students Leadership: 24 students Journalism: 21 students College & Career: 27 Ag Science: 28		All Students (including students with exceptional needs) will receive instruction in art, music, and physical education, and participated, as evidenced by the number of students enrolled in these classes (art, music/band, leadership, journalism, ag science, college & career, and drama) and PE, which will include the state required number of PE minutes received.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All TK-5 Students Receive: Music, Art, PE (2019-20)	Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2021-22)	Drama: 25 Grades TK-5 All TK-5 Students Receive: Music, Art, PE (2022-23)		
(P 4) CAST 5th and 8th grade	33.7% Met or Exceeded Standard (2018-19)	CAST not administered in 2020-21 New CAST data will be released June 2022	41.37% Met or Exceeded Standard on CAST assessment (2021-22)		43% will have Met/Exceeded Standard
(P 4) ELPAC Summative Assessment	16.67% EL Students scored proficient/level 4 (well developed) on ELPAC assessment (2018-19)	27.59% EL Students scored proficient/level 4 (well developed) on ELPAC assessment (2020-21)	33.93% EL Students scored proficient/level 4 well developed on ELPAC assessment (2021-22)		35% EL Students will score proficient/level 4 (well developed) on ELPAC assessment

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Aligned Instructional Materials	Provide students to include low income and English learner students with up-to-date instructional materials (print and digital) that provide specialized lessons, materials, and technology components that include increased support for English learners and students performing below grade level. Subject matter may include history and social studies, science, social-emotional curriculum, college and career readiness, art, STEM and physical education.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Programs and Assessments	Utilize data (including formative assessments, summative assessments, and student work) to identify what evidence based instructional practices would meet the needs of special populations. Engage in an annual curriculum audit to determine current practice and delivery of curriculum and support. In the audit, include a review of the school's cultural relevance and sensitivity. Based on the curriculum audit findings, prioritize the sequence of new content adoptions for content areas by grade level and need. Supplemental programs include: Lexia/Reading PLUS TK-8, IXL TK-8 (Math; ELA), Renaissance STAR Reading/Math Assessment in K-8, i-Ready, computer adapted Typing Club Program in grades TK-6, and supplemental elective class instructional materials. Structured English language instruction taught in the classroom to English language learner students.	$36,389.00	Yes
1.3	Instructional Support Staff	Liberty ESD will hire, train, and maintain quality classified staff (Intervention Instructional Aides) to assist the school and teachers in instruction, supervision, and educating all students to include EL and students with special needs, and unduplicated students. Instructional assistants in the resource room ensure students are learning in a safe and supportive environment.	$84,272.00	Yes
1.4	Technology Services	Provide technology devices, computer technician, standards aligned digital content/subscriptions, Chromebook licensing, GoGuardian teacher and classroom management software to manage devices, block inappropriate content, and minimize risk to keep students safer online. Students in grades 1-8 have Chromebooks and standards aligned digital content. Students in grades TK-1 have access to iPads and standards aligned digital content.	$20,000.00	Yes
1.5	Staff Professional Development	Staff are supported with leadership, training, and professional learning opportunities relative to Designated and Integrated ELD, and Designated Language Acquisition Programs. Techniques for inclusion,	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		UDL, and math tasks and performance practices. Tulare COE consultants will be consulted to provide a portion of this training.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented. Students, including low income and English Learner students, were provided up to date instructional materials including web-based programs to support student learning. The district maintained quality instructional support staff, classified and certificated, to facilitate and support student learning. Technology services were maintained to ensure all students have a device to learn with, devices are kept up to date, and the district has connectivity for all students and staff to access the internet and educational resources.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal contained no actions with a planned percentage to improve services.
The only material difference between budgeted and actual expenditures was with action 3 for instructional support staff. Intervention instructional staff were employed by the district but they were funded from other sources.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of student end of the year performance data, and a review of actual actions/services developed to increase or improve services for students, indicate the students are recovering from the COVID pandemic set back. CAASPP ELA scores are 10 points below pre-pandemic levels while math scores are 20.8 points below. ELPAC assessment data shows 64.2% of EL students are making progress. Additional instructional support staff provided individualized direct instruction to students performing below grade level in reading were pulled to the learning lab 30 minutes daily to receive additional support. All students receiving additional academic support from instructional support staff exhibited an increase in reading levels. The district will continue to implement currently planned actions to improve student proficiency on the state adopted academic standards.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- The goal remains unchanged.

- The district shifted from the STAR local assessment to iReady local assessment. The Year 2 outcome has included the current iReady assessment data and the desired outcome has been updated.
- Recent CAST assessment data shows students are performing better than expected. The desired outcome has been updated from 39% meeting or exceeding standards to 43%.
- Recent ELPAC assessment data shows students are performing lower than expected. The desired outcome has been updated from 40% meeting or exceeding standards to 35%.
- Actions have remained unchanged but budgeted expenditures have been updated for the 2023-24 budget.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.

An explanation of why the LEA has developed this goal.

The district developed this goal given there are a significant numbers of high needs (unduplicated) students, which experience barriers to learning that require specialized staff to care for these students special circumstances. Much of these barriers include health and wellness as well as social and emotional challenges. High needs students, including those students from low income families and students who are foster youth, may lack the resources necessary to access the types of health and social/emotional supports that reduce barriers to learning.

Although suspension and expulsion rates remain very low (0.5%), English Learners continue to fall behind all students with 1.7% suspended at least once in 2021-22.

Following the COVID pandemic and return to in-person learning, Chronic Absenteeism is still recovering. In 2021-22, 11.8% of the students at LESD were chronically absent missing at least 10% of the school year. With an enrollment of 765, that is 90 students. This disproportionally impacted English Learners (15.3% chronically absent), Hispanic students (13.3%), Socioeconomically disadvantaged (17%) and Students with Disabilities (14.3%).

The metrics listed under Goal 2 measure school climate, pupil engagement and connectedness, parent involvement through monitoring the extent to which suspension, expulsion, and chronic absenteeism rates. There is a strong connection between school attendance measures, absenteeism rates and the percent of students and parents who feel their children are safe at school (2021, Parent/Teacher/Student Survey measure results).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 5) Chronic Absenteeism	2.6% Chronically Absent Increased 2.6%	7.5% Chronically Absent (2020-21)	11.8% Chronically Absent (2021-22)		8% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 CA School Dashboard)				
(P 6) Student Suspension Rates Student Expulsion Rates	0.4% student suspensions; increased 0.0% student expulsions (2019 CA School Dashboard)	0.0% student suspensions 0.0% student expulsions (2020-21)	0.5% student suspensions 0.0% student expulsions (2021-22)		0.0% student suspensions 0.0% student expulsion
(P 5) School Attendance according to Aeries Attendance	94% Attendance Rate (2020-21)	94.7% Attendance Rate per P2 (2021-22)	96.2% Attendance Rate per P2 (2022-23)		96% Attendance Rate
(P 3) Parent Involvement School promotes parental participation in programs for unduplicated students The school promotes parent participation in programs for individuals with exceptional needs	District "Met" indicator for Parent Engagement. (2021 CA School Dashboard) 2021 Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs)´ received meaningful and timely messages communicating their students' progress	District "Met" indicator for Parent Engagement. (2022 CA School Dashboard) Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress	District "Met" indicator for Parent Engagement. (2023 CA School Dashboard) Parent/Teacher Conference Attendance Rate: Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress		District will have "Met" the indicator for Parent Engagement. (CA School Dashboard) Parent/Teacher Conference Attendance Rate Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely messages communicating their students' progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and/or achievement measured by the percentage of parents attending parent/teacher conferences. 100% Parent Attendance at IEP Meetings. 94% Parent attendance rate at virtual conferences (2020-21)	and/or achievement measured by the percentage of parents attending parent/teacher conferences. 94% Parent Attendance at IEP Meetings 79% Parent attendance rate at virtual conferences (2021-22)	and/or achievement measured by the percentage of parents attending parent/teacher conferences. 100% Parent Attendance at IEP Meetings 97% Parent attendance rate at Teacher conferences (2022-23)		and/or achievement measured by the percentage of parents attending parent/teacher conferences. 100% Parent Attendance at IEP Meetings 100% of Parents will attend Teacher Conferences
(P 6) Other local measures; School Climate Sense of Safety and School Connectedness surveys of pupils, parents, and teachers	89% of Parents agree/strongly with the statement, "My child is safe at school" 97.8% of Teachers agree/strongly with the statement, "I feel safe while at work" 91.2% of Students agree/strongly with the statement, "I feel safe at school" (2020-21 Survey) Parents, teachers, and students sense of school connectedness	93.4% of Parents agree/strongly with the statement, "My child is safe at school" 95.6% of Teachers agree/strongly with the statement, "I feel safe while at work" 86.2% of Students agree/strongly with the statement, "I feel safe at school" (2021-22 Survey) Parents, teachers, and students sense of school connectedness	82% of Parents agree/strongly with the statement, "My child is safe at school" 100% of Teachers agree/strongly with the statement, "I feel safe while at work" 78.5% of Students agree/strongly with the statement, "I feel safe at school" 94% of Parents agree/strongly with the statement, "My		99% of Parents will agree/strongly with the statement, "My child is safe at school" 100% of Teachers will agree/strongly with the statement, "I feel safe while at work" 95% of Students will agree/strongly with the statement, "I feel safe at school" 90% of Parents will agree/strongly with the statement, "My

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(will be measured during the 2022-23 school year)	child feels connected at school" 91% of Teachers agree/strongly with the statement, "I feel connected at work" 88% of Students agree/strongly with the statement, "I feel connected at school" (2022-23 Survey)		child feels connected at school" 95% of Teachers will agree/strongly with the statement, "I feel connected at work" 90% of Students will agree/strongly with the statement, "I feel connected at school"
(P 5) Middle school dropout rates	0.0% Middle school dropout rates (2021 Aeries Attendance)	0.0% Middle school dropout rates (2021-22)	0.0% Middle school dropout rates (2022-23)		0.0% Middle school dropout rate
(P 1) School Facilities are maintained	"Exemplary" score (2020-21) Facilities Inspection Tool (FIT))	"Exemplary" score (2021-22)	"Exemplary" score (2022-23)		"Exemplary" score will be received
(P 3) The effort the school makes to seek parent input for the school district and school.	School Maintained Regularly Scheduled Parent Advisory Meetings. School Site Council meetings, District English Learner Advisory Committee meetings,	School Maintained Regularly Scheduled Parent Advisory Meetings. School Site Council meetings, District English Learner Advisory Committee meetings,	School Maintained Regularly Scheduled Parent Advisory Meetings. School Site Council meetings, District English Learner Advisory Committee meetings,		School Maintained Regularly Scheduled Parent Advisory Meetings. School Site Council meetings, District English Learner Advisory Committee meetings,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 98% active member attendance LPTC meetings: 100% of scheduled meetings held SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held Parent Survey: 95% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I receive adequate information regarding	Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 96% active member attendance LPTC meetings: 100% of scheduled meetings held (2021-22) SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held (2021-22) Parent Survey: 91.2% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I	Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 99% active member attendance LPTC meetings: 100% of scheduled meetings held (2022-23) SSC/ELAC Advisory Committees held quarterly meetings Parent Advisory Committee met monthly during the school year SSC meetings: 100% of scheduled meetings held (2022-23) Parent Survey: 88.3% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I		Parent/Teacher Club Advisory Committee meetings, and response to parent surveys. 100% active member attendance LPTC meetings monthly. SSC/ELAC Advisory Committees held quarterly scheduled meetings. LESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities to include School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and I receive adequate information regarding parent meeting/activities and parent workshops.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent meeting/activities and parent workshops. (2020-21)	receive adequate information regarding parent meeting/activities and parent workshops. (2021-22)	receive adequate information regarding parent meeting/activities and parent workshops. (2022-23)		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Student Support	Provide designated staff to connect families with community resources to support student health, wellness, attendance and education. Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources, and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them. Principal to conduct home visits, phone calls, and support to students, parents, and families. Social Worker to support and assist with improving parent and family involvement. School Psychologist 10 days per month to conduct student special education assessments. School Climate, Child Welfare, and Attendance Clerk to provide to the school in the development of programs that improve school attendance and reduce chronic absenteeism.	$282,000.00	Yes
2.2	Intervention Resource Classroom	COE Special Education, Behavioral Health Services Classroom on Campus to support the academic, behavioral, and mental health of	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		high needs students. This action is principally directed to students of low income families that may not have access to supports outside of school, however all students will have access to academic, social-emotional, and behavioral support at school.		
2.3	Health Professionals (Physical/Social-Emotional)	School health professionals (Full-time School Nurse and Contracted COE nurse) provide direct services to students to promote health and well-being and intervene when actual and potential health problems occur. The school nurse communicates with parents and connects families with community resources. This action is principally directed to students of low income families that may not have access to supports outside of school, however, all students will have access to professional health services and support (physical/social-emotional) at school.	$90,000.00	Yes
2.4	Attendance/Behavior Rewards	The district will improve student attendance and encourage positive behavior by offering rewards and incentives to those students with good monthly attendance and behavior. This action is to encourage low income and English learner student come to school every day.	$10,000.00	Yes
2.5	Parent Engagement	The district will provide parents with information and educational resources to support students' success in school. The social worker will provide outreach to families to connect them to resources in the community, as a strategy to help support parents as academic partners. The district will increase parent engagement and involvement by offering student rewards and incentives for PBIS, Character Counts, English learner achievement recognition assemblies. The district will increase family engagement using the Remind and Parent Square communication applications linked to Aeries, the district's Student Information System. Outreach will target low-income and English learner families.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Additional Safety Measures	The district will invest in additional safety measures and devices to ensure all students, staff, and families are and feel safe on campus.	$5,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented. The district was able to improve attendance in 2022-23 with the addition of the attendance clerk. The attendance clerk monitored student attendance, followed up with absences, and made home visits when necessary. Educational partner feedback shows great appreciation for the intervention resource classroom, school psychologist, and health professionals on campus.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal contained no actions with a planned percentage to improve services.
Cost savings reflected in actions 4 and 5 are due to other funding sources being available for these expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The data measuring school climate, suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately measure the effectiveness of all the district's programs and services. District student programs and services have led to a slight decline in suspensions, but an increase in chronic absenteeism due to missed days of school to quarantine in 2021-22. The 2022-23 school year attendance data is lower than we expected as well but showing improvement with an attendance rate of 96.2%. The attendance clerk and teachers consistently contacted parents to check in with students that were absence and stressed the important of school attendance. Full-time in-person learning has been alleviating the negative effect COVID-19 and school closure inflicted on students social-emotional wellbeing. The need to continue, and if possible, expand services and programs that support students' social-emotional well-being and physical health.

The FIT report indicate the district has maintained an exemplary score for school facilities. Middle School drop out rates remain at zero. Suspension and Expulsion rates are both 0%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- The goal remains unchanged.
- Recent Chronic Absenteeism data shows students are still struggling with maintaining attendance thus the district will not meet it's desired outcome of 1.5%. The desired outcome has been updated from 8%.
- Action 2.6 has been added to allow the district to implement additional safety measures and purchase safety devices as they are presented.
- Budgeted expenditures have been updated for the 2023-24 budget.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The district will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.

An explanation of why the LEA has developed this goal.

Even though Liberty is committed to employing and supporting a highly qualified and culturally proficient staff to improve outcomes for all students, after a comprehensive SIR analysis and multiple educational partner meetings, there are identified areas of need that will broaden school performance and improvement.

Teachers who are well-trained demonstrate comprehensive knowledge of the content areas for which they are responsible to teach, and are able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). A well-trained teacher is able to deliver specialized instruction to students who are English learners. Data from the California School Dashboard indicate that low-income students, and English learners perform below other student subgroups.

Teachers who are provided with high quality professional development and training, are designed to build their content knowledge and further develop their pedagogy. Professional development and training designed to build the ability of teachers to support English learners and provide up-to-date instructional materials to students in all content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(P 4) New Teacher Induction Program	100% of New Teachers completed the Induction Program (2020-21)	100% of New Teachers working toward completing the Induction Program (2021-22)	100% of New Teachers working toward completing the Induction Program (2022-23)		100% of New Teachers will complete the Induction Program
(P 1) Teachers are appropriately	100% of teachers are appropriately assigned in the	100% of teachers are appropriately assigned in the	100% of teachers are appropriately assigned in the		100% of teachers are appropriately assigned in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and credentialed in the subject areas with authorization from CCTC, the Board, or COE	subject areas with authorization from CCTC, the Board, or COE. 86% of teachers are fully credentialed (2020-21)	subject areas with authorization from CCTC, the Board, or COE. 81% of teachers are fully credentialed (2021-22)	subject areas with authorization from CCTC, the Board, or COE. 91% of teachers are fully credentialed (2022-23)		subject areas with authorization from CCTC, the Board, or COE. 90% of teachers are fully credentialed
(P 4) Teacher Access to Professional Development	100% of Teachers Received Professional Development (2020-21)	100% of Teachers Received Professional Development (2021-22)	100% of Teachers Received Professional Development (2022-23)		100% of Teachers will receive Professional Development

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	Teachers are supported with leadership, training, and professional development focusing on standards-based materials and instruction. Training will be focused on learning acceleration, designated and integrated ELD, Next Generation Science Standards (NGSS), foundational reading strategies, interactive writing, critical reading (specifically in the area of informational text), techniques for inclusion, UDL, and math tasks and performance practices. Tulare COE consultants will be consulted to provide this training as well as Aeries consultants.	$10,000.00	Yes
3.2	New Teacher Support and Assessment	The district will contract with the COE (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the Induction program. Costs include program fees and supplies.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Teacher Collaboration Opportunities	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of English learners and low income students' performance on formative and summative assessments, and use information gained from the analysis to plan instruction and intervention. Provide supplies, materials, and roving substitutes to allow teachers release time for instructional rounds. Costs associated with this action are funded from LCFF Base funds.	$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented. Teachers were provided with professional development, new teachers participated in the Induction program, and teachers participated in collaboration time.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal contained one action with a planned percentage to improve services. Due to increased salary and benefit costs, the actual percentage to improve was 1.39% versus the planned 1.3%.
There were no material differences between budgeted and actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Outcome data indicate 100% of new teachers are working towards completing the induction program, 100% of teachers are appropriately assigned, 91% of teachers are fully credentialed, and 100% of teachers received professional development. Providing resources for teachers to attend professional development was necessary to meet this goal and improve student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- The goal, metrics, and desired outcomes remain unchanged.

- Budgeted expenditures have been updated for the 2023-24 budget.
- The planned percentage to improve services has been removed as the district will be meeting the MPP through expenditure of funds. The action remains in the plan and is funded with LCFF Base dollars.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
726,135	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.15%	0.33%	$24,127.94	9.48%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Liberty Elementary School District remains focused on the needs, conditions, and circumstances of our unduplicated students. The District identified actions necessary to increase and improve services for unduplicated student groups outlined in the plan Goals, Actions, and Services section. The contributing actions listed below, which include high quality standards aligned instructional materials, a continued Action item carried over from the 2022-23 LCAP to support and enhance the progress of our unduplicated students through targeted intervention and additional staff support. The contributing actions include:

Goal 1, Action 1: Standards-Aligned Instructional Materials

Goal 1, Action 2: Instructional Programs and Assessment

Goal 1, Action 3: Instructional Support Staff

Goal 1, Action 4: Technology Services

Goal 1, Action 5: Staff Professional Development

Goal 2, Action 1: Coordination of Student Support

Goal 2, Action 2: Intervention Resource Class

Goal 2, Action 3: Health Professionals

Goal 2, Action 4: Attendance/Behavior Rewards

Goal 2, Action 5: Parent Engagement

Goal 3, Action 1: Teacher Professional Development

Goal 3, Action 2: New Teacher Support and Assessment

Goal 3, Action 3: Teacher Collaboration Opportunities

All actions and expenditures marked as contributing to increased or improved services were developed with a primary focus on the needs and circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location, that best meets the identified need. All actions outlined were carefully developed using need-identifying survey data measures, State and local data analysis, and educational partner feedback. These contributing actions are directed toward our unduplicated student population to assist Liberty Elementary School District in effectively meeting the LEA LCAP goals and the identified needs of our unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation regarding that action and how that action will assist unduplicated students effectively to close the equity and performance gaps and meet the goals of our LEA. Liberty incorporates language required by 5 CCR Section 15496 with regard to the description of each specific action the district maintains to provide instructional programs and assessments for monitoring unduplicated student progress.

Even though the district has an Unduplicated Pupil percentage under 55%, through 2022-23 analysis of the needs and circumstances of Unduplicated students, it was evidenced that many more others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this section can be most effective if implemented school wide.

The actions provided under Goal 1 are designed to improve student academic achievement, principally directed at low income and English learner students. Per 2022 Dashboard, in ELA, the "All Students" group scored 5.4 points below Standard. In Math, the "All Students" group scored 39.3 points below Standard. In ELA, an achievement gap exists between the performance of English Learners (EL) and the "All Students" group, as well as Students with Disabilities. Per 2022 Dashboard, EL are 45.7 points below Standard and Students with Disabilities are 86.7 points below Standard. In Math, our English Learners are 77.3 below Standard, Students with Disabilities are 111.6 points below Standard, and Socioeconomically Disadvantaged students are 57.1 below Standard. The District implements an assessment continuum, which includes the use of student benchmarks, SBAC Summative and Interim ELA and math assessment results to indicate growth for

underperforming student groups. These metrics will identify lead and lag metrics and the impact of programs on student achievement. An assessment continuum model is utilized for monitoring the academic, behavioral, and social and emotional well-being of unduplicated students who are experiencing difficulty. The district will use student assessment information assessable from varied school software systems to include AERIES for attendance and behavior, iReady for ELA and math academics, and Illuminate for benchmark and chapter test scores to target acceleration and intervention support, materials, and opportunities for unduplicated students. Instructional programs are standards-aligned as outlined and monitored by designated student groups using school wide iReady ELA and math metrics, benchmarks, and IBAs. Diagnostic student data is gathered from student IXL math, ELA, and Science diagnostics to progress monitor Hispanic and English learner students.

In order to address this need, students will be provided with:

Goal 1, Action 1, up-to-date instructional materials that provide specialized lessons, materials, and technology components that include increased support for English learners and students performing below grade level. The District provides materials and supplies that support the programs and services in the LCAP including art, STEM, and physical education. Lexia reading and Standards PLUS supplemental curriculum are implemented school-wide as intervention for unduplicated K-8 students. The implementation of these supplemental instructional programs allow students resource support through both intervention and enrichment learning. Students are placed into support programs based on their baseline assessment scores. It is imperative for all students, but most importantly, unduplicated students. The school principal disaggregates academic data by student subgroup to develop a Tiered system for learning groups. The lowest performing students attend intervention pull-out sessions for small group and/or one-on-one direct teaching and instruction in ELA, reading, and math.

Goal 1, Action 2, Instructional Programs and Assessments to ensure quality programs of study in all content areas are provided to unduplicated students. Student supplemental reading and math programs and STAR assessment program will be utilized to improve student achievement. These programs are important to the development of a well-rounded education. Students will be assessed for progress and improvement from multiple sources of evidence - self-reflection, student feedback and standardized tests.

Goal 1 Action 3, hiring and maintaining highly trained classified staff to assist the school and teachers with instruction, supervision, and educating unduplicated students. Instructional assistants in the resource room ensure students are learning in a smaller learning environment that allows struggling students equal access to standards aligned instruction in a way that is equitable.

Goal 1, Action 4, Technology Services including devices, computer technician, digital content and subscriptions, Chromebook licensing ,and GoGuardian Student Safety Device and Classroom Management Software. Students in grades 1-8 have access to Chromebooks and standards aligned digital content. Students in grades TK-1 have access to an iPad and standards aligned digital content. Maintaining high

quality technology devices and curriculum will improve student achievement by ensuring a continued access to instructional materials in or away from the school.

Action items for Goal 2, Action 1 provide designated specialized staff to connect families with community resources to support the health, wellness, attendance, and education for unduplicated students. Weekly Aeries attendance data, parent/teacher conference attendance rate, CA School Dashboard ELA , math, and chronically absent data will be utilized to measure unduplicated pupil progress and improvement.

The actions provided for Goal 2, Action 2 are implemented in partnership with the COE to provide a special education, behavior health classroom to support the academic, behavior, and mental health of unduplicated students. Aeries attendance data, parent/teacher conference attendance and participation in other school activities rate, CA School Dashboard ELA , math, and chronically absent data are utilized to measure unduplicated pupil progress and improvement.

Goal 2, Action 3 delivers a coordinated approach to school health and improves unduplicated students' health and their capacity to learn through he support of families, schools, and the community working together as a team. This approach ensures the whole school campus shares the responsibility for student care. Aeries attendance data, parent/teacher conference attendance and participation in other school activities rate, CA School Dashboard ELA , math, and chronically absent data are utilized to measure unduplicated pupil progress.

Goal 2, Action 4 and Action 5 strives to increase student engagement and parental involvement by offering student rewards and incentives for PBIS, Character Counts, English learner achievement recognition, good attendance and behavior as well as parent training and informational events. The district will further increase family engagement with Remind and Parent Square communication applications and utilizing Aeries Student Information System. This action is primarily targeted for low income and English learner student to encourage school attendance and participation.

The actions provided for Goal 3, Action 1 and Action 2 deliver teachers support with leadership, training, and professional development focused on standards-based materials and instruction. Training is focused on learning acceleration, designated and integrated ELD, NGSS, foundational reading strategies, interactive writing, critical reading (specifically in the area of informational text,) techniques for inclusion, UDL, math tasks, and performance practices for unduplicated students. Standardized tests that include all the material presented over the

duration of the year, formative assessment, observation, and student feedback will measure student progress and improvement. Additional teacher training will also lead to improved student academic achievement outcomes.

Students who are from low-income families, that are English learners, exhibit needs that require individualized (differentiated) instruction that reaches beyond the needs of students who are more affluent and proficient in English. The needs of these students are considered first as services provided under Goal 3, Action 3 have been developed. The actions and services are designed to support these students by providing teachers with collaboration time to identify struggling students analyzing their work and assessment results), and to plan specialized and targeted instruction for these students (who are mostly unduplicated students). Providing teachers with consistent weekly collaboration opportunities allow teachers time to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use the information gained from their analysis to plan instruction and interventions. These efforts provide Foster Youth, English Learners, Low-income students with a qualitatively better (improved) education. The services provided for low income students with Goal 3, Action 3 are effective by allowing the district to hire, support, and retain qualified teachers, support staff and administrators. Test scores in math increased for English learners and increased for students from low-income families (2022 California School Dashboard).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1, Action 5, staff will participate in Professional Development in ELD to build capacity to more effectively address the identified needs of English Learners (ELs). As the information in this Increased/Improved section reflects, an academic performance achievement gap exists between ELs and other student groups. Equipping staff with best knowledge and strategies to utilize in delivery of Integrated and Designated ELD will accelerate the English language acquisition of ELs. Thus, EL's will be more successful in accessing content area instruction leading to increased academic performance. Through this Action, staff will also demonstrate increased knowledge in how to best support the needs of ELs at differing levels of English language proficiency. Results of this Action will also be reflected in increased CAASPP ELA and Math results, as well as the percentage of ELs making progress toward English language proficiency per the ELPAC.

Utilizing the calculation tool provided by the state, our LEA has calculated it will receive $726,135 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 9.15%. The total percent of enrollment for all Unduplicated students (foster youth, EL and low-income) eligible for improved or increased services through LCFF Supplemental and Concentration grant funding is 42.4%. Through analysis of LEA-wide student performance outcomes and through engagement and feedback provided by educational partner groups, the needs of Unduplicated Pupils were identified and Actions for addressing these needs were developed. All Contributing Actions and components within those Actions

provide support for high needs students to the level that the district meets the Minimum Proportionality Requirement to Increase/Improve Services, including carryover (0.33%).

Although targeted funds are principally directed towards our low-income and English learner students, all students are served well with the use of these funds to increase academic achievement and preparation for college and career readiness. All students at all academic or language levels should have the opportunities to work together, collaborate, and be held accountable for one another's learning. All actions and services are proposed to ensure a positive outcome for student achievement and school connectedness for students, and our school ensures a high levels of student achievement through a school environment where all stakeholders work together to guarantee student success.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Liberty Elementary has an unduplicated pupil percentage below 55% and thus does not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:52	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:22	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$752,161.00				$752,161.00	$456,272.00	$295,889.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Standards-Aligned Instructional Materials	English Learners Low Income	$20,000.00				$20,000.00
1	1.2	Instructional Programs and Assessments	English Learners Low Income	$36,389.00				$36,389.00
1	1.3	Instructional Support Staff	English Learners Low Income	$84,272.00				$84,272.00
1	1.4	Technology Services	English Learners Low Income	$20,000.00				$20,000.00
1	1.5	Staff Professional Development	English Learners	$3,500.00				$3,500.00
2	2.1	Coordination of Student Support	English Learners Low Income	$282,000.00				$282,000.00
2	2.2	Intervention Resource Classroom	English Learners Low Income	$180,000.00				$180,000.00
2	2.3	Health Professionals (Physical/Social-Emotional)	English Learners Low Income	$90,000.00				$90,000.00
2	2.4	Attendance/Behavior Rewards	English Learners Low Income	$10,000.00				$10,000.00
2	2.5	Parent Engagement	English Learners Low Income	$5,000.00				$5,000.00
2	2.6	Additional Safety Measures	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
3	3.1	Teacher Professional Development	English Learners Low Income	$10,000.00				$10,000.00
3	3.2	New Teacher Support and Assessment	English Learners Low Income	$6,000.00				$6,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Teacher Collaboration Opportunities	English Learners Low Income	$0.00				$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,934,170	726,135	9.15%	0.33%	9.48%	$752,161.00	0.00%	9.48 %	Total:	$752,161.00
								LEA-wide Total:	$743,661.00
								Limited Total:	$3,500.00
								Schoolwide Total:	$5,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
1	1.2	Instructional Programs and Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	$36,389.00	
1	1.3	Instructional Support Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$84,272.00	
1	1.4	Technology Services	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
1	1.5	Staff Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	
2	2.1	Coordination of Student Support	Yes	LEA-wide	English Learners Low Income	All Schools	$282,000.00	
2	2.2	Intervention Resource Classroom	Yes	LEA-wide	English Learners Low Income	All Schools	$180,000.00	
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	LEA-wide	English Learners Low Income	All Schools	$90,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Attendance/Behavior Rewards	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
2	2.5	Parent Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
2	2.6	Additional Safety Measures	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
3	3.2	New Teacher Support and Assessment	Yes	LEA-wide	English Learners Low Income	All Schools	$6,000.00	
3	3.3	Teacher Collaboration Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$808,161.00	$690,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards-Aligned Instructional Materials	Yes	$50,000.00	26,552
1	1.2	Instructional Programs and Assessments	Yes	$74,389.00	64,739
1	1.3	Instructional Support Staff	Yes	$84,272.00	13,316
1	1.4	Technology Services	Yes	$60,000.00	70,211
1	1.5	Staff Professional Development	Yes	$3,500.00	3,000
2	2.1	Coordination of Student Support	Yes	$300,000.00	285,416
2	2.2	Intervention Resource Classroom	Yes	$96,000.00	102,250
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	$90,000.00	115,005
2	2.4	Attendance/Behavior Rewards	Yes	$20,000.00	0
2	2.5	Parent Engagement	Yes	$5,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Teacher Professional Development	Yes	$19,000.00	9,000
3	3.2	New Teacher Support and Assessment	Yes	$6,000.00	1,200
3	3.3	Teacher Collaboration Opportunities	Yes	$0.00	0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
730,213	$808,161.00	$690,689.00	$117,472.00	1.30%	1.39%	0.09%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-Aligned Instructional Materials	Yes	$50,000.00	26,552		
1	1.2	Instructional Programs and Assessments	Yes	$74,389.00	64,739		
1	1.3	Instructional Support Staff	Yes	$84,272.00	13,316		
1	1.4	Technology Services	Yes	$60,000.00	70,211		
1	1.5	Staff Professional Development	Yes	$3,500.00	3,000		
2	2.1	Coordination of Student Support	Yes	$300,000.00	285,416		
2	2.2	Intervention Resource Classroom	Yes	$96,000.00	102,250		
2	2.3	Health Professionals (Physical/Social-Emotional)	Yes	$90,000.00	115,005		
2	2.4	Attendance/Behavior Rewards	Yes	$20,000.00	0		
2	2.5	Parent Engagement	Yes	$5,000.00	0		
3	3.1	Teacher Professional Development	Yes	$19,000.00	9,000		
3	3.2	New Teacher Support and Assessment	Yes	$6,000.00	1,200		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Teacher Collaboration Opportunities	Yes	$0.00		1.3%	1.39%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,331,457	730,213	1.18%	11.14%	$690,689.00	1.39%	10.81%	$24,127.94	0.33%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2022-2023

Date of Board Approval

June 27, 2023

LEA Name

Liberty Elementary School District

CDS Code:

54719850000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

DISTRICT & SCHOOL PLANNING:
Each year, the district and school site leaders along with the Liberty Parent Teacher Committee (LPTC), School Site Counsel Committee (SSC), develop and/or revise goals that drive the district toward continuous improvement in each of the State's priority areas. The District's three goals are the foundation of the district's LCAP, and are the foundation for all of the district's federally funded initiatives and priorities. State and federal funding sources work together, with federal funds from Titles I, II, III, and IV, supplementing state funds, to achieve the district's goals.

1. Students will make academic progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.
2. Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.
3. The district will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.

RATIONALE/EVIDENCE
Goal 1, funded with the LCFF, students are provided with materials, technology, activities, and courses of study that support and enrich their core instruction. Services that students receive through the LCAP include a summer academic and enrichment program, support for ELs, students with unique needs, and low-income students. Through the LCFF, the district provides a learning director who ensures that core academic instruction is raising achievement and that struggling students, ELs, students with unique needs, and low-income students receive additional support. The learning director works with the ELPAC Coordinator and Teachers to develop integrated and designated ELD instruction for ELs and ensures designated ELD is a protected time during the school day when teachers provide lessons for ELs to develop English language proficiency. Federal funds are used to support student learning and achievement. Title III funds provide support that is specific to EL students. This includes after-school ELD, professional development specifically designed to increase the achievement of ELs, and a comprehensive program of education and support for the families of EL students. Federal funds also support the educational programs and provide extended learning opportunities including enrichment and intervention, educational tutors, books, supplies, and materials at school.

Goal 2, is funded with the LCFF and funds designated for specialized staff to connect families with community resources to support student health, wellness, attendance and education. Ensuring that there is a continuum of social-emotional, behavioral and mental health supports and resources, so that the school and families, including those experiencing homelessness and foster youth, know how to access these resources. Implementing a system of surveying and monitoring of attendance, suspension and academic data to detect the impact on students and families. Administration and specialized support staff to conduct home visits, phone calls, and support to parents with academic and attendance issues. The attendance clerk/liaison assists the school in the development of programs that improve school attendance and reduce chronic absenteeism. The initiatives provided under Goal 4 are primarily supported with the LCFF. A portion of federal funds are used to provide additional supports, rewards, and or activities designed to keep students connected and engaged at school and to support their social and emotional wellbeing.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Funded with the LCFF, teachers are provided training and support that includes three full-days of professional development (PD). These PD days are the core training that all teachers receive at the beginning of the new school year. Trainings provided cover content, pedagogy, school culture, and students' social-emotional needs. Federal funds are used to supplement, extend, and individualize the core training that all teachers receive. Federally funded curriculum specialists in ELA, mathematics, and technology provide ongoing support for the teaching staff. Teachers with preliminary credentials who are new to the profession participate in an induction program receiving additional training including one-on-one coaching and support for two years. The LCAP provides for the core of the induction program. Federal funds supplement induction by providing induction coaches to work with new teachers.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The discussion below, organized around each of the district's three overarching goals, demonstrate the alignment of state and federal resources supporting each of the goals.

Goal 1:
The information below illustrates how resources from the LCAP and from federal programs work together to support students, including students who are English learners, as they work toward making progress on the state adopted content and ELD standards. The federal funds (Title I and III) add supplemental layers of academic supports for students as they move toward proficiency.

LCAP
Computer Technician to Support Technology
Supplemental Reading Programs
Summer Session (funded through ELOP)
Curriculum Specialists
Intervention Instructional Aides
Learning Director (Academic Support for Unduplicated Students)

Title I (and SWP):
Books, Supplies, Materials
After School Interventions for struggling students
Standards-Aligned Digital Content
County Office of Education Academic Competitions (Science Olympiad, Spelling Bee, Poetry and Prose)

Title III:
Supplemental after school intervention for English Language Development Instruction
Books, Supplies, Materials
Support for Parents/Families of EL students

Goal 2:
The actions and services under Goal 2 provide students with the supports and interventions that reduce the barriers to learning that many students from low-income families, who are English learners, low-income, students with unique needs, and foster youth.

LCAP
RNs (Student Health Support)
Social Worker (Social/emotional/behavioral Support)
Counselors (Social/emotional/behavioral Support)
Student Specialists/Principal (Social/emotional/behavioral Support)
School Climate, Child Welfare, and Attendance Clerk (Support and Technical Assistance to Schools)
Standards Aligned Materials (Textbooks)

Title I (and SWP)
Books, Supplies, Materials
Student Academic Rewards/Activities
Social Emotional Learning (SEL)

Title II:
Teacher Professional Development
Staff Developers from County Office of Education
Substitutes for Teacher Release (Professional Development and Training)

Title III:
Professional Development for Supporting ELs
Teacher Professional Development
Curriculum Consultants (ELA & Math) Specific to Supporting ELs

Goal 3:
Staffing teachers that are appropriately credentialed and appropriately assigned is a priority. In order to appropriately serve students, to include students who are English learners, low-income, students with unique needs, and foster youth, teachers require ongoing training, and support. The leadership and stakeholders of LESD have made a significant commitment to ongoing teacher training.

LCAP
Three Professional Development Days for Teachers
Learning Director (Professional Support and Coaching, Professional Development and Training)
Contracted Curriculum Coaches (Professional Development and Coaching on-site and in the classroom)
Induction Program (Support for Teachers New to the Profession)

Title I:
Instructional Coaches (ELA, Math, Technology)
Induction Coaches

Title II:
Professional Development
Staff Development from County Office of Education
Substitutes for Teacher Release (Program/Classroom Observations, Training)

Title III:
Professional Development Specific to Supporting ELs
County Office of Education Staff Development

All state and federal resources are aligned and work together to support the district's three goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
The district will use eligibility for the National School Lunch Program (NSLP) as the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
   a. Number of low-income students
   b. Number of minority students
2. Does the LEA have an educator equity gap –
   a. If yes, must create a plan which must include root cause analysis of the disparity
   b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. The LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers:
LESD conducts a series of two staff planning meetings annually. At these meetings, the district's needs for staffing and hiring for the upcoming school year are discussed. Part of this planning process includes an analysis of teacher experience, the ratio of inexperienced, ineffective, or out-of-field teachers to low-income and minority students. The district uses student data reports from CALPADS along with internal data that include enrollment projections and facilities availability to review staffing for the current school year and to make estimates for the next school year. During this process, using all of the information discussed above, the district identifies potential disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers to low-income and minority students, and comparability. In addition, the district administration will utilize the data discussed above to complete the Equity Data Collection and Analysis Tools available from the California Department of Education. Completion of this process will result in the analysis of the data from these measures to determine any disparities. Once the school year is underway, the Superintendent, Principal, Learning Director, and Executive Administrative Assistant frequently monitor the district's staffing needs throughout the school year.

2. How the LEA will address any disparities found during the identification process:
If potential disparities are found during the annual staff planning process, grade level classes with potential disparities will be prioritized to receive the most experienced newly hired teachers. If it is necessary to staff classrooms with teachers that are classified as "ineffective," the placement of these teachers will be strategic in placing in a classroom that will cause the least disparity between low income and minority students. Once the school year is underway, the LEA administration will conduct ongoing monitoring of the district's staffing. Teachers who are classified as "ineffective" receive ongoing support that includes training, in-class coaching, and assistance preparing for exams required to meet the state's credentialing requirements. The district utilized the Educator Equity Root Cause Analysis Tool template provided by the California Department of Education's Step Two-Gap Analysis web page to conduct the analysis below.

INEFFECTIVE/OUT-OF-FIELD/LOW INCOME & MINORITY
Are minority students taught at higher rates than other students by ineffective or out-of-field teachers?
The districts analysis indicates the following:
Based on staffing projections for 2023-2024, there will be 35 TK-8 grade teachers in LESD; 28 elementary, six (6) junior high, and one (1) TK-8 grade music/band teacher. There are projected to be 0 ineffective teachers representing 0% of the district's teaching force, indicating no significant disparity.

Are low-income students taught at higher rates than other students by ineffective or out-of-field teachers?
The districts analysis indicates the following:
Based on staffing projections for 2023-2024, there will be 35 TK-8 grade teachers in LESD; 28 elementary, six (6) junior high, and one (1) TK-8 grade music/band teacher. There are projected to be 0 ineffective teachers representing 0% of the district's teaching force, indicating no significant disparity.

INEXPERIENCED TEACHERS & LOW-INCOME/MINORITY STUDENTS
Are minority students taught at higher rates than other students by inexperienced teachers?
The district's analysis indicates the following:
Based on staffing projections for 2023-2024, there will be 35 TK-8 Grade Teachers in LESD; 28 elementary, six (6) junior high, and one (1) TK-8 grade music/band teacher. There are projected to be two (2) inexperienced teachers representing .06% (less than 1 percent) of the district's teaching force, indicating no significant disparity.

Are low-income students taught at higher rates than other students by inexperienced teachers?
The district's analysis indicates the following:
Based on staffing projections for 2023-2024, there will be 35 TK-8 Grade Teachers in LESD; 28 elementary, six (6) junior high, and one (1) TK-8 grade music/band teacher. There are projected to be two (2) inexperienced teachers representing .06% (less than 1 percent) of the district's teaching force, indicating no significant disparity.

The percentages of minority students in the district's one school site is 65% of the student body, which is less than the California public school average of 78% (during the 2022-23 school year).

The percentage of low-income students in the district's one school site is 38% of the student body (based on the percentage of students who were eligible for free or reduced-price lunch (FRPL) (2022-23 school year). LESD is divided into the mid-low poverty category indicator for schools where 25.1 to 50.0 percent of the students are eligible for FRPL.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Not applicable. The district is not identified by the State for Comprehensive Support and Improvement (CSI) or Targeted Assistance and Intervention (TSI).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, information from the California Department of Education's Equity Data Collection and Analysis Tools, the California School Dashboard's Local Indicators, and the School Accountability Report Card, is shared and discussed with the district's stakeholder groups during the development of the LCAP each year.

Parents are encouraged to attend and provide feedback and suggestions regarding student programs and support services during public and monthly board hearings, school site council meetings, and parent, teacher advisory meetings. Meetings which include the Principal or designee are held in the late afternoon to learn and receive information about strategies and practice to support their child(ren) in the educational setting. These meetings engage parents in question and answer sessions, allowing parents an opportunity to voice concerns and ask questions they have, regarding state standards, assessments, or their child's academic progress. The district provides technology, reading materials, and professional development to teachers, in order to help them communicate with parents regarding technology. The district does not have a parent resource center on campus, however, a social worker is on campus to provide parents with resources and community outreach to support the needs of their child.

The district provides translators for parents to communicate and provide information during meetings and conferences. The district's English Learner student population is .06%; a small number of school correspondence is translated. The district utilizes smart two-way translation functionality to establish communications with parents. ParentSquare uses advanced Google translate, to translate messages in over 100 languages that automatically translate messages from the sender to the recipient in each parents' preferred language. Bilingual office staff are available to answer questions and make phone calls to Spanish speaking parents. ParentSquare is an effective parent engagement platform to create an easy way for teachers to communicate with non-English speaking families. Parents may send a message to a teacher or administrator or reply in their native language.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Not applicable. The district does not have any students enrolled in this subgroup.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not have any students enrolled in this subgroup.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The principal is the district's homeless coordinator/liaison. The principal oversees the identification, registration, placement, and transportation of homeless students. The principal provides monitoring and technical assistance to the school site to ensure that homeless students are attending school each day, have transportation to school, and (using Title I funds) receive any other material supports that may be needed. The superintendent monitors attendance of homeless students at the district level.

The district employees a COE triage social worker (funded with the LCFF) to development programs that improve school attendance, reduce chronic absenteeism, and support the enrollment and success of Homeless Children and Foster Youth. A school psychologist is on campus four days per week to support any district students in need.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Not applicable. The district does not have any students enrolled in this subgroup.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LESD is a K-8 single school district, therefore, students are provided with a variety of activities and supports as they prepare to transition from eighth grade to the high school. High school enrollment information is sent to all eighth grade parents. LESD eighth grade students attend an informational forum at the local theater facilitated by the local high school district.

The LESD administration attend three (3) articulation meetings at the high school to collaborate and plan for eighth grade students to transition to high school. LESD eighth grade teachers also attend one (1) articulation meeting with the local high school district and assist in providing information regarding appropriate placement in high school for our students. LESD works with the local high school district to facilitate the transfer of student records and test scores for a successful transition. LESD eighth grade teachers assists students in registering for high school if needed.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not facilitate a gifted and talented program.

The district has a school library that is staffed and open each day. The district maintains a library system that provides research, resources, and eBooks for students. The school site library collection include a variety of books for all students at every grade level (K-12). An online academic platform provides resources and eBooks for students to improve academic achievement. School library collections are supplemented using Title I funds. District and school site administration meet annually with COE Library Media Specialists to assess the needs of our school library.

The district will use/allocate Title I funds to meet the purposes of this part [1112(b)(13)(A-B)] as follows:

School-wide, and grade level professional development sessions for teachers and administrators as well as in-class coaching for teachers and small groups of teachers is provided. COE Professional development to the school, grade-levels, and individual teachers in the development of assessments and interpretation of assessment results. COE Curriculum Specialists provide professional development to staff, grade levels, and individual teachers in developing and delivering instruction based on analysis of assessment results.

Administrative decisions are carefully made when selecting professional development that would have the highest impact on student achievement based upon triangulated data analysis of students ELA, math, reading, and writing achievement data, to include teacher input. Collaborative whole-group professional development, in-class coaching, weekly coaching meetings, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
   (A) LEA; and
   (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The district does not receive Title I Part D.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The district's systems promote professional growth and ensure improvement by providing teachers, principals, and other school leaders with professional learning that is directly linked to the needs of students and to the professional learning goals of educators. The district provides new teachers with the opportunity to attend the Teacher Induction Programs through the County Office of Education (COE). All teachers are provided with quality professional development by district curriculum partners. Administrators are trained in a variety of areas from understanding state standards, interpreting state results, new standardized curriculum, positive behavior intervention systems, and other leadership trainings dependent upon the needs of the district. To strengthen and develop the capacity of teachers, the district organizes opportunities to develop meaningful teacher leadership for professional growth, and to ensure improvement. Professional learning is provided that is aligned to improving the needs of students, and learning goals for educators. Professional learning is designed around students needs that are identified through student academic data, school leadership classroom observations, and determined from teacher input. Professional learning is targeted by content and pedagogy. The principal and Learning Director (LD) are provided opportunities for professional growth at monthly Instructional Cabinet meetings. During cabinet meetings, the principal and LD conduct analysis of student achievement data including CA School Dashboard, the CAASPP, the CAASPP IABs, benchmarks, district common assignments and performance tasks, curriculum-embedded formative assessments, and student work samples. Data is disaggregated by race, gender, EL status, special needs, foster/homeless, and economic status. The PD team guides and support the principal in their analysis of this data, building their capacity to plan and implement actions based on this analysis. Time is also set aside each month to engage in the study of instructional practices and problems that apply directly to the areas of need on campus. These inquiries usually incorporate a study of current professional texts. Topics for inquiry include formative classroom walk-throughs, the formative assessment process, and guided reading.

MEASURING GROWTH AND IMPROVEMENT:
Professional learning goals are based upon identified student needs or learning gaps, students' growth is measured before/after coaching cycles. Formative and summative assessment tools are used (listed above). Given professional development is also based on teachers professional learning goals, teachers provide input and feedback through surveys and direct feedback to the PD team. The district's new teacher development process incorporates enrolling new teachers in a COE induction program. The COE employ extensive analysis from surveying participants, schools and district leadership as part of the accreditation and improvement process.

The district conducts regular reviews that use data including student achievement and school climate data; feedback from participants including surveys and direct contact; observations from the principal, learning director, and the district's professional development team; as well as input from Educational Partner groups. Data from these reviews are used to identify areas of strength and areas of need in all components of the professional learning system including content, pedagogy, equity, design and structure, and shared accountability. Based on the analysis of these data, real-time adjustments are made to the focus, content, and structure of professional learning to address identified areas of need. The district's team of instructional coaches are exceptionally well-suited to make such adjustments, as they work directly with teachers, conducting and analyzing formative assessment data and listening to the concerns/needs/learning goals of teachers as part of the job-embedded coaching cycles discussed above.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II Part A funds are used to provide professional development to teachers, administrators, and other school staff as centralized services. Professional development services are directed at the school site, individual, or groups of staff members based on a comprehensive needs analysis that incudes analysis of student achievement data (including the achievement of student subgroups and students counted under Section 1124(c)), surveys from teachers, input from school site administrators, and/or the implementation of district led initiatives.

The administrative team works closely with the specialized school site team, to make data-driven decisions regarding the focus of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (mathematics or RSP), school administration, or other school staff (paraprofessionals, school counselors, media service aide).

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district uses Title II funding for professional learning activities. The district conducts a regular review of Title II programs by collecting data, monitoring, and analyzing multiple sources of data to continuously improve programs, including Title II programs. Data from the CA School Dashboard, disaggregated data from the CAASPP, CAASPP Interim Assessment Blocks, District common assessments, performance tasks, and skills-based tests for young students who are not yet reading/writing are analyzed, as are school climate data from the CA School Dashboard, internal, real-time data on absenteeism, suspension, discipline incidents, and attendance. Data is reviewed and monitored by the administrative team each month.

The district receives direct input from Educational Partner groups, all of which provide input on the district's professional learning needs, including our parent and teacher committee, a Parent Advisory Committee, SSC/DELAC, and a student focus group. Input from these groups is collected, reviewed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, updated, and improved. These committees meet four (4) times per year.

Teachers are surveyed regularly regarding their professional development needs, evaluations of all professional development activities, and curriculum. Teachers are provided with monthly minimum day for PLCs. During collaboration, teachers analyze achievement data, plan instruction, and identify professional learning needs. Teacher professional development early release days are provided monthly during the school year.

The principal and learning director provide direct input during monthly cabinet meetings. Student academic data is analyzed at cabinet meetings and opportunities to collaborate and provide ideas and input for professional learning is discussed. The input provided is then used to refine and/or update the current programs for continuous improvement. Administrative cabinet team meetings are held monthly during the school year.

The Specialized Instructional support team meet each month to discuss the professional learning needs, programs and any necessary changes needed to improve student programs. The Specialized Instructional support team is comprised of special education teachers, the school psychologist, behavior support staff, social worker, and the principal. Input is shared regarding professional learning needs for students, staff, teachers and program monitoring. Special education advisory meetings are held monthly during the school year.

The district receives direct input from parents regarding professional development and activities to improve our school. The district's parent committees collaborate, share ideas, and provide input on district, state, and federal programs, to include including Title II. Input from these groups is collected during meetings and through survey measures, then reviewed, categorized, and reported to the board of trustees. Thereafter, the data is incorporated into the district's goals, actions, and services, which include Title II programs. The parent and teacher committee meet monthly during the school year.

Instructional grade level curriculum meetings are held weekly with teachers, the learning director, and school principal. Data and suggestions are used to determine and identify the district program strength and instructional programs that are not successful. Based on this information, the foci of professional learning including content, pedagogy, equity, design, structure, and shared accountability are developed, and data is taken to refine and/or or update curriculum and student programs. Grade level teacher meetings are held weekly during the school year.

The district's LCAP, Title I, and Title I Schoolwide programs, Title II, and Title III programs all work together to address professional learning needs, supporting and delivering professional learning in the district. The LCAP provides professional training in the district's core programs, including training on district's instructional materials in ELA, math, science, social science/history as well as the district's designated ELD programs. Title I (as centralized services) and Title II provide for professional learning opportunities based on districtwide professional learning needs that have been identified through analysis of data and input from Educational Partner groups. Title I schoolwide Program provides opportunities for schools to address professional learning needs that are specific to the individual site, based on analysis of data and input from SSC/ELACs. Title III provides opportunities to address professional learning needs that are specific to the language development and achievement of English learners and that supplement the programs/services discussed above.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides English Language Development professional development to certificated staff, school site leadership, and other school personnel that is specific to the academic achievement and specific to the English language development of students who are English language learners. The district contracts professional development days with the County Office of Education to provide teachers research-based strategies and learning designed to increase the English language development and academic achievement of EL students.

All teachers and school site administrators are trained in the district's evidence-based designated ELD program. This training is of sufficient duration and intensity to have a positive and lasting impact on the teachers' performance in the classroom. All teachers and administrators receive an initial, in-depth multi-day, training in the district's designated ELD program. Teachers and administrators receive ongoing/follow-up training each year. This training builds upon their existing knowledge and skill. All teachers and administrators who are new to the district receive initial training in the designated ELD program before school begins each year, and ongoing/follow-up training thereafter. The district's learning director, COE curriculum specialists, and certified curriculum professionals provide training in the district's designated ELD programs.

The district's ELA and math curriculum programs provide designed supplements to improve the instruction and assessment of English learners. The ELD supplemental curriculum provide teachers and administrators with an in-depth understanding of the ELD standards and the proficiency levels, which provide the basis for formative assessment of English learners. These curriculum programs provide an understanding of the relationship between the ELD standards and the ELA standards, and builds upon the ability of teachers to understand and implement the district's curricula at each grade level with ongoing and effective supports for English learners across all subject areas. The curriculum and training provide specific instructional strategies that can be used in the classroom to support EL students in each content area. Moreover, the teacher manuals, training and outlined curriculum provide teachers with a level of understanding in language structures and the relationship to grade level specific content that will allow teachers to develop their own effective strategies and scaffold the learning to eliminate barriers for EL student achievement.

The district's administrative and instructional team attend COE California English Learner Roadmap virtual sessions. This training evoked guidance for the implementation of new policy, programs, and practices for English Learner students. Strategies for increasing English language development and the academic achievement of ELs to increase performance on the English Language Proficiency Assessment (ELPAC), were beneficial in reclassifying more than 40% of our EL students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LESD joined other small school districts in a COE migrant student consortium. The district has a very small percentage of immigrant students (less than 1%). Program support is provided by the county to provide instructional programs for the districts immigrant children and youth.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   o are focused on English learners and consistent with the purposes of Title III;
   o enhance the core program; and
   o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district purchased English Language Arts/English Language Development curriculum to support all students in learning academic standards. Reading intervention materials were purchased to increase reading proficiency for English Learner students. Professional Development and specialized training are provided to certificated staff through the County Office of Education, and hiring outside consultants to monitor teacher implementation of purchased English Language Arts/English Language Development curriculum. English Learners also receive 30 minutes of designated support time with a certificated teacher in the classroom to provide additional support to students and increase their English Language proficiency. A frequent review of English Learner progress is conducted with stakeholders.

LESD contracts with the COE to provide after-school ELD small group instructional support for all English learner students.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LESD is a single school district. This allows the district the opportunity to efficiently monitor student progress using teacher reported observational data, and staff to ensure English Learners are making adequate progress on English acquisition. English Learner progress is posted on the California Dashboard and shared with stakeholders at School Site Council and District English Language Advisory Committee meetings. The district utilizes the LCAP metrics to set reasonable expectations for success. Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations. School administration will review teacher charted data to monitor the progress of EL students. The district will identify students at-risk and will monitor the progress of these students through their elementary and middle school years. Data, including local scoring of ELPAC, and district benchmark and formative assessments will be used to develop an analysis of students' progress and utilized to identify students who are at risk. Once these students are identified, they are provided additional intervention based on their language and academic needs. The progress of identified EL students is monitored and ELPAC assessment results are annually reviewed to determine if EL students are improving their English language skills.

LESD contracts with other small school districts in a COE Title III English Language Learner consortium due to the limited number of EL students (0.6%). Instructional support is provided by the COE for staff development and training for teachers, and academic instructional support for English learner students.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

   (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
   (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
   (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
   (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
   (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

   1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
   2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
   3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
      a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's SSC/ELACs, teacher grade level curriculum committees, cabinet team, special services team, and student focus group committee provide input into the district's needs assessment and plans, which address (A) access to, and opportunities for, a well-rounded education for all students; (B) school conditions for student learning in order to create a healthy and safe school environment; and (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Input from these groups is collected, analyzed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, updated and improved (4106(c)(1).

A continuing mandate from all stakeholder groups, coupled with analysis of the data points discussed above, is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education along with opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities that have been shown to increase academic achievement, there is a need to provide students with an educational program that includes these activities and areas of study. Because students from low income families don't always have access to the technology that is essential in developing skills needed for success in college and in today's workplaces, there is a need to provide students with technology to be used in their classrooms each day along with instruction in its use. Although the district's suspension rate slightly increased, the number of students who are suspended each year remains low. Although the district met its targets for attendance and chronic absenteeism, there continues to be student subgroups who are chronically absent. There is a continuing need to reduce or eliminate the barriers that keep students from attending school every day (4106(d).

The district contracts with curriculum and technology specialists with the COE in the area of ELA, and Math, Science, and technology use in the classroom. These specialized personnel work in classrooms, along-side of teachers, with students, developing and implementing lessons, strategies, and activities that support access to a well-rounded education, specifically providing hands-on learning and exposure to science, technology, and mathematics. The district conducts project based learning activities that involve the community to develop students' understanding of their unit of study (4107).

The district implements a system of schoolwide positive behavioral interventions and supports to improve academic outcomes and school conditions for student learning. This system includes a strong professional development/training component. The district, ensures that students who need services are referred accordingly to student specialists, nurses, counselors, psychologists, and/or social worker if needed. The district implements a triage social worker who works with students, their families, and outside community organizations. An essential part of the social worker's mandate is to establish partnerships between the community, schools, and families that provide for students' material, social-emotional, and academic needs 4108.

Students are provided with a wide variety of digital resources, aligned with the academic content standards in ELA, math, science, and history/social science. These supplemental resources, along with classroom instruction and professional development to provide students with the means to improve their academic achievement, academic growth, and digital literacy (4109).

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable.

What activities will be included within the support for a well-rounded education?

Not applicable.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable.

What activities will be included within the support for safety and health of students?

Not applicable.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Not applicable.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable.

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Not applicable.

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Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

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California Department of Education
February 2022

Budget Comparison Report

by Fund

	2023 - 2024 Working Thru 7/1/2023			2023 - 2024 Actual Thru 7/1/2023		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	$5,833,310.00	$0.00	$5,833,310.00	$0.00	$0.00	$0.00
80120 Education Protection Account	$2,308,647.00	$0.00	$2,308,647.00	$0.00	$0.00	$0.00
80410 Secured Rolls Tax	$620,843.00	$0.00	$620,843.00	$0.00	$0.00	$0.00
Total LCFF Sources	$8,762,800.00	$0.00	$8,762,800.00	$0.00	$0.00	$0.00
Federal Revenues						
82900 All Other Federal Revenue	$0.00	$196,720.00	$196,720.00	$0.00	$0.00	$0.00
Total Federal Revenues	$0.00	$196,720.00	$196,720.00	$0.00	$0.00	$0.00
Other State Revenues						
85500 Mandated Cost Reimbursements	$28,414.00	$0.00	$28,414.00	$0.00	$0.00	$0.00
85600 State Lottery Revenue	$127,755.00	$50,351.00	$178,106.00	$0.00	$0.00	$0.00
85900 All Other State Revenue	$1,953.00	$277,714.00	$279,667.00	$0.00	$0.00	$0.00
Total Other State Revenues	$158,122.00	$328,065.00	$486,187.00	$0.00	$0.00	$0.00
Other Local Revenues						
86600 Interest	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00
86990 All Other Local Revenue	$109,836.00	$0.00	$109,836.00	$0.00	$0.00	$0.00
Total Other Local Revenues	$199,836.00	$0.00	$199,836.00	$0.00	$0.00	$0.00
Total Revenues	$9,120,758.00	$524,785.00	$9,645,543.00	$0.00	$0.00	$0.00
Expenditures						
Certificated Salaries						
11000 Certificated Teachers` Salaries	$2,957,813.00	$3,252.00	$2,961,065.00	$0.00	$0.00	$0.00
11002 Substitute Teachers	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$0.00
13000 Certificated Supervisors and Administrators Salaries	$263,192.00	$82,080.00	$345,272.00	$0.00	$0.00	$0.00
Total Certificated Salaries	$3,296,005.00	$85,332.00	$3,381,337.00	$0.00	$0.00	$0.00

	2023 - 2024 Working· Thru 7/1/2023			2023 - 2024 Actual Thru 7/1/2023		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Classified Salaries						
21000 Classified Instructional Salaries	$411,680.00	$88,914.00	$500,594.00	$0.00	$0.00	$0.00
22000 Classified Support Salaries	$197,783.00	$98,264.00	$296,047.00	$0.00	$0.00	$0.00
23000 Classified Supervisors' and Administrators' Salaries	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00
24000 Clerical, Technical and Office Staff Salaries	$216,307.00	$0.00	$216,307.00	$0.00	$0.00	$0.00
Total Classified Salaries	$870,770.00	$187,178.00	$1,057,948.00	$0.00	$0.00	$0.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	$549,463.00	$234,546.00	$784,009.00	$0.00	$0.00	$0.00
32010 Public Employees Retirement System, certificated positions	$50,715.00	$0.00	$50,715.00	$0.00	$0.00	$0.00
32020 Public Employees` Retirement System, classified positions	$200,055.00	$42,342.00	$242,397.00	$0.00	$0.00	$0.00
33012 OASDI, Certificated Positions	$16,873.00	$0.00	$16,873.00	$0.00	$0.00	$0.00
33013 Medicare, Certificated Positions	$45,581.00	$1,239.00	$46,820.00	$0.00	$0.00	$0.00
33020 Social Security/Medicare/Alternative, classified positions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
33022 OASDI, classified positions	$45,610.00	$10,182.00	$55,792.00	$0.00	$0.00	$0.00
33023 Medicare, classified positions	$10,870.00	$2,382.00	$13,252.00	$0.00	$0.00	$0.00
34010 Health & Welfare Benefits, certificated positions	$705,002.00	$13,056.00	$718,058.00	$0.00	$0.00	$0.00
34020 Health & Welfare Benefits, classified positions	$164,059.00	$12,743.00	$176,802.00	$0.00	$0.00	$0.00
35010 State Unemployment Insurance, certificated positions	$15,718.00	$426.00	$16,144.00	$0.00	$0.00	$0.00
35020 State Unemployment Insurance, classified positions	$3,750.00	$820.00	$4,570.00	$0.00	$0.00	$0.00
36010 Worker`s Compensation Insurance, certificated positions	$28,653.00	$1,172.00	$29,825.00	$0.00	$0.00	$0.00
36020 Worker`s Compensation Insurance, classified positions	$9,718.00	$1,568.00	$11,286.00	$0.00	$0.00	$0.00
39020 Other Benefits, classified positions	$56,588.00	$0.00	$56,588.00	$0.00	$0.00	$0.00
Total Employee Benefits	$1,902,655.00	$320,476.00	$2,223,131.00	$0.00	$0.00	$0.00
Books and Supplies						
41000 Approved Textbooks and Core Curricula Materials	$60,000.00	$241,601.00	$301,601.00	$0.00	$0.00	$0.00
43000 Materials and Supplies	$155,479.00	$399,305.00	$554,784.00	$0.00	$0.00	$0.00
44000 Non-Capitalized Equipment	$6,191.00	$20,327.00	$26,518.00	$0.00	$0.00	$0.00
Total Books and Supplies	$221,670.00	$661,233.00	$882,903.00	$0.00	$0.00	$0.00

	2023 - 2024 Working Thru 7/1/2023			2023 - 2024 Actual Thru 7/1/2023		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Services, Other Operating Expenses						
52000 Travel and Conferences	$8,150.00	$9,197.00	$17,347.00	$0.00	$0.00	$0.00
53000 Dues and Memberships	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$0.00
54400 Pupil Insurance	$1,404.00	$0.00	$1,404.00	$0.00	$0.00	$0.00
54500 Other Insurance	$38,170.00	$0.00	$38,170.00	$0.00	$0.00	$0.00
55000 Operation and Housekeeping Services	$193,144.00	$0.00	$193,144.00	$0.00	$0.00	$0.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	$264,143.00	$84,267.00	$348,410.00	$0.00	$0.00	$0.00
58000 Professional/Consulting Services and Operating Expenditures	$623,655.00	$7,500.00	$631,155.00	$0.00	$0.00	$0.00
59000 Communications	$25,000.00	$6,782.00	$31,782.00	$0.00	$0.00	$0.00
Total Services, Other Operating Expenses	$1,156,666.00	$107,746.00	$1,264,412.00	$0.00	$0.00	$0.00
Capital Outlay						
62000 Buildings and Improvement of Buildings	$500,000.00	$0.00	$500,000.00	$0.00	$0.00	$0.00
64000 Equipment	$100,086.00	$0.00	$100,086.00	$0.00	$0.00	$0.00
Total Capital Outlay	$600,086.00	$0.00	$600,086.00	$0.00	$0.00	$0.00
Other Outgo						
74380 Debt Service - Interest	$60,638.00	$0.00	$60,638.00	$0.00	$0.00	$0.00
74390 Other Debt Service - Principal	$106,291.00	$0.00	$106,291.00	$0.00	$0.00	$0.00
Total Other Outgo	$166,929.00	$0.00	$166,929.00	$0.00	$0.00	$0.00
Total Expenditures	$8,214,781.00	$1,361,965.00	$9,576,746.00	$0.00	$0.00	$0.00
Excess (Deficiency) of Revenues	$905,977.00	($837,180.00)	$68,797.00	$0.00	$0.00	$0.00
Other Financing Sources/Uses						
Transfers In						
89190 Other Authorized Interfund Transfers In	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Transfers In	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Contributions						
89800 Contributions from Unrestricted Resources	($260,000.00)	$260,000.00	$0.00	$0.00	$0.00	$0.00
Total Contributions	($260,000.00)	$260,000.00	$0.00	$0.00	$0.00	$0.00

	2023 - 2024 Working Thru 7/1/2023			2023 - 2024 Actual Thru 7/1/2023		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Other Financing Sources/Uses	($260,000.00)	$260,000.00	$0.00	$0.00	$0.00	$0.00
Net Increase (Decrease) in Fund	$645,977.00	($577,180.00)	$68,797.00	$0.00	$0.00	$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	$3,522,773.33	$2,680,786.00	$6,203,559.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Assets	$3,522,773.33	$2,680,786.00	$6,203,559.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Beginning Balance	$3,522,773.33	$2,680,786.00	$6,203,559.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Adjusted Beginning Balance	$3,522,773.33	$2,680,786.00	$6,203,559.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Ending Balance						
Assets						
91100 Cash in County Treasury	$4,168,750.33	$2,103,606.00	$6,272,356.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Assets	$4,168,750.33	$2,103,606.00	$6,272,356.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Ending Balance	$4,168,750.33	$2,103,606.00	$6,272,356.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	$645,977.00	($577,180.00)	$68,797.00	$0.00	$0.00	$0.00
97910 Beginning Fund Balance	$3,522,773.33	$2,680,786.00	$6,203,559.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Fund Balance, Unassigned	$4,168,750.33	$2,103,606.00	$6,272,356.33	$3,522,773.33	$2,680,786.00	$6,203,559.33
Total Components of Ending Fund Balance	$4,168,750.33	$2,103,606.00	$6,272,356.33	$3,522,773.33	$2,680,786.00	$6,203,559.33

Liberty Elementary School District
Board Meeting of the Board of Trustees
Minutes
Liberty Elementary School
Library
1771 East Pacific Avenue. Tulare, CA 93274

Tuesday, May 09, 2023

6:00pm **1.0** **Call to Order** *6:02 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.
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** *6:05 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 54957) Superintendent/Principal Evaluation**
   d. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
   e. **Gov. Code, 3549.1) Negotiations**

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

4.1 **Flag Salute**

4.2 **Roll Call:**

Ron Koetsier	President	*Present*
John Beaver	Clerk	*Present*
Jonathon Thorpe	Member	*Present*
Diane Tanner	Member	*Present*
Jill White	Member	*Present*

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. *Mrs. Esteves addressed the Board as the LPTC Secretary regarding Liberty not using the vendor Kona Ice. Owner Janel Young was present and reported that she has given back over $70,000 to schools. Mrs. Martinez a mother of an 8ᵗʰ grade student asked the board to waive the board policy pertaining to the absence requirements for graduation. Her student exceeded 10 absences was disqualified to participate in the ceremony.*

4.5 **Public Comments Request:**

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. *Mrs. Dye and Mr. Aldaco reported four 8ᵗʰ grade students were not graduating. One was for absences and three were for grades. They also invited the board to attend the Graduation Ceremony.*

5.2 **Superintendent** – Opportunity for Superintendent to comment or report on any matters pertinent or of concern to the Board. *LCAP survey results will be presented next month. The next 10 wing classroom is currently waiting in line for funding from OPSC.*

5.3 **Principal**-Opportunity for Principal to comment or report on any matters pertinent or of concern to the Board. *May has been very busy with field trips. 1ˢᵗ grade to Monterey, 5ᵗʰ grade for a day trip to Scicon, Two 6ᵗʰ grade classes to Scicon and the 8ᵗʰ graders to Disneyland for their graduation trip.*

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, April 11, 2023
*Payment of Warrants
Jonathon Thorpe made a motion to approve the Consent Agenda 2ⁿᵈ made by Diane Tanner Ayes: Jonathon Thorpe, Ron Koetsier, Diane Tanner, John Beaver and Jill White Noes: 0 Abstain: 0 Absent: *Motion Carried*

6.2 **Updated Board Policies-March 2023**
John Beaver made a motion to approve the March 2023 Updated Board Policies with option 1 for all three policies 2ⁿᵈ made by Jonathon Thorpe Ayes: Jonathon Thorpe, Ron Koetsier, Diane Tanner, John Beaver and Jill White Noes: 0 Abstain: 0 Absent: *Motion Carried*

6.3   Declaration of Need For Fully Qualified Educators
Jonathon Thorpe made a motion to approve the Declaration of Need For Fully Qualified Teachers 2ⁿᵈ made by Jill White Ayes: Jonathon Thorpe, Ron Koetsier, Diane Tanner, John Beaver and Jill White Noes: 0 Abstain: 0 Absent: *Motion Carried*

6.4   Approval of the 2022-2023 School Plan for Student Achievement
Jill White made a motion to approve the 2022-2023 School Plan for Student Achievement 2ⁿᵈ made by Jonathon Thorpe Ayes: Jonathon Thorpe, Ron Koetsier, Diane Tanner, John Beaver and Jill White Noes: 0 Abstain: 0 Absent: *Motion Carried*

Returned to closed session @ 7:13 p.m.

Adjournment: 7:38 p.m.

Liberty Elementary School District

Special Board Meeting of the Board of Trustees
Minutes
Liberty Elementary School
Library
1771 East Pacific Avenue. Tulare, CA 93274

Tuesday, May 16, 2023

4:30pm   1.0   Call to Order *4:43 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.
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 *4:47 p.m. Mr. Robert Gilson will be in 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 54957) Superintendent/Principal Evaluation**
   d. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
   e. **Gov. Code, 3549.1) Negotiations**

5:30pm   4.0   Reconvene in Open Session *5:32p.m. No action taken*

4.1   Flag Salute

4.2   Roll Call:

Ron Koetsier	President	*Present*
John Beaver	Clerk	*Absent*
Jonathon Thorpe	Member	*Absent*
Diane Tanner	Member	*Present*
Jill White	Member	*Present*

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.

4.5 **Public Comments Request:**

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. *Mrs. Aune (Hovis) requested that teachers get keys to the gates.*

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.

6.0 **Action Items:**
These items are provided for Board information, discussion, and/or action.

Adjournment: 5:40 p.m.

23 Liberty Elementary School District

Tulare County Office of Education
Accounts Payable Final PreList - 5/11/2023 8:17:54AM

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*** FINAL ***
Batch No 308

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
000827	Alison Wilson	PV-230532	5/8/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$498.42	*Last Supp*	
							Total Check Amount:	$498.42		
000585	AT&T	PV-230529	5/1/2023		BAN#9391028846		010-00000-0-00000-82000-59000-0	$229.65	*Monthly*	
	AT&T	PV-230530	5/1/2023		BAN#9391057381		010-00000-0-00000-82000-59000-0	$311.00	*Billing*	
							Total Check Amount:	$540.65		
000932	BRENDA ALLENDER	PV-230519	5/8/2023		MARCH/APRIL MILEAGE		010-00000-0-00000-71000-52000-0	$47.16	*Mileage*	
							Total Check Amount:	$47.16		
000687	BSK Associates	CM-230001	5/10/2023		AG06272-DUP		010-00000-0-00000-82000-56000-0	($70.00)	*Monthly*	
	BSK Associates	PV-230538	5/2/2023		AG09966/09903		010-00000-0-00000-82000-56000-0	$490.00	*Billing*	
							Total Check Amount:	$420.00		
000971	CALIFORNIA BUSINESS MACHINES	PV-230521	4/28/2023		322503		010-00000-0-00000-82000-56000-0	$651.86	*Monthly Billing*	
							Total Check Amount:	$651.86		
000589	California Turf Equipment	PV-230539	5/4/2023		589528		010-00000-0-00000-82000-43000-0	$1,079.07	*Maint. Supp*	
							Total Check Amount:	$1,079.07		
000225	CARTOZIANS AIR CONDITIONING	PV-230540	5/2/2023		BP5846		010-81500-0-00000-81100-56000-0	$4,583.00	*Monthly Billing*	
							Total Check Amount:	$4,583.00		
000109	City National Bank	PV-230547	5/1/2023		LEASE #19-022	*	010-00000-0-00000-91000-74380-0	$28,766.48	A *Cof payment*	
							Total Check Amount:	$28,766.48		
000617	City of Tulare	PV-230520	5/8/2023		CUSTOMER#251965+001		010-00000-0-00000-82000-55000-0	$854.40	*Monthly Billing*	
							Total Check Amount:	$854.40		
000797	CVIN / VAST	PV-230541	5/1/2023		44303		010-00000-0-00000-82000-59000-0	$195.00	*Monthly Billing*	
							Total Check Amount:	$195.00		
000857	De Lage Laden Financial Serv	PV-230549	5/6/2023		ACCT#379893		010-00000-0-00000-82000-56000-0	$1,921.80	*Monthly Billing*	

23 Liberty Elementary School District

Tulare County Office of Education

Accounts Payable Final PreList - 5/11/2023 8:17:54AM

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Batch No 308

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
							Total Check Amount:	$1,921.80		
000958	DEERE CREDIT SERVICES INC	PV-230536	5/3/2023		2775982		010-00000-0-00000-91000-74380-0	$159.92	G	*Month*
	DEERE CREDIT SERVICES INC		5/3/2023		2775982		010-00000-0-00000-91000-74390-0	$515.62	G	*Billing*
							Total Check Amount:	$675.54		
000093	EMPLOYMENT DEVELOPMENT DEPARTM	PV-230548	5/9/2023		ACCT#94238201	*	010-00000-0-00000-00000-95025-0	$1,093.05	G	*Quarter Billing*
							Total Check Amount:	$1,093.05		
000842	Gottschalk Music Center	PV-230522	4/11/2023		1150351		010-00000-0-11100-10000-43000-0	$219.99		*Band supp*
							Total Check Amount:	$219.99		
000965	JULIA MENDEZ	PV-230531	5/8/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$18.66		*Inst. Supp*
							Total Check Amount:	$18.66		
000718	Marisa Sanders	PV-230542	5/1/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$189.38		*Inst supp*
							Total Check Amount:	$189.38		
000501	MOBILE MODULAR	PV-230543	5/1/2023		2415062		010-00000-0-00000-82000-56000-0	$2,440.00	D	*Monthly Billing*
							Total Check Amount:	$2,440.00		
000060	Office Depot	PV-230544	5/2/2023		ACCT#28265583	*	010-00000-0-11100-10000-43000-0	$237.14		*Inst. Supp.*
							Total Check Amount:	$237.14		
000952	Paul Azevedo	PV-230524	5/1/2023		1051		010-07230-0-00000-36000-58000-0	$2,805.00		*Bus Training*
							Total Check Amount:	$2,805.00		
000918	Perfect Care Landscape	PV-230545	4/28/2023		17454/17498		010-00000-0-00000-82000-56000-0	$6,460.00	D	*2 Months*
							Total Check Amount:	$6,460.00		
000771	Roche Oil Inc.	PV-230537	5/1/2023		182741/182811		010-07230-0-00000-36000-43000-0	$377.89		*Bus Fuel*
							Total Check Amount:	$377.89		
000917	Sebastian	PV-230525	4/26/2023		33201		010-81500-0-00000-81100-43000-0	$592.69		*Camera System*

23 **Liberty Elementary School District**

Tulare County Office of Education
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Batch No 308

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
							Total Check Amount:	$592.69		
000064	SISC	PV-230533	5/1/2023		CLIENT ID 71985	*	010-00000-0-00000-00000-95024-0	$66,747.80	G *Monthly Billing*	
							Total Check Amount:	$66,747.80		
000050	Southern California Edison	PV-230534	5/8/2023		ACCT#700055215373	*	010-00000-0-00000-82000-55000-0	$8,037.11	*Monthly Billing*	
							Total Check Amount:	$8,037.11		
000050	Southern California Edison	PV-230535	5/8/2023		ACCT#700431744721	*	010-00000-0-00000-82000-55000-0	$1,546.68	*Monthly Billing*	
							Total Check Amount:	$1,546.68		
000288	Tulare County Office of Educ	PV-230526	3/28/2023		232317-IMPACT		010-07200-0-00000-71000-58000-0	$1,200.00	*Impact*	
	Tulare County Office of Educ	PV-230546	4/25/2023		232669-SCIENCE OLYMP		010-00000-0-11100-10000-58000-0	$150.00	*Science olympiad*	
	Tulare County Office of Educ	PV-230550	4/26/2023		232691 - IRC		010-07200-0-00000-72000-58000-0	$102,250.00	*IRC*	
							Total Check Amount:	$103,600.00		
000949	Tyger Bates	PV-230527	4/30/2023		1235		010-07200-0-00000-71000-58000-0	$250.00	*Consultant*	
							Total Check Amount:	$250.00		
000071	US Bank	PV-230551	4/24/2023		ACCT#424604455562805	*	010-00000-0-11100-10000-43000-0	$305.66	M *Inst. Supp*	
	US Bank		4/24/2023		ACCT#424604455562805	*	010-00000-0-00000-31400-43000-0	$14.02	M *Health Supp*	
	US Bank		4/24/2023		ACCT#424604455562805	*	010-00000-0-00000-71000-43000-0	$341.26	M *Office Supp*	
	US Bank		4/24/2023		ACCT#424604455562805	*	010-00000-0-00000-82000-43000-0	$81.14	M *Supp*	
	US Bank		4/24/2023		ACCT#424604455562805	*	010-07230-0-00000-36000-43000-0	$375.55	M *Maint. Supp*	
							Total Check Amount:	$1,117.63	*Bus Supp*	

23 Liberty Elementary School District

Tulare County Office of Education

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Accounts Payable Final PreList - 5/11/2023 8:17:54AM

*** FINAL ***

Batch No 308

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

| | | | | | | | **Total District Payment Amount:** | **$235,966.40** | | |

23 Liberty Elementary School District

Tulare County Office of Education

Accounts Payable Final PreList - 5/11/2023 8:17:54AM

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*** FINAL ***

Batch No 308

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

Batch No 308   Total Accounts Payable: **$235,966.40**

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 235,966.40 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   5/11/2023

Fund Summary	Total
010	$235,966.40
Total	$235,966.40

010-00000-0-11100-10000-43000
Microsoft $ 18.00
Amazon $31.34
Amazon $ 155.98
Amazon $595.44
Amazon $28.13
Amazon $108.23
Amazon $31.34
Amazon $107.04
Amazon $52.90
Quik Fix Laptop $ 204.59

Total $1,332.99

010-07230-36000-43000
Amzon $77.02

Total $77.02

82000-56000
Village Locksmith $85.16

Total $85.16

Grand Total $ 1,939.55

71000-43000
Adobe $19.99
Amazon $77.69
Amazon $ 36.79
Uprinting $91.04

Total $225.51

82000-43000
Amazon $82.24
Amazon $86.58

Total $168.82

31400-43000
Amazon $31.52
Amazon $18.53

Total $50.02

23 Liberty Elementary School District

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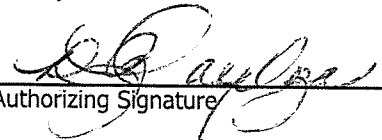
6/1/2023
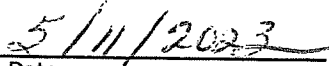4:03:01PM

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
000889	Andrea Ramos	PV-230580	6/1/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$146.23	Inst-Supp.	
							Total Check Amount:	$146.23		
000585	AT&T	PV-230576	5/30/2023		BAN9391032124		010-00000-0-00000-82000-59000-0	$133.88	Monthly Billing	
							Total Check Amount:	$133.88		
000724	AT&T MOBILITY	PV-230552	5/23/2023		ACCT#829065989		010-00000-0-00000-82000-59000-0	$75.45	Monthly Billing	
							Total Check Amount:	$75.45		
000932	BRENDA ALLENDER	PV-230554	5/23/2023		MAY MILEAGE		010-00000-0-00000-71000-52000-0	$15.72	Mileage	
							Total Check Amount:	$15.72		
000687	BSK Associates	PV-230579	5/30/2023		AG11873		010-00000-0-00000-82000-56000-0	$70.00	Monthly Billing	
							Total Check Amount:	$70.00		
000971	CALIFORNIA BUSINESS MACHINES	PV-230582	5/31/2023		324544		010-00000-0-00000-82000-56000-0	$674.45	Monthly Billing	
							Total Check Amount:	$674.45		
000875	DONALD T. AAMODT	PV-230555	5/23/2023		APRIL-MAY MILEAGE		010-00000-0-00000-71000-52000-0	$69.95	Mileage	
							Total Check Amount:	$69.95		
000975	DONNA'S INSTRUCTION HUB	PV-230556	5/19/2023		1/2 - JUAN CARLOS		010-07230-0-00000-36000-58000-0	$760.00	Bus Training	
							Total Check Amount:	$760.00		
000093	EMPLOYMENT DEVELOPMENT DEPARTM	PV-230560	5/1/2023		ACCT#94238201	*	010-00000-0-00000-00000-95025-0	$1,955.33	Quarterl SUI	G
							Total Check Amount:	$1,955.33		
000976	FERMIN SERNA	PV-230558	5/23/2023		DOT PHYSICAL		010-07230-0-00000-36000-58000-0	$115.00	Bus - Medical	
							Total Check Amount:	$115.00		
000930	Jamie Qunitero	PV-230572	5/30/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$127.48	Inst-Supp	
							Total Check Amount:	$127.48		
000947	Jessica Alva	PV-230571	5/30/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	$291.57	Inst-Supp.	

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
							Total Check Amount:	$291.57		
000934	Kaitlin Martin	PV-230557	5/19/2023		SUPPLIES		010-11000-0-11100-10000-43000-0	$16.35	Inst. Supp	
							Total Check Amount:	$16.35		
000973	LEAF	PV-230565	5/21/2023		14779723		010-00000-0-00000-82000-56000-0	$1,312.43	D Monthly Billing	
							Total Check Amount:	$1,312.43		
000100	LINDER EQUIPMENT COMPANY	PV-230578	5/26/2023		SA24156/24155	*	010-07230-0-00000-36000-58000-0	$814.94	Bus Inspection	
							Total Check Amount:	$814.94		
000719	LOWES	PV-230563	5/17/2023		ACCT#82131341297054		010-00000-0-00000-82000-43000-0	$2,357.71	Maint. Supp	
							Total Check Amount:	$2,357.71		
000158	Lozano Smith,LLP	PV-230559	5/10/2023		2188566/2188567	*	010-00000-0-00000-71000-52000-0	$273.00	legal fee	
							Total Check Amount:	$273.00		
000974	MATHEMATICALLY MINDED	PV-230553	5/15/2023		3436		010-00000-0-11100-10000-58000-0	$594.00	Inst. Supp	
							Total Check Amount:	$594.00		
000501	MOBILE MODULAR	PV-230577	5/24/2023		2423833		010-00000-0-00000-82000-56000-0	$4,020.00	D Monthly Billing	
							Total Check Amount:	$4,020.00		
000060	Office Depot	PV-230566	5/18/2023		ACCT#28265583	*	010-00000-0-11100-10000-43000-0	$431.81	Inst. Supp	
							Total Check Amount:	$431.81		
000918	Perfect Care Landscape	PV-230581	5/28/2023		17632		010-00000-0-00000-82000-56000-0	$3,500.00	Monthly Billing	
							Total Check Amount:	$3,500.00		
000297	RES.COM	PV-230561	5/23/2023		2124486		010-00000-0-00000-82000-56000-0	$130.00	Monthly Billing	
							Total Check Amount:	$130.00		
000771	Roche Oil Inc.	PV-230564	5/23/2023		STATEMENT		010-07230-0-00000-36000-43000-0	$944.02	Bus Fuel	
							Total Check Amount:	$944.02		

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Batch No 309

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
000064	SISC	PV-230583	6/1/2023		CLIENT ID 71985	*	010-00000-0-00000-00000-95024-0	$68,316.50	A *Monthly Billing*	
							Total Check Amount:	**$68,316.50**		
000689	SO CAL GAS	PV-230567	5/23/2023		ACCT#19643697063		010-00000-0-00000-82000-56000-0	$400.83	*Monthly Billing*	
							Total Check Amount:	**$400.83**		
000050	Southern California Edison	PV-230574	5/30/2023		ACCT#700055215373		010-00000-0-00000-82000-55000-0	$10,863.01	*Monthly Billing*	
	Southern California Edison	PV-230575	5/30/2023		ACCT#700431744721		010-00000-0-00000-82000-55000-0	$1,942.23		
							Total Check Amount:	**$12,805.24**		
000695	Thomas Day	PV-230568	5/11/2023		1119		010-81500-0-00000-81100-56000-0	$320.00	*Monthly Billing*	
							Total Check Amount:	**$320.00**		
000288	Tulare County Office of Educ	PV-230562	5/9/2023		232734/232786		010-07200-0-00000-71000-58000-0	$12,000.00	*Induction*	
	Tulare County Office of Educ		5/9/2023		232734/232786		010-07200-0-00000-31400-58000-0	$2,076.16	*Contract N*	
	Tulare County Office of Educ	PV-230573	5/12/2023		232878/232456		010-07200-0-00000-72000-58000-0	$43,298.00	*Social Worker*	
	Tulare County Office of Educ		5/12/2023		232878/232456		010-00000-0-00000-72000-58000-0	$16,742.00	*Social Worker*	
							Total Check Amount:	**$74,116.16**		
000696	UNWIRED BROADBAND, INC	PV-230569	5/23/2023		01662134		010-00000-0-00000-82000-59000-0	$349.99	*Monthly Billing*	
							Total Check Amount:	**$349.99**		
000071	US Bank	PV-230584	5/22/2023		ACCT#424604455562805	*	010-00000-0-11100-10000-43000-0	$1,332.99	M *Instr. Supp*	
	US Bank		5/22/2023		ACCT#424604455562805	*	010-00000-0-00000-31400-43000-0	$50.05	M *Health Supp*	
	US Bank		5/22/2023		ACCT#424604455562805	*	010-00000-0-00000-71000-43000-0	$225.51	M *Office Supp*	
	US Bank		5/22/2023		ACCT#424604455562805	*	010-00000-0-00000-82000-43000-0	$168.82	M *Maint Supp*	
	US Bank		5/22/2023		ACCT#424604455562805	*	010-07230-0-00000-36000-43000-0	$77.02	M *Bus Supp*	
	US Bank		5/22/2023		ACCT#424604455562805	*	010-00000-0-00000-82000-56000-0	$85.16	M *Bus Supp*	
							Total Check Amount:	**$1,939.55**		
000493	Valley Expetec	PV-230570	5/23/2023		A0002110/A0002111		010-41270-2-11100-10000-58000-0	$6,142.87	L *Monthly Billing*	
	Valley Expetec		5/23/2023		A0002110/A0002111		010-07200-0-00000-72000-58000-0	$5,156.00	L	
							Total Check Amount:	**$11,298.87**		

23 Liberty Elementary School District

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Batch No 309

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

Total District Payment Amount: $188,376.46

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Batch No 309

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

Batch No 309

Total Accounts Payable: **$188,376.46**

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 188,376.46 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).

_____   6/1/23
Authorizing Signature   Date

Fund Summary	Total
010	$188,376.46
Total	$188,376.46

010-41260-2-11100-10000-43000
Microsoft $ 18.00 (18)
Amazon $31.38 (21)
Amazon $ 24.30 (15)
Amazon $48.70 (17)
Amazon $121.23 (9)
Amazon $55.17 (11)
Amazon $15.16 (10)
Amazon $14.67 (8)
Amazon $27.03 (7)
Credit Amazon $49.98 (24)

Total 355.66

010-07230-36000-43000
Amzon $42.70 (2)
Amazon $64.66 (22) (10)
Amazon $71.43 (1)
Sign Ninja $132.54 (4)
Valero $64.22 (23)

Total 375.55

Grand Total $ 1,117.63

71000-43000
Amazon $33.54 (16)
Adobe $19.99 (3)
Amazon $ 142.34 (5)
Amazon $21.62 (12)
Amazon $84.10 (20)
Amazon $39.67 (6)

Total $ 341.26

82000-43000
Amazon $12.98 (19)
Amazon $43.29 (13)
Amazon $24.87 (9)

Total $81.14

31400-43000
Amazon $14.02 (21) (2)

Total $14.02

In the Matter of the Spending Determination for Funds Received from the Education Protection Account pursuant to Article XIII, Section 36 of the California Constitution 2022-2023 Fiscal Year	RESOLUTION No. 2022-2023-10

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;

2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);

4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

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9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;

12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been property disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;

2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2022-2023 fiscal year shall be made in open session of a public meeting of the governing board of Liberty Elementary School District;

3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Liberty Elementary School District has determined to spend the monies received from the Education Protection Account for the 2022-2023 fiscal year as attached;

4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,

seconded by Trustee _____, at a regular/special meeting held on June 13, 2023, by the

following vote:

AYES:

NOES:

ABSENT:

I, _____, secretary of the governing board of the _____

School District, do hereby certify that the foregoing Resolution was duly passed and adopted by

said Board, at an official and public meeting thereof, this 13th day of June, 2023.

Date: _____   _____

                                        Secretary, Board of Trustees

Liberty Elementary School District
2022-2023 Education Protection Account (EPA) Spending Plan

Expenditures by Function - Detail
Program by Resource Report
Estimated Expenditures through: June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	-
LCFF	8010-8099	$2,133,921
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	-
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	-
TOAL AVAILABLE		$2,133,291
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function Codes	
Instruction	1000-1999	
		2,061,662.26
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	$72,258.74
AU of a Multidistrict SELPA	2200	-
Instructional Library, Media, and Technology	2420	-
Other Instructional Resources	2490-2495	-
School Administration	2700	-
Pupil Services		
Guidance and Counseling Services	3110	-
Psychological Services	3120	-
Attendance and Social Work Services	3130	-
Health Services	3140	-
Speech Pathology and Audiology Services	3150	-
Pupli Testing Services	3160	-
Pupil Transportation	3600	-
Food Services	3700	-
Other Pupil Services	3900	-
Ancillary Services	4000-4999	-
Community Services	5000-5999	-
Enterprise	6000-6999	-
General Administration	7000-7999	-
Plant Services	8000-8999	-
Other Outgo	9000-9999	-
TOTAL EXPENDITURES AND OTHER FINANCING USES		$2,133,291
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0