

# LONE PINE UNIFIED SCHOOL DISTRICT

## SCHOOL BOARD RESPONSIBILITIES

1. Set Direction
2. Establish the Structure
3. Demonstrate Support
4. Ensure Accountability
5. Demonstrate Community Leadership

## MISSION STATEMENT

Lone Pine Unified School District is committed to providing every student the tools they need for academic, personal and social achievement so that each student may become a productive member of society.

### Governance Team Goals

1. Maintain an exceptional academic environment that provides quality instruction to all students
2. Recognize parents as key partners in the success of our students
3. Maintain fiscal solvency
4. Provide clean, safe, and secure sites for the well-being of our students and staff
5. Recruit, retain and support the growth of all employees
6. Support 21<sup>st</sup> century skills competence to assist in academic progress, communication and learning
7. Clearly communicate with local community members and share the district achievements.

### Addressing the Board

There are many different ways individuals may choose to address the Board. Those who wish to request an agenda item may do so by submitting the request in writing, along with supporting documents and information, to the Superintendent at least one week prior to a scheduled meeting. Those wishing to address an item on the agenda may do so by submitting a card at the beginning of the meeting. Individuals will be recognized by the Board President when the item is considered. For matters not on the agenda, individuals may also submit a card prior to the start of the meeting. There will be an opportunity to address the Board when called upon by the Board President. The Board shall not take action on such items at that meeting. If you have a question or comment during discussions, please raise your hand and wait to be called upon before speaking.

**LONE PINE UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES SPECIAL MEETING**

**AGENDA**

**June 8, 2021**

**5:15 p.m.**

District Conference Room  
301 S. Hay Street, Lone Pine, CA

**NOTICE TO PUBLIC:** Please be advised that the Board Conference Room will be closed to the public. The Board will be conducting its meeting online. Board Members will participate via videoconference, accessible to the public at <https://inyocoe.zoom.us/j/97038962819>, or you may join by phone dial (669)900-9128 then enter Meeting ID 970 3896 2819.

**Public Comment may be provided by emailing the comments prior to the meeting to [lpusdcomment@lpusd.k12.ca.us](mailto:lpusdcomment@lpusd.k12.ca.us) or you may drop your comments in the drop slot at the District Office, 301 S Hay St. at least 2 hours prior to the start of the meeting.**

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to the Superintendent at the Lone Pine Unified School District Office located at 301 S. Hay Street in Lone Pine or phone (760) 876-5579 between the hours of 7:30 a.m. and 4:30 p.m. at least 48 hours before the meeting. Government Code Section 54954.2

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 301 S. Hay Street, Lone Pine during normal business hours.

**1. CALL TO ORDER & ROLL CALL**

Mrs. Susan Patton, President \_\_\_\_\_  
Mrs. Krista Sullivan, Clerk \_\_\_\_\_  
Mr. Jason Olin, Member \_\_\_\_\_  
Mr. Scott Kemp, Member \_\_\_\_\_  
Mrs. Susan Lutze, Member \_\_\_\_\_  
Patrick Traynor, Superintendent and  
Secretary to the Board \_\_\_\_\_

**PUBLIC PARTICIPATION (HEARING SESSION)**

*Members of the public who wish to speak to the Board about any item on the Closed Session agenda are invited to do so at this time. Comments shall be limited to four minutes per person for a total of 20 minutes. Persons wishing to comment must send an email to [lpusdcomment@lpusd.k12.ca.us](mailto:lpusdcomment@lpusd.k12.ca.us).*

**2. CLOSED SESSION (5:00 P.M.)**

2.1 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board recess to closed session to discuss the following items:

- 1) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)
  - a) District Employees: SITA & CSEA
  - b) District Negotiators: Patrick Traynor
- 2) PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT (Gov. Code Sec. 54957)
- 3) PUBLIC EMPLOYMENT APPOINTMENT/EMPLOYMENT (Gov. Code sec. 54957)
  - a. Lead Food Service
  - b. Alternative Education Teacher

**3. OPEN SESSION (5:15 P.M.)**

3.1 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board return to open session at 5:15 p.m.

3.2 Pledge of Allegiance

3.3 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve the agenda order as presented.

**PUBLIC PARTICIPATION (HEARING SESSION)**

*Interested parties who wish to speak to the Board about matters pertaining to the schools that do not appear on the agenda are invited to do so at this time. Comments on agenda items will be heard at the time the Board considers that agenda item. All public comments on an agenda item will be heard prior to the Board’s discussion of the item. Individuals will be allowed four minutes to address the Board and the Board shall limit the total time for public input on any one item to 20 minutes (BB 9323). Persons wishing to comment must send an email to [lpusdcomment@lpusd.k12.ca.us](mailto:lpusdcomment@lpusd.k12.ca.us).*

**4. PERSONNEL**

**NON-CONSENT AGENDA**

4.1 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve attendance of Susan Patton, Krista Sullivan, Susan Lutze, and Patrick Traynor to attend the CSBA Annual Education Conference to be held in San Diego from December 2-4, for In-person and December 9-10, 2021 for Virtual. Costs to the District include registration in the amount of \$595.00 for In-person registration and \$399.00 for Virtual, 3 nights lodging, 4 days per diem, transportation and incidental expenses in accordance with Board Bylaw 9250.

**CONSENT AGENDA**

*The following items may be approved by a single vote of the Board. Any item that warrants further discussion may be separated for discussion and action.*

Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve consent agenda items 4.2 to 4.6.

- 4.2 Approve tentative teaching assignments for 2021-22, as presented to the Board.
- 4.3 Accept the District’s sunshine proposal for negotiations with California School Employee Association in the areas of Article XII, Vacation, and Article XIII, Holidays.
- 4.4 Accept the request from California School Employee Association and its Lone Pine Chapter #440 to open negotiations for the 2021-22 school year in the areas of Article XV, Salary and Article XI, Benefits.
- 4.5 Ratify probationary employment of Judith Luna to serve as Lead Food Service Worker. Compensation shall be at Range 11A, Step 1 on the Classified Salary Schedule.
- 4.6 Approve probationary employment of Linda Akyuz to serve as Alternative Education Teacher, effective August 18, 2021. Compensation shall be upon verification of units and employment requirements.

**5. BUSINESS AND FINANCE**

**BUDGET REPORT** – Marjianne Yonge

**PUBLIC HEARING #1 – LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

The Board President will open a public hearing to allow members of the public to comment on the proposed 2020-21 LCAP as required by Education Code. A copy of the proposed LCAP will be on file and available for public inspection in the Lone Pine Unified School District, 301 S. Hay Street, Lone Pine, CA.

**PUBLIC HEARING #2 - PROPOSED 2020-21 BUDGET**

The Board President will open a public hearing to allow members of the public to comment on the proposed 2020-21 Budget as required by Education Code. A copy of the proposed budget will be on file and available for public inspection in the Lone Pine Unified School District Office, 301 S. Hay Street, Lone Pine, CA.

**6. ADJOURNMENT**

## LONE PINE UNIFIED SCHOOL DISTRICT

TENTATIVE TEACHING ASSIGNMENTS TO BOARD  
2021-22 SCHOOL YEAR

PURPOSE: The following teaching assignments are submitted to the Governing Board, in accordance with Education Code Section 35035(c).

<u>Lo-Inyo School</u>	<u>Grade/Subject</u>
Boyer, Rachel	1 <sup>st</sup> /2 <sup>nd</sup>
Coffey, Angelina	4 <sup>th</sup> /5 <sup>th</sup>
Fogarty, Sarah	4 <sup>th</sup> /5 <sup>th</sup>
Kinberg, Joseph	6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> Science, 6 <sup>th</sup> & 8 <sup>th</sup> Social Studies
Heist, Bob	6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> ELA, 7 <sup>th</sup> Social Studies, Elective
Huizar, Kimberly	TK/K
Allen, Scott	2 <sup>nd</sup> /3 <sup>rd</sup>
McGuire, Piper	K/1 <sup>st</sup>
Rost, Brandy	6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> Math, Elective (2)
Stewart, Elizabeth	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> PE (3)
Klassen, Lauren	2 <sup>nd</sup> /3 <sup>rd</sup>
Dutton, Ken	K-8 Resource

<u>Lone Pine High School</u>	<u>Grade/Subject</u>
Carson, Chuck	AG Mechanics (4)
Letherer, Amy	Resource (3)
Lacey, Brenda	Intro to AG, AG Floral, AG Animal Science (2), AG Leadership
Lozier, Jayson	English 9, 10, 11, 12, Honors English
Maybury, Megan	World History, U.S. History, Government/Econ, Spanish I & II
Anderson, Katherine	Integrated Math I (2), IM II, IM III, Statistics
Smith, Venessa	Biology, Chemistry, Physics, Enviro Sci/Elective, Soil & Plant Sci
Stewart, Elizabeth	Physical Education (1)

Proposed Board Approval: June 8, 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lone Pine Unified	Patrick Traynor Superintendent	PTraynor@LPUSD.k12.ca.us (760)876-5579

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Increase and maintain grade level proficiency in the content areas and provide access to studies described in ED Code, Section 51210.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2  
4

8

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A. Teachers appropriately assigned and fully credentialed. All CTE Instructors are appropriately credentialed in their CTE Industry Sector and Pathway. Measured by - % of Teacher mis-assignments. 18-19 1A. 0% Baseline 1A. 0%</p>	<p>1A. There were 6% teachers (1 teacher) not full credentialed and on an emergency credential. We flew an opening for our Special Education teacher at Lo Inyo late summer when we had a resignation and we didn't have any 100% qualified applicants. 1B. 100% of students had access to instructional materials.</p>
<p>Measured by - % of students that have text access K-12 per the William compliance. 18-19 1B. 100% Baseline 1B. 100%</p>	<p>100% of students have text access K-12 per the Williams compliance</p>
<p>Metric/Indicator 1C. Facilities are maintained. Measured by % of schools rated good or exemplary on FIT (facilities). 18-19 1C. 100% Baseline 1C. 100%</p>	<p>1C. Our district showed areas in need for improvement on the FIT, but did pass the FIT overall at 85%.</p>
<p>Metric/Indicator 2A. Implementation of SBE-adopted Standards. Measured by % of teachers reporting full implementation of standards-based instructional materials as reported by surveys and discussions. 18-19 2A. 100% Baseline 2A. 70%</p>	<p>2A. 85% of teachers reported using standards-based instructional materials</p>
<p>Metric/Indicator 2B. How programs/services enable English Learners to access the CA Standards and ELD Standards. Measured by - % of teachers reporting that students are well-supported to access the California and ELD standards as measured by survey and individual conversation. 18-19 2B. 85% Baseline 2B. 60%</p>	<p>2B. 77% of teachers reported that EL students are well-supported.</p>
<p>Metric/Indicator 4A. Statewide assessments Measured by - average % of students showing growth in points in ELA and Math as evidenced by individual CAASPP results 18-19 4A. 75% Baseline 4A. Baseline data not available</p>	<p>4A. 87% students showed growth in ELA and 83% students showed growth in math.</p>
<p>Metric/Indicator 4F. Percentage of pupils who pass an AP exam (3+) or receive a passing grade on online college courses Measured by - % students who receive a passing grade in an online college course 18-19 4F. 100% Baseline 4F. Baseline data not available</p>	<p>4F. No students took the AP exam during the 18-19 school year as students enrolled in college courses in lieu of. 80% of students enrolled in colleges classes passed.</p>
<p>Metric/Indicator 4G. Percentage of pupils who participate in &amp; demonstrate college preparedness on assessment (SBAC). Measured by - SBAC results for 11th grade students, points above or below level 3. 18-19 4G. For grades 3-8: ELA: 15.1 points below level 3 Math: 25.4 points below level 3 For 11th grade: ELA: 8.2 below level 3 Math: 72.5 below level 3 Baseline 4G. ELA: 9.5 points below Math: 79.7 points below</p>	<p>4G. 17-18 actual results for 11th grade: ELA: 9.1 points above level 3 Math: 129.8 points below level 3</p>

Expected	Actual
Metric/Indicator 8. Pupil Outcomes Measured by: • % of students scoring 4 or above on District Writing Assessment rubric. ? % of students at grade level as determined by the K-3 DRA (reading) guidelines. 18-19 8. Will complete when baseline data is available Baseline 8. Data available in July	8. 74% of students were reported by teachers to meeting or exceeding standards in writing.

**Actions/Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer Transitional kindergarten at the elementary school to address the needs of all learners at the TK level.	TK portion of teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52,088.75 TK portion of teacher's salary p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration CTE teachers paid by County JPA and District	Estimated Actual: TK portion of teacher's salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 35606.96 TK Portion of teacher salary 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17513.01

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund an intervention teacher at the elementary level to provide three hours of small group instruction per day to address the needs of under-performing students. Provide one period per day of credit recovery with instructional support in small group instruction for high school students.	Intervention Teacher Salaries 1000-1999: Certified Personnel Salaries Supplemental and Concentration 78,450.01 Intervention Teacher Salaries P/r Taxes & Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0	Estimated Actual: Intervention teacher at the Lo-Inyo School 1000-1999: Certified Personnel Salaries LCFF Supplemental and Concentration 17577.00 Intervention teacher at the Lo-Inyo School 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4274.47 Intervention teacher at the High School 1000-1999: Certified Personnel Salaries LCFF Supplemental and Concentration 25425.00 Intervention teacher at the High School 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5856.11
Continue use of Write from the Beginning in all K-12 core classes.	Staff Development \$10,000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00	Estimated Actual: Staff Development (during staff mtgs) 1000-1999: Certified Personnel Salaries LCFF Supplemental and Concentration 8087.74 Staff Development (during staff mtgs) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3370.97
Purchase supplemental instructional materials aligned to state standards	Books & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 12,500.00	Estimated Actual: Books & supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 14646.48

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide one period of a music elective for grades 9-12</p> <p>Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.</p>	<p>Portion 1/6 of music teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,499.79</p> <p>Portion 1/6 of music teacher's salary 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Spec Ed Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2,500.00</p>	<p>Estimated Actual: 1/6 Teacher's salary for music elective 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 14615.68</p> <p>1/6 Teacher's salary for music elective 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7147.16</p> <p>Estimated Actual: Spec Ed Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2500.00</p>
<p>Fully implement new English Language Arts curriculum at the high school</p>	<p>Social Science Curriculum all grades 4000-4999: Books And Supplies Supplemental and Concentration 69,798.86</p>	<p>Estimated Actual: Social Science Curriculum where needed 4000-4999: Books And Supplies LCFF Supplemental and Concentration 50086.07</p>
<p>Provide three periods of art for grades 2nd-12th</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>	<p>Estimated Actual: Did not complete action 0.00</p>
<p>Provide one period of consumer/Algebra I preparedness for students struggling in math</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 28,862.69</p>	<p>Estimated Actual: One period of math support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 17933.41</p> <p>One period of math support 3000-3999: Employee Benefits LCFF Base 7697.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain facilities so that they meet FIT requirements	Supplemental and Concentration 32,000.00	Estimated Actual: Facility Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 38,541.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district spent less than was anticipated as there were two positions that went unfilled due to lack of candidates to fill the positions. The first position affected by this was the Intervention teacher at Lo Inyo. The second position affected by this was the three periods of art. Because the district was able to offer a fine arts class (music) we have found that the art is not necessarily needed and therefore was cut from the budget. New English Language Arts (ELA) materials were not needed for the ELA Action/Service # 7 above. So, continued implementation of the high school novels took place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, the district implemented all stated actions/services including transitional kindergarten, Write from the Beginning in grades K-8, purchasing supplemental materials, providing one period of music at the high school, providing an intervention math, and maintaining our facilities. Considering on-going budget constraints, the district overall has met/nearly met our actions/services goals to increase and maintain grade level proficiency in the content areas. The district is effective at finding new/better ways to provide opportunities to our students.

## Goal 2

Low performing students (including Native Americans, ELL students, Special Education students, Foster student, and Socioeconomically Disadvantaged students, etc.) will show growth in content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
<p>Metric/Indicator 4A. Statewide Assessments As measured by distance from level 3 on the Dashboard. EL = English Learners SED = Socioeconomically Disadvantaged SWD = Students with Disabilities NA = Native American 18-19 4A. Language arts: EL: 35 points below SED: 25 points below SWD: 60 points below NA: level 3 or above Math: EL: 55 points below, SED: 30 points below SWD: 70 points below NA: level 3 or above Baseline 4A. Language arts: EL: 56.4 points below SED: 38.8 points below, SWD: 90.8 points below, NA: 10.6 points below Math: EL: 77.9 points below, SED: 53.4 points below SWD: 98.7 points below NA: 3.6 points below</p>	<p>4A. Statewide Assessments As measured by distance from level 3 on the Dashboard. EL = English Learners SED = Socioeconomically Disadvantaged SWD = Students with Disabilities NA = Native American 17-18 (Actual) 4A. Language arts- EL: 44.7 points below standard SED: 41.1 points below standard SWD: 58.7 points below standard NA: 32.9 points below standard Math EL: 58.3 points below standard SED: 56.7 points below standard SWD: 75.2 points below standard NA: 20.7 points below standard</p>
<p>Metric/Indicator 4B. API N/A - API is no longer reported 18-19 4B. CAASPP does not report API Baseline 4B. CAASPP does not report API</p>	<p>4B. API N/A API is no longer reported</p>
<p>Metric/Indicator 4D. EL Progress (CELDT) Measured by - % of students advancing one level on the CELDT ELPAC 18-19 4D.65% Baseline 4D. 56.8%</p>	<p>4D. EL Progress (ELPAC) 18-19 Actual % of students advancing one level on the CELDT = Have not received results for 2nd test to show whether or not students showed growth.</p>
<p>Metric/Indicator 4E. EL reclassification rate As measured by % of pupils reclassified annually 18-19 4E. 15% Baseline 4E. 9%</p>	<p>4E. EL reclassification rate 18-19 Actual % of students reclassified = 19%</p>

**Actions/Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicated by the annual CELDT.</p>	<p>El Coordinator-- Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,258.65 El Coordinator - Salary p/r taxes &amp; benefits 3000-3999: Employee Benefits Supplemental and Concentration 0 El Coordinator Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p>	<p>Estimated Actual: EL Coordinator salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 16855.80 EL Coordinator salary 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15946.46 EL Coordinator salary 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 350.00</p>
<p>Continue Professional Development with teaching staff in the area of integrated ELD instruction. This will be done through at least 2 training sessions led by ICSOS and on-going in staff meetings.</p>	<p>Sub cost \$ 3,321.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,321.00 Sub cost p/r taxes 3000-3999: Employee Benefits Supplemental and Concentration 630.72</p>	<p>Estimated Actual: Sub cost 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3321.00 Sub Costs 3000-3999: Employee Benefits LCFF Supplemental and Concentration 630.72</p>
<p>Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.</p>	<p>Tech Software-Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,000.00</p>	<p>Estimated Actual: Tech Software-Aeries 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7100.00</p>
<p>Purchased Rosetta Stone for EL students This is meant to supplement Action/Service 11. The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicate by the annual CELDT.</p>	<p>Working with Director of Finance</p>	<p>Estimated Actual: Rosetta Stone 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2816.47</p>
<p>The district will administer ELPAC test twice per year.</p>	<p>Cost already included in goal #1 2000-2999: Classified Personnel Salaries Title III 0.00</p>	<p>Cost already included</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Stated strategies were put in place. All actions and services were provided.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although English Learner results are not available for the spring of 2019 at the time of submission, the latest Dashboard results are for the spring of 2018 and show the following results that demonstrate achievement of the Goal. Starting with ELA, Socioeconomically Disadvantaged students maintained at a 2.4 point decrease, EL students increased at 9.9 points, Hispanic students increased at 3.3 points, Native American students declined at 17.3 points and there were no Foster Youth in the district that year. For math the results are as follows; Socioeconomically Disadvantaged students increased at a 6.2 point increase, EL students increased at 24.1 points, Hispanic students increased at 17.9 points, Native American students maintained at a 2 point increase. Rosetta Stone was added at the Elementary School level for the first time. This is in the Actions and Services for this Goal. Most of the English Learners belong to the Hispanic or Socioeconomically disadvantaged group which helped contribute to these groups increases.

## Goal 3

All students will graduate from high school prepared for post secondary and with Career Technical Education (CTE) Industry Sector and Pathway options or obtain a certificate of high school completion. The district will maintain or increase the percentage of the students' graduation/completion rates to meet state graduation requirements.

State and/or Local Priorities addressed by this goal:

State Priorities:

4 5

7

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
Metric/Indicator 4C. A-G Completion As measured by % of students who complete A-G requirements or a Career Technical Education pathway 18-19 4C. 90% Baseline 4C. 80%	4C. A-G Completion = __13__% for 2018-19
Metric/Indicator 4F. Percentage of pupils who pass an AP exam (3+) Measured by - % students who receive a passing grade in an online college course 18-19 4F. This metric is reported in Goal 1. Baseline 4F. Baseline data not available	4F. Percentage of pupils who pass an AP exam (3+) = __0__% for 2018-19
Metric/Indicator 4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC) Measured by - % of 11th graders meeting or exceeding standards in math and ELA on the Smarter Balanced Assessment (SBAC) 18-19 4G. ELA: 60% Math: 50% Baseline 4G. ELA: 53% Math: 24%	4G. Percentage of pupils who participate in SBAC = __91__% for 2018-19
Metric/Indicator 5C. Middle School Dropout Rate As measured by % of Middle School dropouts. 18-19 5C. 0% Baseline 5C. 0%	5C. 0% of middle school students dropped out
Metric/Indicator 5D. High School Dropout Rate As measured by % of High School dropouts. 18-19 5D. 0% Baseline 5D. 0%	5D. 08% of high school students dropped out
Metric/Indicator 5E. High School Graduation Rate As measured by graduation rate. 18-19 5E. 95% or greater Baseline 5E. 91.9%	5E. High School Graduation Rate = __92__%
7A/7B/7C. A broad course of study Reports generated in the Aeries system reflect that a broad course of study is provided to all students including unduplicated pupils and students with special needs 18-19 7A/7B/7C 100% Baseline 7A/7B/7C 100%	7A/7B/7C. Aeries reflects that 100% LPUSD offers a broad course of study to all students.

**Actions/Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>At the end of first quarter, LPHS teachers will meet with parents of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support for post high school education, as well as meet with students who are credit deficient. Maintain Career Technical Education (CTE) programs at the Lone Pine High school campus and guide students into career pathways that will lead them into college and/or career and allow them to complete courses and /or a degree in a timely and efficient manner. CTE programs teach student job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated and often offer dual enrollment credit to students.</p>	<p>Part Salary included in goal #1 (Senior Part) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63,870.75 Part Salary included in goal #1 p/r taxes &amp; benefits 3000-3999: Employee Benefits Supplemental and Concentration 27,984.74 Action #1: Ag Incentive-\$31,658 County JPA \$112,500, CTEIG \$116,062 and Blue/Gold Fundraiser \$25,000.</p>	<p>Estimated Actual: Teacher costs for parent communication (parent-teacher conferences min days, and meetings regarding struggling students) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 21688.48 Teacher costs for parent communication (parent-teacher conferences min days, and meetings regarding struggling students) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9364.98</p>
<p>Guidance counselor will meet with every student and parent each year to ensure that all students are on track to graduate. He/she will meet with every senior student each quarter.</p>	<p>Portion of Guidance Counselor's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,681.25</p>	<p>Estimated Actual: Portion of Guidance Counselor's salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 67901.20 Portion of Guidance Counselor's salary 3000-3999: Employee Benefits LCFF Supplemental and Concentration 25377.04</p>
<p>Use Aeries to foster and enhance college attendance and graduation. Students in Career and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Daugherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the LPUSD to provide high quality CTE courses and pathways for students.</p>	<p>On Going Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,500.00</p>	<p>Estimated Actual: Aeries - Training Travel &amp; Hotel 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1855.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Purchased high school math adoption to coincide with 3 year math requirement and current standards. This was part of the base services and coincides with the previous Action/Service - #3 (this Goal): Students need standards aligned material in order to be prepared for college and earn passing grades in order to graduate. Although purchasing the adoption must happen to address all students as our requirement to provide adopted, standards aligned materials for our students and would be considered a base service, we mention this simply to state the cost and that the materials will help Action Service #3 and this Goal.</p>	<p>Working with the Director of Finance</p>	<p>New HS math adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19,957.00</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Two of three actions were met to completion. Students were able to meet with their guidance counselor more frequently and set a plan for their futures after high school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were no changes made to this goal. However, an Action/Service was added to ensure the school community understands that Career Technical Education classes will continue to be offered and all students will have the opportunity to graduate with an agriculture certificate. The district plans to meet Action 1 during the 2019-20 school year. Action 4 "Actual Action/Services was added simply to describe this as a major base expenditure and it is aligned to the overall goal and Action #3 of this goal.

**Goal 4**

Increase parent communication LEA-wide, as well as community acknowledgement of our LEA and our student offerings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3A/3B. Efforts by district to seek parent input in decision making. As measured by school to home fliers, postings, etc. 18-19 3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input. Baseline 3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.</p>	<p>3A/3B. Surveys were sent home with 100% of the students for their parents. One LCAP meeting was held for parental input on March 13, 30'19. Three staff meetings included LCAP input for all staff on Jan. 30, 2019, February 7, 2019, and Feb. 20, 2019. Two Board meetings included LCAP as part of the agenda for community input on June 12, 2019 and June 20, 2019.</p>
<p>3C. How the district will promote parental participation in programs for individuals with exceptional needs. As measured by the % of special needs students who have a parent/guardian attending at least one conference per school year to address student needs 18-19 3C. 100% Baseline 3C. 100%</p>	<p>3C. 100% of students with exceptional needs had a parent(s) attend at least one conference during the 2018-19 school year.</p>

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Since the CPR committee is no longer, we plan to send out more parent surveys via Survey Monkey for parental input.</p>	<p>Postage&amp; Copies 5900: Communications Supplemental and Concentration 150.00</p>	<p>Estimated Actual: Postage &amp; Copies 5900: Communications LCFF Supplemental and Concentration 350.00 Admin reach out to community 1000- 1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 6505.50 Admin reach out to community 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2424. 12</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Adjust survey content bases on parental input from Survey Monkey.  Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (6-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.	Postage & Copies - 400.00 5900: Communications Supplemental and Concentration 400.00	Estimated Actual: Site secretary time (for both sites) - 20 hours each 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,194.00 Mailing of data 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 400.00
	Included in Goal 3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,536.57	Estimated Actual: 20% of HS principal/Guidance employee costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 37505.22 20% of HS principal/Guidance employee costs 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15702.53 Lo Inyo Staff 3 days 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10476.75 Lo Inyo Staff 3 days 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5215.38

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Additional surveys were sent out to parents in years past but they were not on Survey Monkey. The district plans to send out additional surveys next year (either via paper or Survey Monkey) depending on how questions were answered.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LCAP goal will remain the same. The district will calendar when surveys need to go home and how organize the importance of survey answers for further input.

## Goal 5

Fully implement current district behavior program (PBIS - Positive Behavior Interventions & Support) K-12

State and/or Local Priorities addressed by this goal:

State Priorities:

5

6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 6C. Other local measures % of students and parents who take the survey and report a positive school climate. 18-19 6C. 85% Baseline 6C. 80%	100% of the students took the survey in grades K-12. 100% of the parents grades K-8 received the surveys but only 67% responded. 100% of the parents grades 9-12 received the surveys but only 5% responded.
Metric/Indicator 6A. Pupil Suspension Rate As measured by dashboard suspension rate 18-19 6A. 2% Baseline 6A. 6.5%	3.8 % which increased by 1.2%.
Metric/Indicator 6B. Pupil Expulsion Rate As measured by completed expulsion hearings 18-19 6B. 0% Baseline 6B. 0%	There was only one expulsion at Lo Inyo during the 2017-18 school year
Metric/Indicator 5A. School Attendance As measured by daily attendance. 18-19 5A. 97% Baseline 5A. 96%	18-19: 95.44% (8/20/18 to 4/26/19 K-12 (not TK)

Expected	Actual
Metric/Indicator 5B. Chronic Absenteeism As measured by the % of students sent to SARB (Student Attendance Reporting). Each student will be counted only once in a year. 18-19 5B. 4% Baseline 5B. 8%	0.3% of students were referred last year to the Schools Attendance Review Board. Only one student was referred and was referred two times at Lo-Inyo Elementary School

**Actions/Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The student-driven behavior monitoring system will continue; small changes will occur accordingly.	Behavior System supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	0.00
Two assemblies will be held each year at the high school to recognize outstanding academics and citizenship.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	0.00
Programs will be offered (and may be required) through Inyo County Probation to reach troubled youth.	Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500.00	Estimated Actual: Rewards by K-12 prin 5000-5999: Services And Other Operating Expenditures 500.00
Change 20% admin position to full time admin position to increase pupil services	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32,956.83	Estimated Actual: Admin position was increased to full time for the 2018-19 school year. 1000-1999: Certificated Personnel Salaries LCFE Supplemental and Concentration 24480.00 Admin position was increased to full time for the 2018-19 school year. 3000-3999: Employee Benefits LCFE Supplemental and Concentration 8925.75

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Since the behavior monitoring systems was not implemented, the \$1,000.00 allotment was not spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

What our district has done so far with PBIS (monthly goals, weekly rewards for GOTCHA tickets, etc.) has certainly helped boost students' desires to act more positively. Lone Pine is sure to see greater benefit with the implementation of a student behavior monitoring system next year and more frequent recognition for academics at the high school level.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher meetings to create plan that includes in person instruction \$0 Stakeholder meetings to create plan to include in person instruction \$0	0	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no differences.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A reopening plan includes a modified day with an emphasis on English Language Arts and Math in grades K-8. These are the foundational subjects. The modified day is a shortened day with simultaneous instruction being offered to students who choose distance learning. If distance learning becomes a requirement for all students, the schedule will stay the same and the distance learning students will experience their instruction uninterrupted. The in-person students would still experience the same routines and schedules and be accustomed to interacting with their distance learning peers.

The challenges were that students were not learning at the same rate collectively as they were when they were in seat. So, there were a lot of differences teachers had to address when the students returned. Also, keeping students distanced was challenging. Also, the quarantines were challenging.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for Teachers regarding Distance Learning \$20,000 Y Acquisition of devices and ancillary technology for teachers to more effectively deliver distance learning instruction \$10,000 Y Distribution of devices for students \$15,000 Y Acquisition of Internet Access to students who need it \$25,000 Y Acquisition of programs such as NextGen Math \$9,500 Y	\$79,500	96,934	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: This was difficult as there were great differences in levels among students. However, since teachers taught simultaneously, when all students returned in person, the continuity in that regard was effective.

Access to Devices and Connectivity Pupil Participation and Progress: All students had access and devices. The district supplemented low income families as well as the Branson Foundation when the schools first went to distance learning.

Distance Learning Professional Development: The county office of education supported the district much in this regard though voluntary and stipended PD's to hosting these during faculty meetings.

Staff Roles and Responsibilities: At first, this was challenging, particularly for classified staff. An MOU helped clarify roles for the duration of the pandemic.

Support for Pupils with Unique Needs: With the addition of a permanent RSP part time teacher, the special education program became more compliant.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Loss Recovery Stipends \$25,000 Learning Loss Prevention Stipends \$25000	\$50,000	85,033	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Stipends to recover learning loss and prevent it are being offered to teachers. For both sets of stipends, teachers will be assigned to work with groups of students identified by administration. It is understood these groups of students will likely contain students identified as English learners, foster youth, pupils with exceptional needs, as well as students experiencing homelessness. Teachers will use SDAIE and ELD strategies as appropriate with English learners. Teachers will implement social emotional strategies and attend to social emotional needs for all student, but in particular, foster youth.

Stipends were effective as evidence by the lower rate of failures given at the high school.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The district's behavioral specialist provided through the County Office of Education will be used to identify and provide appropriate Social Emotional Learning (SEL) instruction to students. Staff will be trained to provide SEL and identify students in need of extra attention in this regard in order to experience school success.

This was done as planned.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers are provided with up to two hours in the afternoon specifically to reach out to and connect with students who were not present during the daily live interaction and those who are not engaging sufficiently to experience classroom success. The district translator at Lo-Inyo Elementary School is available to all teachers in the district to assist with translations as needed. Administration will monitor attendance based on daily live interaction as well as engagement in instruction.

This was done as planned

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The district cafeteria will be providing meals to all students on a grab and go basis after school each day. All students will be offered these meals free of charge through December or until USDA funding runs out. After December, or until funding runs out, students who qualify for free and reduced-price lunch will receive theirs for free. Students who do not qualify, may purchase their meals as usual. Students who are participating in distance learning may come to the school to pick up their meals. Delivery will be made to students who live in the more remote areas of the district boundaries.

This was done as planned.

## **Additional Actions and Plan Requirements**

Additional Actions to Implement the Learning Continuity Plan

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administrative and attorney time invested in creating MOUs with teachers and classified in creating MOUs with teachers and classified staff unions \$10,000 Acquisition of sanitizing equipment and materials including Personal Protective Equipment \$15,000 Training staff in hand sanitizer equipment \$0 Administrator time in home visits to students who appeared to be disengaged \$0 N/A Personal Protective Equipment such as masks, face shields, desk shields \$15,000 These were implemented as planned	Administrative and attorney time invested in creating MOUs with teachers and classified staff unions \$10,000 Acquisition of sanitizing equipment and materials including Personal Protective Equipment \$15,000 Training staff in hand sanitizer equipment \$0 Administrator time in home visits to students who appeared to be disengaged \$0 N/A Personal Protective Equipment such as masks, face shields, desk shields \$15,000 These were implemented as planned	\$40,000	48050	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Lower rates of learning are addressed.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Formative assessment, embedded assessments, exploration of a progress monitoring assessment system.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan supported the decision to narrow down the number of goals from five in the previous three year LCAP cycle to three. This has the added benefit of allowing school sites could focus on addressing learning deficits that may have not otherwise occurred had schools not had to stop in seat learning for all students and not had to allow distance learning altogether. Distance learning, while it was meeting the minimum requirements, demanded a high investment of effort from staff but not as much return as would have been achieved had the students all been in seat.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22

LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov). (mailto:lcff@cde.ca.gov)*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

## **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

## **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,

- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

### **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

### **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lone Pine Unified	Patrick Traynor Superintendent	PTraynor@LPUSD.k12.ca.us (760)876-5579

## Plan Summary 2021-24

### General Information

A description of the LEA, its schools, and its students.

Lone Pine Unified School District (LPUSD) is a small school district located in the City of Lone Pine which is at the foot of the Eastern Sierras and Mount Whitney, the highest peak in California. Many tourists and travelers visit or pass through the city of Lone Pine which has a rich history including the production of many Western movies. It has a single small grocery store and several small restaurants, hotels, and other small stores mainly to accommodate the tourists and travelers but also to serve the local community. Two other major areas are Keeleer and Olancha, both of which are located approximately 20 miles south of Lone Pine.

According to Ed-Data (<https://www.ed-data.org/district/lyc/Lone-Pine-Unified>) in the 2019-20 school year, district enrollment included 329 students of which 20.7% (68) were English Learners and 72.3% (241) qualified for participation in the National School Lunch Program (NSLP) making them eligible for a free or reduced-price meal. In the 2019-20 school year, Lone Pine Unified School District had 72.6% Socioeconomically Disadvantaged students, 20.7% English learners, and 0% foster youth.

The ethnic composition of the Lone Pine Unified School District is comprised of 12.7% American Indian (Native American), 1.3% Asian, 0.3% African American, 6.5% Two or More Races, 0.3% Filipino, 54.5% Hispanic, and 24.4% white.

# Reflections: Successes

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

Prior to the pandemic, the Dashboard shows the last State standardized assessments Lone Pine Unified School District students took were the CAASPP (California Assessment of Student Performance and Progress) assessments in the Spring of 2019 (2018-19 school year). Students improved tremendously over the previous year scoring in the Green level (fourth highest) out of the five tiered rating the state created (Red, Orange, Yellow, Green, and Blue) with Red being the lowest and Blue being the highest.

# Reflections: Identified Need

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

The Dashboard shows the two areas of concern that need improvement. The Chronic Absenteeism rate put LPUSD in the Orange tier and Suspension Rate in the Red.

# LCAP Highlights

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

This LCAP consolidated the five goals from the previous LCAP into three broad goals that align with the states three categories of state priorities: 1) Pupil Outcomes, 2) Engagement, and 3) Basic Services.

The LCAP highlights several of the recommendations from the Parent Advisory Committee, particularly regarding engagement.

Lone Pine Unified School District is proud to have a robust CTE program emphasizing agriculture. Students in Career and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Daugherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the LPUSD to provide high quality CTE courses and pathways for students.

Maintain Career Technical Education (CTE) programs at the Lone Pine High school campus and guide students into career pathways that will lead them into college and/or career and allow them to complete courses and /or a degree in a timely and efficient manner. CTE programs teach student job-readiness skills and provide

industry-specific training on equipment that is also industry specific. Many of these courses are articulated and often offer dual enrollment credit to students.

LPUSD's low income students have lower graduation rates than all students. In addition, a lower percentage of low-income students are prepared on the College and Career Indicator than all students. Students in Career and Technical Education (CTE) Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education. CTE reduces dropout and increases on time graduation. Therefore, it is important for LPUSD to provide high quality CTE courses and pathways for students. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students.

The PBIS component of LPUSD and as supported in the LCAP will address the school climate measured based on suspension rate. Professor Blair Cholewa from the University of Virginia reviews research on suspension in schools and found that student suspensions do not affect student behavior positively. In fact, it often times results in a negative outcome. She also found that often times a disproportionate number of underrepresented groups receive suspension when schools regularly engage in this practice. LPUSD expects a better climate to result from PBIS and consistent with this a lower suspension rate.

Chronic absenteeism will continue to be addressed. The schools, prior to the pandemic, implemented the County Office Of Education's attendance incentive initiative which utilized material rewards for best and outstanding attendance. Top attenders were eligible. However, the schools found these incentives did not address the attendance issues those chronically absent were having. Principals and school staff are implementing the attendance process including letters sent home immediately after absences reach a critical number and consequently hold District Attendance Review Board (DARB) meetings to intervene. For those that continue to have attendance issues, the Schools Attendance Review Board (DARB) at the County level is held. Principals will ensure the District's process is implemented promptly and with rigor.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

Lone Pine Unified does not have any schools that are eligible for comprehensive support.

### **Support for Identified Schools**

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

Lone Pine Unified does not have any schools that are eligible for comprehensive support.

## **Monitoring and Evaluating Effectiveness**

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

Site principals and superintendent will monitor implementation of the actions created in the LCAP to ensure they are implemented. They will review the metrics created for the outcomes for each goal to be sure they are met as well.

## **Stakeholder Engagement**

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Lone Pine Unified School District formed a Parent Advisory Committee (PAC) for the LCAP to meet with Principals and Superintendent to gather ideas for actions related to the three categories of state priorities, 1) Pupil Outcomes, 2) Engagement, and 3) Conditions of Learning. Principals and Superintendent reviewed input and created Actions for the LCAP from this.

The three goals pertaining to the LCAP were vetted with the teacher and classified union leaders. The goals were additionally shared with teachers for further input.

Goals and actions were shared with ASB student leaders for feedback.

CTE staff provided input

Student ASB officers

A summary of the feedback provided by specific stakeholder groups.

The Parent Advisory Committee on January 12 and February 23, 2021 suggested actions pertaining but not limited to:

- 1) community nights including a science night, a movie night, and other nights where students could display their history or science projects
- 2) Farm field trips
- 3) Rewards for student growth and effort
- 4) Internships

- 5) Cursive writing
  - 6) Restrooms
  - 7) Safe, clean, and welcoming facilities
  - 8) Historical facilities
  - 9) Work station matching student furniture
  - 10) Parking log solar panels
  - 11) High School auditorium technology
  - 12) Student materials
- The teacher union and classified union representative were provided drafts of the goals and were asked for input. Teachers were also shown the three goals and were asked to suggest any actions that could be addressed. Principals were given information from parents and previous year's LCAP and were asked to formulate new LCAP actions from these as well as suggest additional ones they felt would meet their sites needs. Principals were asked to share drafts of this LCAP to Associated Student Body groups and parent groups including the English Learner Advisory Council (ELAC), the District English Learner Advisory Council (DELAC), and School Site Council (SSC).

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Actions were created for each of the items summarized above, which were provided by the Parent Advisory Committee. Other actions provided by other individuals and groups and adapted in a similar manner to be included in the LCAP or at least given full consideration.

## Goals and Actions

### Goals

Goal #	Description
Goal 1	Pupil Outcomes (Priorities 4: Pupil Achievement and 8: Other Pupil Outcomes): Increase or maintain proficiency in the content areas ensuring that low performing students and ethnic and non-ethnic subgroups of students including Socioeconomically Disadvantaged, English Learners, Foster Youth, Special Education, Native American, and Hispanic show growth. All students will graduate from high school prepared for post secondary and career options or obtain a certificate of high school completion.

An explanation of why the LEA has developed this goal.

Lone Pine Unified School District has a strong focus on increasing student performance for all students. Addressing the needs of underperforming students, the District aims to close the achievement gaps for all groups that are underperforming.

These goals were taken from goals 1, 2, and 3 from the previous LCAP. They were consolidated into one goal pertaining to Pupil Outcomes. They were consistent with substantial increases in student performance so preserving them was desired. They are consolidated to help make the LCAP even more focused.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA Dashboard ELA	All Students - Green English Learners - Yellow Socioeconomically Disadvantaged - Green Students with Disabilities - no sufficient data Native American - no sufficient data Hispanic - Green White - Green	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reach or maintain Green level or increase one performance band.

CA Dashboard Math	All Students - Green English Learners - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - no sufficient data Native American - no sufficient data Hispanic - Yellow White - Blue	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reach or maintain Green level or increase one performance band.
Graduate Rate - Data Quest	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
A-G requirements (DataQuest)	5/21 = 23.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase
English Learner Progress Indicator	12.5% prepared; 2.3% declined; No Performance Color	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the percent prepared.
Reclassification Rate 2019-20. DataQuest->English Learners->Annual Reclassification (RFEF) Counts and Rates	20.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase
Early Assessment Program results ELA	51.10% Met or Exceeded Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase
Early Assessment Program results Math	39.73% Met or Exceeded Standard	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase

<p>% of students who are assigned to "Approaching Prepared Levels for a Career Technical Education pathway (College and Career Indicators CDE website: <a href="https://www6.cde.ca.gov/california/model/ccireport?&amp;year=2020&amp;cddcode=1463289&amp;scode=&amp;reporttype=schools">https://www6.cde.ca.gov/california/model/ccireport?&amp;year=2020&amp;cddcode=1463289&amp;scode=&amp;reporttype=schools</a>)</p>	<p>2019-20 55.6% (1.3)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase</p>
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# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Rewards for student academic growth and effort.	Look at a variety of ways to motivate and reward students throughout the Lone Pine Unified School District.	\$7,000.00	No
Action #2	Internships	Partner with local businesses for internship with our high school students.	\$0.00	Yes
Action #3	After School Elective-Like Opportunities	Implement non-credit after school and in school activities, classes, and in school opportunities such as cooking, science, robotics, sports (for engagement and not PE credit or competition) such as skiing, golf, tennis.	\$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Cursive writing	Begin cursive writing in 2nd grade.	\$0.00	No
Action #5	Transitional Kindergarten	Offer Transitional Kindergarten (TK) at the elementary school to address the needs of all learners at the TK level.	\$25,000.00	No
Action #6	Credit Recovery	Provide one period per day of credit recovery with instructional support in small group instruction for high school students.	\$80,963.04	Yes
Action #7	District Writing Program	Continue use of Write from the Beginning in all K-12 core classes.	\$10,000.00	Yes
Action #8	Special Education Materials	Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Science Adopted Curriculum Professional Development	Fully implement new Science curriculum for K-12 by providing professional development support for teachers	\$47,211.64	Yes
Action #10	EL Coordinator	The English Language Coordinator will work with English Language students at both sites in small groups to support their needs as indicated by the annual English Language Proficiency Assessment of California.	\$32,705.35	Yes
Action #11	EL Professional Development	Continue EL Professional Development through the County Education Office for the District.	\$1,250.00	Yes
Action #12	English Language Arts Core Curriculum	The District, (K-12) will fully implement the Board Adopted Core Curriculum in English Language Arts ensuring that all students, particularly low-income, English Learners, and foster youth have equal access.	\$1,100,000.00	Yes
Action #13	Math Core Curriculum	The District, (K-12) will fully implement the Board Adopted Core Curriculum in English Language Arts ensuring that all students, particularly low-income, English Learners, and foster youth have equal access.	\$1,100,000.00	Yes
Action #14	Supplemental English Language Arts	The District will ensure supplementary programs such as Accelerated Reader continue to give students more practice in reading to increase fluency and comprehension	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #15	Supplemental Math	The District will ensure supplementary programs such as NextGen Math and IXL continue to give students more practice in math fluency, automaticity, endurance, and standards aligned learning.	\$12,850.00	Yes
Action #16	Administrative Support	Administration will support the implementation of the core curriculum, supplementary ELA and Math materials and programs, and ensure all students have equal access toward mastering the content standards in each of these foundational subjects.	\$350,000.00	Yes
Action #17	Summer Academy	The school will provide a four week summer program that emphasizes engagement as well as academic progress for students of all academic levels as well as remediation and credit recovery for students that need it.	\$12,500.00	Yes

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	Engagement (Priority 3: Parental Involvement; 5: Pupil Engagement; 6: School Climate). Maintain a positive and productive student climate focusing on the District's Positive Behavioral Intervention and Supports (PBIS) framework including social emotional learning under the Multi-Tiered Systems of Support umbrella. Involve parents as an integral part of this framework and other District initiatives providing frequent and regular communication at the teacher, school, and District levels.

An explanation of why the LEA has developed this goal.

This goal was created to address priorities 3, 5, and 6). Language from goals 4 and 5 from the previous LCAP were adapted and consolidated into one goal pertaining to Engagement. Engagement is important to our students and parents as research shows that students who are more engaged in school tend to perform better and have better overall school experiences.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California School Parent Survey (CSPS) question, "Parents feel welcome to participate at this school" with percent of parents choosing strongly agree.	Parents stating "strongly agree" 17%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improvement on the question: Parents feel welcome to participate at this school

<p>California School Staff Survey (CSSS) items pertaining to: Caring adult relationships High expectations-adults in school Student meaningful participation Promotion of parent involvement Student learning environment with percent of staff choosing strongly agree</p>	<p>Will have baseline results for the 2021-22 school year after the CSSS is given for the first time. Caring adult relationships: 50 High expectations-adults in school: 50 Student meaningful participation: 38 Promotion of parent involvement: 41 Student learning environment: 47</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>Improvement on the questions on the CSSS: Caring adult relationships High expectations-adults in school Student meaningful participation Promotion of parent involvement Student learning environment with percent of staff choosing strongly agree</p>
<p>California Healthy Kids Survey (CHKS) items pertaining to: School connectedness:73 Academic motivation: 68 School perceived as very safe or safe: 79 Experienced any harassment or bullying: 64 with percent of students choosing strongly agree</p>	<p>School connectedness:73 Academic motivation: 68 School perceived as very safe or safe: 79 Experienced any harassment or bullying: 64 with percent of students choosing strongly agree</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>School connectedness: increase Academic motivation: increase School perceived as very safe or safe: increase Experienced any harassment or bullying: decrease with percent of students choosing strongly agree</p>
<p>Chronic Absenteeism (CA Dashboard)</p>	<p>Chronically absent: 9.7%</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>Decrease</p>
<p>High School Dropout Rates (DataQuest)</p>	<p>No Dropouts: 0%</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>Maintain 0 dropouts</p>

High School Graduation Rate (CA Dashboard)	Graduated in 2018-19: 93.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain 100%
Suspension Rate (CA Dashboard)	Suspended at least once: 6.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reduce
Pupil Expulsion Rate (DataQuest)	Pupil Expulsion Rate: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 0% expulsion rate
College/Career Indicator (CCI)	Percentage Prepared 42.9% Percentage Approaching Prepared: 38.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Science Nights	Schools will facilitate science nights such as star nights.	\$1,000.00	No
Action #2	Movie Night	Schools will host a Movie Night for Students, Parents and Community Members	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Cultural Day	Students will prepare activities, such as dance, traditions, storytelling for their background. (Native American, Hispanic, etc.)	\$1,200.00	Yes
Action #4	Student Projects	K-12 Students will participate in Science and History Fairs	\$4,750.00	Yes
Action #5	Farm Field Trips	Plan and organize field trips to the FFA School Farm.	\$4,500.00	Yes
Action #6	Food Garden	Create a food garden at both Lo Inyo and High School. Including fruits and Vegetables	\$7,500.00	No
Action #7	Public Input	Send Surveys out to parents, staff, students and community for input. -California School Parent Survey (CSPS) -California School Staff Survey (CSSL) -California Healthy Kids Survey (CHKS)	\$1,000.00	Yes
Action #8	Positive Behavior Interventions and Support (PBIS) K-12	The student-driven behavior monitoring system will continue; changes will occur as needed.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Student Support	Programs will be offered (and may be required) through Inyo County Probation, North Star Counseling, Inyo County Mental Health to reach troubled youth.	\$1,000.00	Yes
Action #10	Career Technical Education(CTE)	Maintain Career Technical Education (CTE) programs at Lone Pine High School to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. (See previous Action)	\$145,000.00	No
Action #11	Career Technical Education	Ensure CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific.	\$95,000.00	No
Action #12	Suspension Rate	Through PBIS, social emotional learning approaches, and restorative practices, suspension rate will only be used as a last resort, when all other documented interventions have failed to bring about the desired behavior. All suspension, will be consistent with Education Code (aka Ed Code which is California school law) and will not occur if contrary to it. Principals will be able to justify why they have concluded that suspension would be the most effective intervention to bring about the desired behavior after considering all alternative practical interventions available. Staff will receive appropriate professional development as needed in order to prevent suspendable offenses from occurring prior to their onset.	\$4,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #13	Social Emotional Learning	Staff will receive professional development on Social Emotional Learning in order to address these needs in students.	\$5,000.00	Yes
Action #14	Restorative Practices	Appropriate staff will be afforded professional development pertaining to restorative practices that afford staff more interventions and responses to students in order to preserve and restore a learning environment consistent with high and positive engagement and high academic performance.	\$4,250.00	Yes
Action #15	Chronic Absenteeism	School staff will implement and hone as needed the District's attendance procedures for addressing absences. This includes addressing attendance issues early, before they become excessive and result in a student considered chronically absent (missing 10% or more of the total school days).	\$0.00	Yes

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	Conditions of Learning (Priorities 1: Basic, 2: State Standards and 7: Course Access): All students will have complete access to 1) the District's adopted Core Curriculum in English Language Arts, Math, Science, and Social Studies, 2) all state required including foreign language beginning in sixth grade and courses that fulfill state college and university entry requirements (a-g requirements), a certified teacher appropriately authorized to provide instruction for any class in which students are enrolled, and 4) all students, staff, and community will have access to clean, safe, and well maintained facilities.

An explanation of why the LEA has developed this goal.

This goal was adapted from the previous years goals and access to appropriately maintained and safe facilities, authorized teachers, and board adopted curriculum was added to address additional priorities and student needs.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Indicator: Appropriately Assigned, Credentialed Teachers Basics: Teachers, Instructional Materials, Facilities Mis-Assignments (0 EL) Of Teachers Of English Learners	Standard Met at 0 mis-assignments	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met

Local Indicator: Sufficiency of Instructional Materials Basics: Teachers, Instructional Materials, Facilities Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Standard Met (with 0% without access)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met
Local Indicator: Facilities Basics: Teachers, Instructional Materials, Facilities Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	Standard Met at 0 Instances	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met
Local Indicator: Implementation of Academic Standards	Standard Met (https://www.caschooldashboard.org/pdata/4632890000/2019/academic-performance#priority2)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met
Local Indicator: Broad Course of Study Access to a Broad Course of Study (CA Dashboard)	Standard Met (https://www.caschooldashboard.org/reports/1463289000000/2019/academic-engagement#local-indicators)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met

# Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds	Contributing
Action #1	Restrooms	Connect with Healthy Communities and North Star to enhance restrooms	\$0.00	No
Action #2	Facilities	Keep facilities & landscapes safe, clean and welcoming	\$250,000.00	Yes
Action #3	Historical Facilities	Investigate possible support for restoring the chapel at Lo-Inyo School and the auditorium at the Lone Pine High School.	\$0.00	No
Action #4	Student Work Stations	Match desks, chairs, and tables in classrooms.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Solar Panels	Explore funding for solar parking lot covers.	\$0.00	No
Action #6	High School Auditorium	Restore sound, lighting, and projecting technology to modern level.	\$0.00	Yes
Action #7	Materials	Ensure proper materials for student learning.	\$15,000.00	Yes
Action #8	Assignment of teachers to authorized areas	All teachers will be assigned to courses for which they have been given appropriate authority to do so. This includes credentials directly from the Commission on Teacher Credentialing (CTC), Board authorization based on units completed and waivers teachers sign, flexibility given by the State due to being a necessary small school, being enrolled in an internship program for the subject or area of specialization. This includes CTE instructors being appropriately authorized in their CTE Industry Sector and Pathway.	\$0.00	Yes

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	\$496,311.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

# Required Descriptions

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

The needs of foster youth, English learners (ELs), and low-income students were considered first for each action listed across the entire district or school by ensuring that the action directly addressed their specific needs.

These actions were considered effective in meeting the goals for these students based on alignment to the standards, judgement with respect to whether the additional support would help these students in particular, and best practices and research.

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

The needs of foster youth, English learners (ELs), and low-income students were considered first for each service listed across the entire district or school by ensuring that the action directly addressed their specific needs.

These services were considered effective in meeting the goals for these students based on alignment to the standards, judgement with respect to whether the additional support would help these students in particular, and best practices and research.

## Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Rewards for student academic growth and effort.	All students, low-income, foster youth, English learners	No	LEA-wide	Socio-economic, foster youth, and English Learners	All Schools	Ongoing

	1	2	Internships		Yes	Schoolwide	Socio-economic, foster youth, and English learners	High School	Ongoing
	1	3	After School Elective-Like Opportunities	All Students	Yes	LEA-wide	Socio-economic, foster youth, and English Learners.	District	Ongoing
	1	4	Cursive writing	All Students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	Lo-Inyo School.	Ongoing
	1	5	Transitional Kindergarten	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	Lo Inyo School	Ongoing
	1	6	Credit Recovery		Yes	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	Ongoing
	1	7	District Writing Program		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing

1	8	Special Education Materials		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing
1	9	Science Adopted Curriculum Professional Development		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	One year
1	10	EL Coordinator		Yes	LEA-wide	English Learners	District	Ongoing
1	11	EL Professional Development		Yes	LEA-wide	English Learners.	District	Ongoing
1	12	English Language Arts Core Curriculum		Yes	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	Ongoing
1	13	Math Core Curriculum		Yes	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	Ongoing
1	14	Supplemental English Language Arts		Yes	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	District	Ongoing

1	15	Supplemental Math		Yes	LEA-wide	Socioeconomically disadvantaged, foster youth, English learners	District	Ongoing
1	16	Administrative Support		Yes	LEA-wide	Socioeconomically disadvantaged, English learners, foster youth	District	Ongoing
1	17	Summer Academy		Yes	LEA-wide	Socioeconomically disadvantaged, English Learners, Foster Youth	All schools	Ongoing
2	1	Science Nights	All students	No	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
2	2	Movie Night	All	No	LEA-wide	Socioeconomic Disadvantaged, Foster Youth, and English Learners	School Wide	Ongoing
2	3	Cultural Day		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing

2	4	Student Projects		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
2	5	Farm Field Trips		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
2	6	Food Garden	All Students	No	LEA-wide	Socioeconomically Disadvantaged	District	Ongoing
2	7	Public Input		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing
2	8	Positive Behavior Interventions and Support (PBIS) K-12		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing
2	9	Student Support		Yes	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing

2	10	Career Technical Education(CTE)	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	Ongoing
2	11	Career Technical Education	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	Ongoing
2	12	Suspension Rate		Yes	Schoolwide	Low income, foster youth, English learners.	All schools	Ongoing
2	13	Social Emotional Learning		Yes	Schoolwide	Low income, foster youth, English learners	All Schools	Ongoing
2	14	Restorative Practices		Yes	LEA-wide	Low income, foster youth, English learners	All Schools	Ongoing
2	15	Chronic Absenteeism		Yes	LEA-wide	Low income, foster youth, English learners	All Schools	Ongoing
3	1	Restrooms	All Students	No	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing

3	2	Facilities		Yes	LEA-wide	Socioeconomic Disadvantaged, Foster Youth, and English Learners	School Wide	Ongoing
3	3	Historical Facilities	All Students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	School sites	Ongoing
3	4	Student Work Stations	All students	No	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	12 months
3	5	Solar Panels	All students	No	LEA-wide	Socio-economic, foster youth, and English Learners	School sites	12 months
3	6	High School Auditorium		Yes	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School Auditorium	24 months
3	7	Materials		Yes	LEA-wide	Socio-economic, foster youth, and English Learners.	School sites.	Ongoing
3	8	Assignment of teachers to authorized areas		Yes	LEA-wide	Low income, foster youth, English learners	All schools	Ongoing

# Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%			\$3,500.00				
0%			\$0.00				
82.35%			\$0.00				
0%			\$0.00				
0%			\$25,000.00				
0%			\$80,963.04				
15.00%			\$10,000.00				
5.00%			\$2,500.00				
10.59%			\$47,211.64				
91.73%			\$32,705.35				
100.00%			\$1,250.00				
100.00%			\$1,100,000,000.00				
100.00%			\$1,100,000,000.00				
7.69%			\$13,000.00				
19.46%			\$12,850.00				
100.00%			\$350,000.00				
80.00%			\$12,500.00				
100.00%			\$1,000.00				
100.00%			\$1,000.00				
82.92%			\$1,200.00				
42.11%			\$4,750.00				
33.33%			\$4,500.00				

46.67%				\$0.00					
0%				\$1,000.00					
0%				\$0.00					
0%				\$1,000.00					
7.59%				\$0.00					
78.95%				\$0.00					
100.00%				\$4,250.00					
100.00%				\$5,000.00					
100.00%				\$4,250.00					
0%				\$0.00					
0%				\$0.00					
80.00%				\$0.00					
0%				\$0.00					
10.00%				\$20,000.00					
0%				\$0.00					
0%				\$0.00					
0%				\$15,000.00					
0%				\$0.00					

## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Rewards for student academic growth and effort.	All students, low-income, foster youth, English learners	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$7,000.00
1	2	Internships		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

1	3	After School Elective-Like Opportunities	All Students	\$0.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$8,500.00
1	4	Cursive writing	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	5	Transitional Kindergarten	All Students	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1	6	Credit Recovery		\$80,963.04	\$0.00	\$0.00	\$0.00	\$0.00	\$80,963.04
1	7	District Writing Program		\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	8	Special Education Materials		\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
1	9	Science Adopted Curriculum Professional Development		\$47,211.64	\$0.00	\$0.00	\$0.00	\$0.00	\$47,211.64
1	10	EL Coordinator		\$32,705.35	\$0.00	\$0.00	\$0.00	\$0.00	\$32,705.35
1	11	EL Professional Development		\$1,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,250.00
1	12	English Language Arts Core Curriculum		\$1,100,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,100,000,000.00
1	13	Math Core Curriculum		\$1,100,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,100,000,000.00
1	14	Supplemental English Language Arts		\$13,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,000.00
1	15	Supplemental Math		\$12,850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,850.00
1	16	Administrative Support		\$350,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350,000.00



3	4	Student Work Stations	All students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	5	Solar Panels	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	High School Auditorium		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	7	Materials		\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	8	Assignment of teachers to authorized areas		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

LCFF Funds		Other State Funds		Local Funds		Federal Funds		Total Funds	
\$2,200,654,430.03	\$262,000.00	\$248,500.00	\$0.00	\$0.00	\$2,201,164,930.03				

Total Personnel		Total Non-Personnel	
\$88,028,794,800.00		\$17,802,401.20	

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Internships	Schoolwide	Socio-economic, foster youth, and English learners	High School	\$0.00	\$0.00
1	3	After School Elective-Like Opportunities	LEA-wide	Socio-economic, foster youth, and English Learners.	District	\$0.00	\$8,500.00

1	6	Credit Recovery	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	\$80,963.04	\$80,963.04
1	7	District Writing Program	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$10,000.00	\$10,000.00
1	8	Special Education Materials	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$2,500.00	\$2,500.00
1	9	Science Adopted Curriculum Professional Development	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$47,211.64	\$47,211.64
1	10	EL Coordinator	LEA-wide	English Learners	District	\$32,705.35	\$32,705.35
1	11	EL Professional Development	LEA-wide	English Learners.	District	\$1,250.00	\$1,250.00
1	12	English Language Arts Core Curriculum	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	\$1,100,000,000.00	\$1,100,000,000.00
1	13	Math Core Curriculum	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	\$1,100,000,000.00	\$1,100,000,000.00
1	14	Supplemental English Language Arts	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	District	\$13,000.00	\$13,000.00

1	15	Supplemental Math	LEA-wide	Socioeconomically disadvantaged, foster youth, English learners	District	\$12,850.00	\$12,850.00
1	16	Administrative Support	LEA-wide	Socioeconomically disadvantaged, English learners, foster youth	District	\$350,000.00	\$350,000.00
1	17	Summer Academy	LEA-wide	Socioeconomically disadvantaged, English Learners, Foster Youth	All schools	\$12,500.00	\$12,500.00
2	3	Cultural Day	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$1,200.00	\$1,200.00
2	4	Student Projects	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	\$4,750.00	\$4,750.00
2	5	Farm Field Trips	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	\$4,500.00	\$4,500.00
2	7	Public Input	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$1,000.00	\$1,000.00
2	8	Positive Behavior Interventions and Support (PBIS) K-12	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$0.00	\$1,000.00

2	9	Student Support	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	\$1,000.00	\$1,000.00
2	12	Suspension Rate	Schoolwide	Low income, foster youth, English learners.	All schools	\$4,250.00	\$4,250.00
2	13	Social Emotional Learning	Schoolwide	Low income, foster youth, English learners	All Schools	\$5,000.00	\$5,000.00
2	14	Restorative Practices	LEA-wide	Low income, foster youth, English learners	All Schools	\$4,250.00	\$4,250.00
2	15	Chronic Absenteeism	LEA-wide	Low income, foster youth, English learners	All Schools	\$0.00	\$0.00
3	2	Facilities	LEA-wide	Socioeconomic Disadvantaged, Foster Youth, and English Learners	School Wide	\$0.00	\$250,000.00
3	6	High School Auditorium	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School Auditorium	\$0.00	\$0.00
3	7	Materials	LEA-wide	Socio-economic, foster youth, and English Learners.	School sites.	\$15,000.00	\$15,000.00
3	8	Assignment of teachers to authorized areas	LEA-wide	Low income, foster youth, English learners	All schools	\$0.00	\$0.00

<b>Totals by Type</b>		<b>Total LCFF Funds</b>		<b>Total Funds</b>	
<b>Total:</b>					

<b>LEA-wide Total:</b>	\$2,200,513,716.99	\$2,200,773,216.99
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$90,213.04	\$90,213.04

## Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

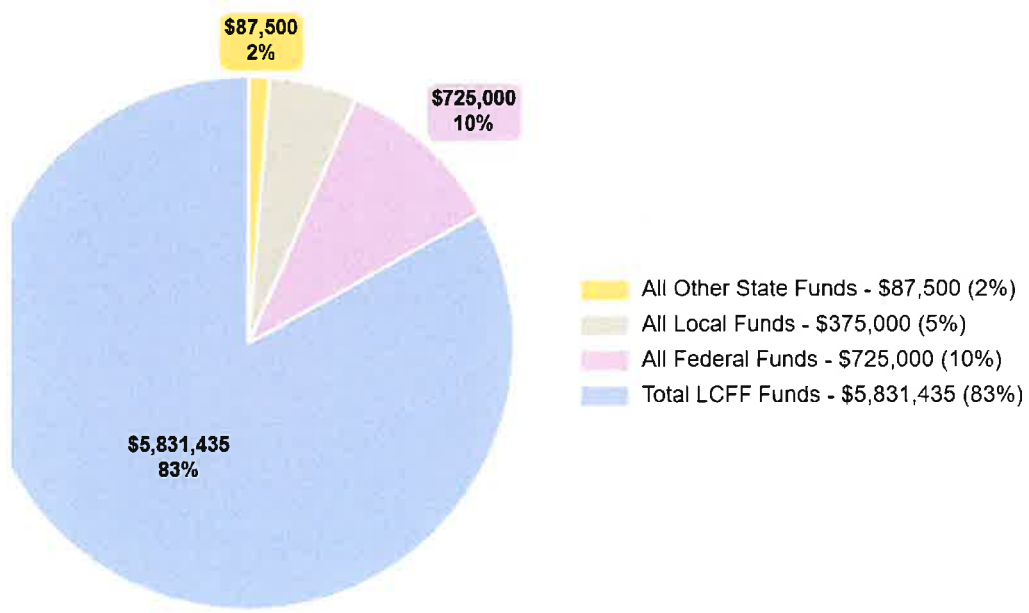
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lone Pine Unified  
 CDS Code: 14632890000000  
 School Year: 2021-22  
 LEA Contact Information: Patrick Traynor |  
 PTraynor@LPUSD.k12.ca.us | (760)876-5579

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

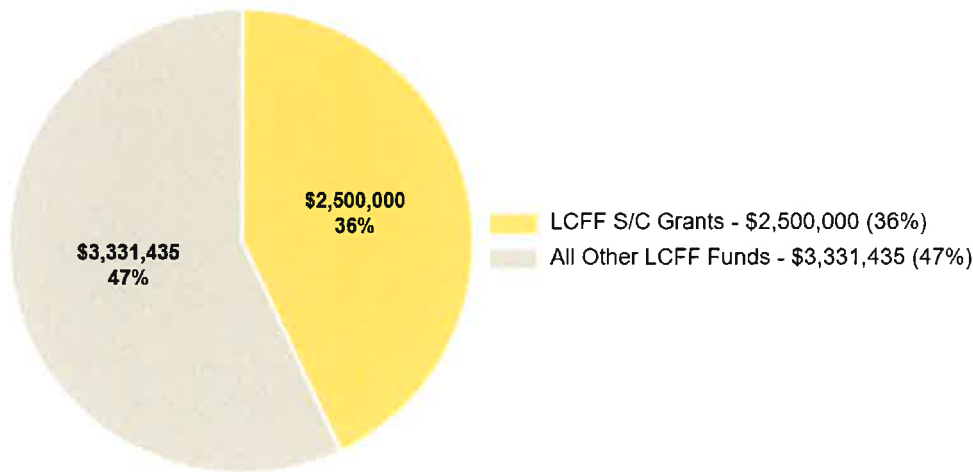
## Budget Overview for the 2021-22 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$87,500	2%
All Local Funds	\$375,000	5%
All Federal Funds	\$725,000	10%
Total LCFF Funds	\$5,831,435	83%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$2,500,000	36%
All Other LCFF Funds	\$3,331,435	47%

*These charts show the total general purpose revenue Lone Pine Unified expects to receive in the coming year from all sources.*

The total revenue projected for Lone Pine Unified is \$7,018,935, of which \$5,831,435 is Local Control Funding Formula (LCFF), \$87,500 is other state funds, \$375,000 is local funds, and \$725,000 is federal funds. Of the \$5,831,435 in LCFF Funds, \$2,500,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Lone Pine Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

Lone Pine Unified plans to spend \$6,500,000 for the 2021-22 school year. Of that amount, \$2,500,000 is tied to actions/services in the LCAP and \$4,000,000 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

Total revenue projected for Lone Pine Unified School District is \$5,831,435 of which \$2,500,000 is Local Control Funding Formula (LCFF), \$87,500 is other state fund and \$725,000 is federal funds. Of the \$5,831,435 in LCFF funds, \$2,500,000 is generated based on the enrollment of high needs (foster youth, English Learner, and low-income students).

## Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Lone Pine Unified is projecting it will receive \$2,500,000 based on the enrollment of foster youth, English learner, and low-income students. Lone Pine Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Lone Pine Unified plans to spend \$2,500,000 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020-21

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



*This chart compares what Lone Pine Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lone Pine Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2020-21, Lone Pine Unified's Learning Continuity Plan budgeted \$2,500,000 for planned actions to increase or improve services for high needs students. Lone Pine Unified actually spent \$2,500,000 for actions to increase or improve services for high needs students in 2020-21.