

# Liberty Elementary School District

Special Board Meeting of the Board of Trustees

## AGENDA

Liberty Elementary School

Library

1771 East Pacific Avenue. Tulare, CA 93274

Tuesday, June 27, 2023

### 6:00pm 1.0 Call to Order

#### 2.0 Adopt Agenda (Action Item)

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

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

#### 3.0 Adjourn to Closed Session

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

- a. **(Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters.**
- b. **(Gov. Code 54957) Public Employee Discipline/Dismissal/Release**
- c. **(Gov. Code 54957) Superintendent/Principal Evaluation**
- d. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
- e. **Gov. Code, 3549.1) Negotiations**

### 6:45pm 4.0 Reconvene in Open Session

#### 4.1 Flag Salute

4.2	<b>Roll Call:</b>	Ron Koetsier	President
		John Beaver	Clerk
		Jonathon Thorpe	Member
		Diane Tanner	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.
- 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.
- 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.
- 6.1 **Approval of Minutes of Regular Board Meeting June 13, 2023.**
- 6.2 **Approval of Robbie Aldaco to teach 7<sup>th</sup> and 8<sup>th</sup> grade Math for the 2023-2024 school term under Ed Code 44256(b)**
- 6.3 **Approval of Nancy Grimmus to teach 7<sup>th</sup> and 8<sup>th</sup> grade Science for the 2023-2024 school term under Ed Code 44256(b)**
- 6.4 **Approval of Brittany Dye to teach 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts for the 2023-2024 school term under Ed Code 44256(b)**
- 6.5 **Approval of Adam Espinoza to teach 7<sup>th</sup> and 8<sup>th</sup> grade History for the 2023-2024 school term under Ed Code 44256(b)**
- 6.6 **Approval of Marisa Sanders to teach 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts for the 2023-2024 school term under Ed Code 44256(b)**
- 6.7 **Approval of the updated ESSER Expenditure Plan**

- 6.8 Approval of KYA Contract for Sports Fields Upgrade**
  
- 6.9 Approval of Liberty Elementary School District’s proposed 2021-2024 Local Control Accountability Plan (LCAP), LCAP Supplement and Budget Overview for Parents and LCAP Federal Addendum**
  
- 6.10 Approval of Liberty Elementary School District’s proposed 2023-2024 Fiscal Budget and Unassigned/Assigned Fund Balances**

**Adjournment:** \_\_\_\_\_

# Liberty Elementary School District

Board Meeting of the Board of Trustees

## *Minutes*

Liberty Elementary School

Library

1771 East Pacific Avenue, Tulare, CA 93274

**Tuesday, June 13, 2023**

**6:00pm**      **1.0**      **Call to Order 6:01 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 6:01 p.m.**

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 6:26 p.m.- No Action Taken**

**4.1**      **Flag Salute**

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

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. N/A**

**5.2 Superintendent – Opportunity for Superintendent/Principal to comment or report on any matters pertinent or of concern to the Board. *Dr. Cardoza reported that she attended the Tulare County Office of Education Character Counts dinner. One of our students Joshua Villarreal, who received an award was in attendance.***

**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  
Dr. Cardoza went over the Dashboard Indicators with the Board.**

**\*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.**

*Opened Public Hearing at 6:34 p.m. discussing items 5.5 and 5.6.*

**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**

*Jonathon Thorpe made a motion to approve the Consent Agenda 2<sup>nd</sup> made by Jill White  
Ayes: Jonathon Thorpe, Ron Koetsier and Jill White Noes: 0 Abstain: John Beaver  
Absent: Diane Tanner*

*Motion Carried*

- 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**  
*John Beaver made a motion to approve 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 2<sup>nd</sup> made by Jonathon Thorpe Ayes: Jonathon Thorpe, Ron Koetsier, John Beaver and Jill White Noes: 0 Abstain: 0 Absent: Tanner Motion Carried*

**Adjournment:** \_\_\_\_\_

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Elementary School District	Dr. Deanna Cardoza, Superintendent	dcardoza@liberty.k12.ca.us

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LESD Local Control Accountability Plan	LESD Website: <a href="https://www.libertyelementary.org/documents/2022_LCAP-Updated01.06.23.pdf">https://www.libertyelementary.org/documents/2022_LCAP-Updated01.06.23.pdf</a>
LESD Expanded Learning Opportunities Grant	

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

**Total ESSER III funds received by the LEA**

\$714,253

<b>Plan Section</b>	<b>Total Planned ESSER III</b>
Strategies for Continuous and Safe In-Person Learning	\$567,753
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$146,500
Use of Any Remaining Funds	\$0.00

**Total ESSER III funds included in this plan**

\$714,253

**Community Engagement**

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

**FAMILIES**

**SCHOOL SITE COUNCIL COMMITTEE (SSC):** The district maintains a School Site Council Parent Advisory Committee that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the School Site Council Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), 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 substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data exhibits students' social and emotional needs. Members of the SSC understand the opportunity gaps that existed before, and were exacerbated by the effects of the COVID-19 pandemic. Members of the SSC are well informed on the district's programs and services for students including, but also going beyond program and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

Members of the SSC come from (and therefore represent) the district's school site, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students.



Members of the SSC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our SSC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

#### **DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) / ENGLISH LANGUAGE LEARNER COMMITTEE (ELAC)**

The District English Learner Advisory Committee (DELAC) / English learner Advisory Committee (ELAC) is a subcommittee of our School Site Council Advisory Committee (SSC). The District English learner student subgroup is small and represents .06% of our student population. At LESD, we combine the SSC and the DELAC into one working group due to the small number of English language learner students and parents. Parents and guardians of students who are English learners attend SSC meeting. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC/ELAC 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 DELAC/ELAC 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 DELAC/ELAC 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 DELAC/ELAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the DELAC/ELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

Members of the DELAC/ELAC come from (and therefore represent) the district, all of its grade levels, all socioeconomic levels and ethnicities, families of English learners, students with disabilities, students who are homeless or are foster youth, and migrant students. Members of the DELAC/ELAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our DELAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies and interventions to address these needs through the programs and services the LEA implements, including those services using ESSER III funds.

#### **TEACHERS, OTHER EDUCATORS**

The district's meet-and-discuss sessions with the certificated bargaining unit, grade level teams, and classified staff meetings. These groups have provided ongoing input into the district's services, programs, and methods for systematically prioritizing these programs and services.

#### **STUDENTS: LESD STUDENT SURVEY**

Students in grades in 6-8 participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Students participate in this survey (approximately 197 student participants each year).

#### **PRINCIPAL AND SCHOOL LEADERS**

The district is comprised of district office administration and leadership along with a school site principal and grade level leads meet regularly

throughout the school year. At these meetings, the principal, and grade level leads conduct analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. The district's principal, and grade level leads are the primary leaders of the district's strategic planning, and work collaboratively to conduct a thorough analysis of the district's areas of strength and areas of need specifically as they relate to:

- Students who are low-income;
- Students who are English learners;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students

The district administrative team, as they develop the district's strategic planning, consider the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they develop the most effective strategies and interventions for students, including those using ESSER III funds.

#### OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC

The Liberty Elementary School District Board of Trustees meet in public once per month. A public comment period is provided at the beginning of each meeting. Written public comments are also solicited on the district's website. A public hearing, where any member of the public can provide comments or input into the ESSER III plan took place on October 12, 2021 at the regularly scheduled board meeting. A draft of the ESSER III Plan (along with all of the district's other planning documents) is posted on the district's website. The plan was reviewed and revisions were made as the LEA's spending needs changed in response to the changing pandemic conditions. The Liberty ESD Board of Trustees reviewed the updated ESSER III plan changes at a public meeting on June 27, 2023. An opportunity for members of the public to comment on the plan updates was provided.

A description of how the development of the plan was influenced by community input.

#### FAMILIES

The SSC/DELAC/ELAC suggested the following recommendations, and each of these recommendations are contained within the actions in the ESSER III plan. Prevention and mitigation strategies to continuously and safely operate schools for in-person learning

- The committees acknowledge that in-person learning is the most effective instructional model: Continue to maintain safety to remain open for in-person learning.
- Continue to implement and follow CDE/CDPH/Local Health Dept. recommendations to ensure student/staff/parent safety in response to COVID.
- Provide parents with state and local health department school safety updates
- Continue to provide students with Hot Spots for those who do not have connectivity access.
- Continue to provide services and programs that support students' social/emotional health and well-being.

- Provide a safe outdoor learning space for students to engage in activities during school, for summer learning and supplemental after-school programs.

Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs)

- Maintain or expand programs and services for students, especially students who are low-income, English learners, and/or foster youth.
- Increase services for at risk students and/or student groups including school tutoring and summer enrichment programs.
- Maintain or expand programs and services for English Learners under each of the districts three goals (that encompass a broad educational program, student achievement, support for teachers and staff, school climate and students' social-emotional needs, and parent/family engagement).
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support for EL students' understanding, reasoning, spoken, and written expressions.
- Implement activities related to summer learning and supplemental after-school programs during the school year and during the summer.

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children
- Expand services for families and provide outreach and training for parents, principally the parents of kindergarten students. This training should provide parents with specific information, strategies, and resources that help them get their children to school each day ready to learn. This training and support should ensure that parents are aware of the programs and services within the district (and even the community) that are available to them, and that they know how to access them.
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Support parent awareness of available interventions, enrichment and support using Parent Square, the district website, and other communication tools, ensuring families can make use of available resources.
- Continue supporting the district's art, music, band, and physical education programs.

Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

- Ensure that the support systems are efficient and are reaching students in need
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide support for students' social emotional wellbeing by maintaining or expanding the district's team of counselors, social workers, student specialists, and psychologists
- Continue to provide information and resources on social-emotional learning and SEL programs
- Maintain or expand the district's art, music and physical education programs

- Continue to provide efficient apps and electronic tools to facilitate communication with families
- Continue to support the district's New Teacher Induction program (that provides training and support for teachers in the first years of their career)
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19
- Continue to develop, maintain, and implement summative and formative assessments to monitor students' progress and identify students in need of evidence-based interventions
- Continue to provide tools to monitor and analyze data from these assessments that identify students' specific learning gaps and/or social emotional needs
- Continue to provide tools to monitor data indicators of students' social-emotional wellbeing (discipline incidents, absenteeism etc.)

#### TEACHERS, OTHER EDUCATORS

The ESSER III Plan was an agenda item at the district's meet-and-discuss sessions with the certificated bargaining unit, grade level teams, and classified staff meetings. These groups have provided ongoing input into the district's services and programs and on how to prioritize these programs and services. The bargaining unit recommended that the district expand or maintain the programs and services for students, especially students who are low-income, English learner, or foster youth with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing. The group expressed a significant need to upgrade and improve the school campus outdoor sports and field area.

#### STUDENTS

- Continue to support, maintain, or expand the district's art, music, band, physical education programs
- Continue to support, maintain, or expand academic study trips
- Expand after school tutoring and make tutoring session's available afterschool
- Provide counseling services at school
- Provide clubs or other enrichment activities during and afterschool
- Improve and repair existing outdoor athletic fields to make them safe and available year-round for athletic and enrichment activities during and afterschool.

#### PRINCIPAL AND SCHOOL LEADERS

- Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
- Provide clubs or other enrichment activities during and afterschool to following of CDC/Local Health Department and CDPH guidelines.
  - Provide additional outdoor learning space to improve student health needs.

Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Continue to provide support, and where practicable, expand the districts school tutoring program, summer learning program, extended day, and afterschool programs.

- Continue to provide students with the technology tools to support learning and evidence-based interventions both during and outside of school hours
- Hardware and computers

Connectivity (infrastructure, hot spots etc.)

Support and troubleshooting

Digital content and resources for student learning

- Continue to develop and support pacing calendars in core subject areas that provide for student learning and evidence-based interventions
- Continue to provide supplies, materials, instructional materials/programs to support evidence-based interventions
- Improve student outdoor activity time and mental health with a new synthetic track surface for year-round access to include during inclement weather and during winter weather. The track will be used for summer learning and enrichment and afterschool programs.

Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and

- Provide support for students' social emotional wellbeing by maintaining or expanding the district's counselors, social workers, student specialists, and psychologist
- Continue to provide information and resources on social-emotional learning and SEL programs
- Maintain or expand the district's art, music, band, and physical education programs.
- Continue to provide electronic tools to facilitate communication with families.
- Continue to support the district's New Teacher Induction program (that provides training and support for teachers in the first years of their career).

Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

- Continue to develop, maintain, and implement a vigorous suite of summative and formative assessments to monitor students' progress and identify students in need of evidence-based interventions
- Continue to provide tools to monitor and analyze data from these assessments that identify students' specific learning gaps and/or social emotional needs
- Continue to provide tools to monitor data indicators of students' social-emotional wellbeing (discipline incidents, absenteeism etc.)

## **Actions and Expenditures to Address Student Needs**

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

#### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

567,753

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Improve/Upgrade/Renovate and Enhance School Facility Outdoor Athletic Fields	The district will improve/upgrade/renovate and enhance outdoor athletic fields to enable operation of the school to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to construction, planning, architect fees, site work, DSA fees, equipment/material costs for a field/all-weather track and natural turf project.  Expenditures include, but are not limited to hiring contractors, purchasing supplies, materials, equipment, and repairing or upgrading existing equipment, and school grounds.	\$467,753
N/A	Additional Health/Nursing and Custodial Staff	The district will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: (hiring additional nursing, custodial/maintenance staff and contracted services), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.	\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Concurrent Instructional Delivery	The district will provide concurrent instructional delivery to students who are directed to quarantine due to exposure or as a result of a positive COVID-19 case. This includes but is not limited to hiring personnel (or maintaining current levels of personnel/staffing), to provide virtual and livestream lessons and direct instruction to students. Hiring teachers, substitute teachers, and instructional aides to provide a continuity of learning to students when staff members are out ill or for delivering direct instruction to students who are receiving their education through an independent study model.	\$50,000

### Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

146,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP	Extending Instructional Time	The district will expand after school tutoring, maintain or expand academic study trips, clubs and enrichment. Implement a summer school program to provide low-performing students with learning activities and enrichment, while offering smaller class sizes and additional time to learn grade level concepts. Align ESSER III and ELOGP plans.	\$115,000
ELOGP / LCAP GL 2	Student Supports	Provide students with targeted support services to address barriers to learning. Students experiencing psychological and social-emotional difficulties need specialists to include,	\$25,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP	Academic Services	<p>but are not limited to: counseling, psychologists and other mental health support services. Trained staff to teach specialized SEL curriculum to students so they may learn coping skills and strategies that will help mitigate some of the many challenges students face as a result of school closures. Align ESSER III, ELOGP plans, and LCAP.</p> <p>Implement targeted academic services to students having difficulty in ELA and math. Targeted academic services will include resources to support special education teachers in their teaching practice. Provide small group and one-on-one academic instructional service programs that address student achievement gaps (among low-income, and students with disabilities, English learners, minorities, homeless, and foster youth student groups). Implement pull-out services located outside the general education classroom where student may receive small group and one-on-one academic instruction in an isolated environment to lesson distractions during learning. Hire retired teachers, reading specialists, and support staff or increase hours worked for current staff to provide students with these services stated above. Align ESSER and ELOGP plans.</p>	\$6,500

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures



## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improve/Upgrade/Renovate and Enhance School Outdoor Athletic Fields	Projects and assigned repairs will be monitored for completion by holding meetings which include the administration, contracting firm, and maintenance supervisor. During project meetings, the contractor will be expected to report completion updates to the administration for review and discussion. All updates will be reported to the LEA Board of Trustees.	Weekly and/or monthly
Additional Health/Nursing and Custodial Staff	The administration will observe and review health/nursing and custodial staff work performance to ensure CDPH Safe School COVID-19 Guidelines are being implemented.	Daily
Concurrent Instructional Delivery	Teachers, substitute teachers, and instructional aides keep student work completion logs. The attendance specialist monitors daily student attendance, and work completion for all students on an independent study contract. Teachers, substitute teachers, and support staff will follow-up with those students who have missing assignments, who miss virtual sessions, and contact parents if needed.	Daily
Extending Instructional Time	The number of students performing below grade level will be tracked and progress monitored by taking baseline academic achievement data and	Dependent upon the extended learning program; weekly, bi-weekly, monthly

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
	<p>measuring the progress made during participation in extended learning programs. Student attendance in extended learning programs will be tracked. Grades and academic progress will be frequently monitored. Student participation in intervention programs will be monitored.</p>	
<p>Student Supports</p>	<p>The principal will hold specialized team (school psychologist, resource specialist, school nurse, special education teacher, SLP, and social worker) meetings. During meetings, team members will provide service schedules, rosters, and student placement data reports to the principal. Triaged services will be monitored for each student and/or student group receiving support. All progress and program data will be entered in Aeries (student information system) for tracking progress.</p>	<p>Bi-weekly and/or monthly</p>
<p>Academic Services</p>	<p>Student academic pre and post assessment data is collected. Progress reports are created every six (6) weeks. School site administration reviews student data and meets with grade level teams to disaggregate student data.</p>	<p>Bi-weekly and/or monthly; TK-3 students bi-weekly, 5 -8 students monthly.</p>

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;
- **Note:** A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

#### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

#### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

#### **Instructions**

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA. In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

### **Community Engagement**

#### **Purpose and Requirements**

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

### **Planned Actions and Expenditures**

#### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

#### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.



- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021



Proposal: 1-4-23784  
To: liberty.k12.ca.us  
1771 E Pacific Avenue  
Tulare  
California  
93274

Date: June 8, 2023  
Terms: Net 30  
CMAS: 4-20-78-0089C  
Base Contract: February 10, 2025  
Contract Terms: Feb 26, 2020 - Feb 10, 2025

c/o: liberty.k12.ca.us  
RA: Jezzal Quintana  
RA Phone:  
RA Email: jezzal.quintana@theKYAgroup.com  
Site: Liberty Elementary (Liberty Elementary)  
Address: 1771 East Pacific Ave.,  
93274

Site Qualifications and General Scope of Work

DIR # 1000003379

Priced Per CMAS- KYA GSA- KYA Services (4-20-78-0089C)

Materials Sales Tax is Included

PLEASE NOTE A DIR # & PO WILL BE REQUIRED TO MOVE FORWARD WITH THIS PROJECT.

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Initials \_\_\_\_\_

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-4-23784*



# SCOPE OF WORK - PRICING

	Quantity	U/M	Price	Value
Liberty Elementary SD / Sports Fields Upgrades				
<u>NC15MM COLOR 15MM</u>	2,011.00	SY	\$211.06	\$424,441.66
<u>3/4IN CL 2 BASE P CLASS 2 AGGREGATE BASE- PERMEABLE</u>	256.00	CY	\$101.44	\$25,968.64
<u>RMIXCON READY MIX CONCRETE</u>	25.00	CY	\$217.61	\$5,440.25
<u>CONPUM CONCRETE PUMP</u>	2.00	EA	\$409.06	\$818.12
<u>157R140N15 MIRAFI HP270 (SQ FT)</u>	17,767.00	SF	\$0.34	\$6,040.78
<u>Specialty Equipment Service</u>	6.00	EA	\$1,973.13	\$11,838.78
<u>Dumpster Service</u>	4.00	EA	\$788.17	\$3,152.68
<u>Clear, Grub and Haul</u>	18,100.00	SF	\$2.70	\$48,870.00
<u>Substrate Compaction</u>	18,100.00	SF	\$1.24	\$22,444.00
<u>Track Surface Complete Application</u>	2,100.00	SY	\$54.03	\$113,463.00
<u>Cement Mason Journeyman</u>	400.00	HRS	\$128.25	\$51,300.00
<u>Operating Engineer Journeyman</u>	358.00	HRS	\$128.25	\$45,913.50
<u>General Laborer Journeyman</u>	600.00	HRS	\$128.25	\$76,950.00
<u>Project Design Consultant</u>	155.00	HRS	\$128.25	\$19,878.75
<u>General Laborer Material Handler Level 1</u>	85.00	HRS	\$88.79	\$7,547.15
<u>Bonding Fee</u>	1.00	EA	\$10,368.81	\$10,368.81
			<b>Total Price</b>	<b>\$874,436.12</b>

Initials \_\_\_\_\_

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-4-23784*



# CONDITIONS AND WARRANTY

1) Proposal:

The above proposal is valid for 30 days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel or other cost increases. When applicable, KYA Services LLC reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, and materials. Due to the duration of time between proposals, contracts and final furnishing, KYA Services LLC reserves the right to implement this surcharge when applicable.

Any job that is accepted prior to December 31st of the current year and scheduled to install after December 31st of the current year is subject to price increase

2) Purchase:

By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by KYA Services LLC. (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase the materials and the services to be provided by the "Company", as detailed in the Pricing and "General Scope of Work" sections in this agreement, above.

3) Standard Exclusions:

Unless specifically included, this agreement does not include, and Company will not provide services, labor or materials for any of the following work: (a) removal or disposal of any material containing asbestos or any hazardous materials as defined by the EPA; neither we nor our installers are responsible for the handling, removal or abatement of asbestos contained floor material or adhesive. Further, our policy is to request an Asbestos Hazard Emergency Response Act (AHERA) report prior to proceeding with any floor material or floor adhesive removal. We and our installers consider it the owners responsibility to produce this report prior to executing this contract. (b) moving Owner's property around the installation site. (c) repair or replacement of any Purchaser or Owner- supplied materials. (d) repair of concealed underground utilities not located on prints, supplied to Company by Owner during the bidding process, or physically staked out of by the Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that could occur when construction equipment and vehicles are being used in the normal course of construction.

4) Insurance Requirements:

Company is not required to provide any insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.

5) Payment:

Terms of payment are defined in the "Pricing" details section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the materials have been furnished. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 10% retainage) is due within 30 days of the date when the Completion was scheduled, had the delay not occurred. All payments must be made to KYA Services LLC 1800 E McFadden Ave, Santa Ana, CA 92705. If the Purchaser or Owner fails or delays in making any scheduled milestone payments , the Company may suspend the fulfillment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws, including but not limited to filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.

6) Lien Releases:

Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner, Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.

7) Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings and Surveying:

Site plan approval, permits, permit fees, plans, engineering drawings and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in additional cost to Purchaser.

8) Manufacturing and Delivery:

Manufacturing lead-time and delivery varies depending on the product purchased.

Initials \_\_\_\_\_

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-4-23784*



9) Returned Product, Deposits and/ or Cancelled Order:

From date of shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this date. All deposits are non-refundable.

10) Concealed Conditions:

"Concealed conditions" include, without limitation to, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. Observations that were able to be made either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was approved. If additional Concealed Conditions are discovered once work has commenced which were not visible at the time this proposal was approved, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a change order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks bigger than 4inches in diameter or any other condition that will require additional labor, equipment and/or materials not specified by the purchaser or Owner in the bidding process.

Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a change order before Company will complete the process. Any variation will incur additional charges.

11) Changes in the Work:

During the course of this project, Purchaser may order changes in the work (both additions and deletions). The cost of these changes will be determined by the Company, and a change order must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any change be essential to the completion of the project, and the Purchaser refuses to authorize such change order, then Company will be deemed to have performed its part of the project, and the project and Services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.

12) Warranty: Limitations of Liability:

Company warrants that all Company-supplied labor and Services will be performed in a good and workmanlike manner. Purchaser shall notify the Company in writing detailing any defects in Service for which a warranty claim is being made.

COMPANY SHALL NOT IN ANY EVENT BE LIABLE FOR INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR LIQUIDATED DAMAGES IN ANY ACTION ARISING FROM OR RELATED TO THIS AGREEMENT, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), INTENDED CONDUCT OR OTHERWISE, INCLUDING WITHOUT LIMITATION, DAMAGES RELATING TO LOSS OF PROFITS, INCOME OR GOODWILL, REGARDLESS OF WHETHER COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT WILL COMPANY'S LIABILITY FOR MONETARY DAMAGES UNDER THIS AGREEMENT EXCEED THE FEES PAID OR DUE AND PAYABLE FOR THE SERVICE UNDER THIS AGREEMENT (OR RELEVANT PURCHASE ORDER).

The warranties or the materials are contained in a separate document between Company and the ultimate Owner of the materials, which will be provided to Owner at the time of completion of work.

13) Indemnification:

To the fullest extent permitted by law. Purchaser shall indemnify, defend and hold harmless the Company and its consultants, agents and employees or any of them from and against claims, damages, losses and expenses, including but not limited to attorney's fees, relating to furnishing of the materials or performance of the Services, provided that such claim, damage, loss or expense is attributable to bodily injury to, sickness, disease or death of a person, or injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 13.

14) Delegation: Subcontractors:

The Services and furnishing of materials may be performed by subcontractors under appropriate agreements with the Company

Initials \_\_\_\_\_

*This is a legal agreement - please read carefully  
Complete and Initial all pages*

*Proposal Number 1-4-23784*



15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Santa Ana, CA by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

18) No Third-Party Beneficiaries:

This agreement creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the Company:

KYA Services LLC

Accepted by:

Signature:	Signature:	<i>Jezal Quintana</i>
By: (Print)	By: (Print)	Jezal Quintana
Title:	Title:	Regional Advisor
Date:	Date:	June 08, 2023

Initials \_\_\_\_\_

# 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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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: <sup>1</sup>

- 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

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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)**

- 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

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Seeking Input</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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?

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					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	8,762,800.00	3.32%	9,053,448.00	3.29%	9,350,958.00
2. Federal Revenues	8100-8299	182,763.00	0.00%	182,763.00	0.00%	182,763.00
3. Other State Revenues	8300-8599	486,187.00	44.85%	704,230.00	0.00%	704,230.00
4. Other Local Revenues	8600-8799	199,836.00	0.00%	199,836.00	0.00%	199,836.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		9,631,586.00	5.28%	10,140,277.00	2.93%	10,437,787.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,383,085.00		3,609,346.00
b. Step & Column Adjustment				88,302.00		90,863.00
c. Cost-of-Living Adjustment				137,959.00		147,060.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,383,085.00	6.69%	3,609,346.00	6.59%	3,847,269.00
2. Classified Salaries						
a. Base Salaries				1,057,948.00		1,131,346.00
b. Step & Column Adjustment				31,738.00		32,691.00
c. Cost-of-Living Adjustment				41,660.00		44,518.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,057,948.00	6.94%	1,131,346.00	6.82%	1,208,555.00
3. Employee Benefits	3000-3999	2,166,930.00	11.49%	2,415,831.00	4.75%	2,530,617.00
4. Books and Supplies	4000-4999	888,404.00	-53.23%	415,507.00	5.20%	437,113.00
5. Services and Other Operating Expenditures	5000-5999	1,264,412.00	-1.06%	1,251,038.00	1.12%	1,264,996.00
6. Capital Outlay	6000-6999	600,086.00	83.32%	1,100,086.00	0.00%	1,100,086.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	166,929.00	-10.70%	149,070.00	-1.90%	146,231.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		9,527,794.00	5.71%	10,072,224.00	4.59%	10,534,867.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		103,792.00		68,053.00		(97,080.00)



Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,203,559.33		6,307,351.33		6,375,404.33
2. Ending Fund Balance (Sum lines C and D1)		6,307,351.33		6,375,404.33		6,278,324.33
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,084,293.00		2,188,434.00		2,263,873.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	4,223,058.33		4,186,970.33		4,014,451.33
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,307,351.33		6,375,404.33		6,278,324.33
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,223,058.33		4,186,970.33		4,014,451.33
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		382,889.00		413,947.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,223,058.33		4,569,859.33		4,428,398.33
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		44.32%		45.37%		42.04%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
		0.00		0.00		0.00
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>						
		751.50		751.50		751.50
<p>3. Calculating the Reserves</p>						
<p>a. Expenditures and Other Financing Uses (Line B11)</p>						
		9,527,794.00		10,072,224.00		10,534,867.00
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>						
		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>						
		9,527,794.00		10,072,224.00		10,534,867.00
<p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		4.00%		4.00%		4.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>						
		381,111.76		402,888.96		421,394.68
<p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		80,000.00		80,000.00		80,000.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>						
		381,111.76		402,888.96		421,394.68
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>						
		YES		YES		YES

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	8,762,800.00	3.32%	9,053,448.00	3.29%	9,350,958.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	158,122.00	0.00%	158,122.00	0.00%	158,122.00
4. Other Local Revenues	8600-8799	199,836.00	0.00%	199,836.00	0.00%	199,836.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(260,000.00)	0.00%	(260,000.00)	0.00%	(260,000.00)
6. Total (Sum lines A1 thru A5c)		8,860,758.00	3.28%	9,151,406.00	3.25%	9,448,916.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,296,005.00		3,517,053.00
b. Step & Column Adjustment				85,777.00		88,264.00
c. Cost-of-Living Adjustment				135,271.00		144,213.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,296,005.00	6.71%	3,517,053.00	6.61%	3,749,530.00
2. Classified Salaries						
a. Base Salaries				870,770.00		932,769.00
b. Step & Column Adjustment				26,123.00		26,907.00
c. Cost-of-Living Adjustment				35,876.00		38,387.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	870,770.00	7.12%	932,769.00	7.00%	998,063.00
3. Employee Benefits	3000-3999	1,846,067.00	12.60%	2,078,677.00	5.19%	2,186,622.00
4. Books and Supplies	4000-4999	223,950.00	7.11%	239,880.00	7.13%	256,986.00
5. Services and Other Operating Expenditures	5000-5999	1,156,666.00	1.15%	1,169,959.00	1.19%	1,183,917.00
6. Capital Outlay	6000-6999	600,086.00	83.32%	1,100,086.00	0.00%	1,100,086.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	166,929.00	-10.70%	149,070.00	-1.90%	146,231.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		8,160,473.00	12.59%	9,187,494.00	4.72%	9,621,435.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		700,285.00		(36,088.00)		(172,519.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)						
		3,522,773.33		4,223,058.33		4,186,970.33
2. Ending Fund Balance (Sum lines C and D1)						
		4,223,058.33		4,186,970.33		4,014,451.33
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	4,223,058.33		4,186,970.33		4,014,451.33
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,223,058.33		4,186,970.33		4,014,451.33
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,223,058.33		4,186,970.33		4,014,451.33
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789			382,889.00		413,947.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		4,223,058.33		4,569,859.33		4,428,398.33
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	182,763.00	0.00%	182,763.00	0.00%	182,763.00
3. Other State Revenues	8300-8599	328,065.00	66.46%	546,108.00	0.00%	546,108.00
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	260,000.00	0.00%	260,000.00	0.00%	260,000.00
6. Total (Sum lines A1 thru A5c)		770,828.00	28.29%	988,871.00	0.00%	988,871.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				87,080.00		92,293.00
b. Step & Column Adjustment				2,525.00		2,599.00
c. Cost-of-Living Adjustment				2,688.00		2,847.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	87,080.00	5.99%	92,293.00	5.90%	97,739.00
2. Classified Salaries						
a. Base Salaries				187,178.00		198,577.00
b. Step & Column Adjustment				5,615.00		5,784.00
c. Cost-of-Living Adjustment				5,784.00		6,131.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	187,178.00	6.09%	198,577.00	6.00%	210,492.00
3. Employee Benefits	3000-3999	320,863.00	5.08%	337,154.00	2.03%	343,995.00
4. Books and Supplies	4000-4999	664,454.00	-73.57%	175,627.00	2.56%	180,127.00
5. Services and Other Operating Expenditures	5000-5999	107,746.00	-24.75%	81,079.00	0.00%	81,079.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,367,321.00	-35.29%	884,730.00	3.24%	913,432.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(596,493.00)		104,141.00		75,439.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,680,786.00		2,084,293.00		2,188,434.00
2. Ending Fund Balance (Sum lines C and D1)		2,084,293.00		2,188,434.00		2,263,873.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,084,293.00		2,188,434.00		2,263,873.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,084,293.00		2,188,434.00		2,263,873.00
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

District: Liberty Elementary  
 CDS #: 54-71985

**2023-2024 Budget Attachment**

**Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves**

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		2023-2024 Budget
01	General Fund/County School Service Fund	Form 01	\$4,223,058.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	
Total Assigned and Unassigned Ending Fund Balances			\$4,223,058.00
	District Standard Reserve Level	Form 01CS Line 10B-4	4%
	Less District Minimum Recommended Reserve for Economic Uncertainties	Form 01CS Line 10B-7	\$381,112.00
Remaining Balance to Substantiate Need			\$3,841,946.00
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties			Amount
Fund	Descriptions		
01	Set aside for 10 wing classroom to accommodate increased ADA		\$2,222,221.00
01	Board Fund Balance Policy requiring available reserves of at least 17% of total general fund exp.		\$1,619,725.00
	Total of Substantiated Needs		\$3,841,946.00
	Remaining Unsubstantiated Balance		\$0.00