

# 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.

Any items being proposed for the agenda must be sent to Mr. Campbell no later than noon on the Wednesday prior to the board meeting.

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

**June 21, 2023**

**5:15 p.m.**

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

**NOTICE TO PUBLIC:** The meeting may be viewed at <https://inyocoe.zoom.us/j/97038962819>. Public comments will be taken in person at the address indicated above. The Zoom interface will not be used for accepting public comment.

***This meeting is being conducted by teleconference at the following location: Rachel Yourgules from, 317 Mapes St, Patagonia, AZ. The teleconference location is open to the public and any member of the public has an opportunity to address the School Board from a teleconference location in the same manner as if that person attended the regular meeting location. The School Board will control the conduct of the meeting and determine the appropriate order and time limitations on public comments from teleconference location.***

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. Scott Kemp, Member                                        | _____ |
| Mrs. Susan Lutze, Member                                      | _____ |
| Ms. Rachel Yourgules, Member                                  | _____ |
| Edward Campbell, Superintendent and<br>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. Person wishing to speak must complete a request card and hand it to the Board Secretary.*

**2. CLOSED SESSION (4:30 P.M.)**

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

- 1) PUBLIC EMPLOYMENT (Gov. Code 54957)
  - a) Extra Duty Positions
  - b) High School Principal/Guidance Counselor

**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.

**3.4** Report of any action taken in Closed Session.

**4. PRESENTATION SESSION**

**4.1** Lo-Inyo Principal Report –

**4.2** High School Principal Report – Nancy O’Sullivan

**4.3** SITA and/or CSEA Representative Reports

**4.4** Superintendent Report – Edward Campbell

**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 speak must complete a request card and hand it to the Board Secretary.*

**5. GENERAL FUNCTIONS OF THE BOARD****NON-CONSENT AGENDA**

**5.1** Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board adopt the following revised and/or updated Board Policy and/or Administrative Regulation as presented to the Board as second read.

- 1) BP 6146.1, High School Graduation Requirements
- 2) BP/AR 6173, Education for Homeless Children
- 3) AR 6173.1, Education for Foster Youth
- 4) BP 6177, Summer Learning Programs
- 5) AR 6184, Continuation Education
- 6) BB 9270, Conflict of Interest
- 7) BB 9320, Meetings and Notices

**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 5.2 and 5.3.

**5.2** Approve the regular minutes of May 17, 2023, and special meeting minutes of June 7, 2023 as presented to the Board.

**5.3** Designate Edward Campbell, Nancy O'Sullivan, and Jordan Kinberg as CIF designated league representatives for the 2023-24 year.

**6. PERSONNEL****NON-CONSENT AGENDA**

**6.1** Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve attendance of Susan Patton, Krista Sullivan, Rachel Yourgules, and Edward Campbell to attend the CSBA Annual Education Conference to be held in San Francisco from November 30 - December 2, 2023. Costs to the District include registration in the amount of \$750.00 4 nights lodging, 5 days per diem, transportation and incidental expenses in accordance with Board Bylaw 9250.

**6.2** Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve attendance of Edward Campbell, Nancy O'Sullivan, and David McCabe to attend the Inyo Mono County Retreat 2023 to be held in Mammoth from July 31-August 1, 2023. Costs to the District include one night lodging at \$226.25, 2 days per diem transportation and incidental expenses in accordance with Board Bylaw 9250.

**6.3** Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve attendance of Edward Campbell to attend Superintendents Seminar Series from September 22-23, November 17-18, 2023, January 23-24, March 8-9, and April 26-27, 2024 to be held in Sacramento. Costs to the District include registration in the amount of \$2,900.00, lodging, per diem, transportation and incidental expenses in accordance with Board Bylaw 9250.

**6.4** Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve attendance of Nancy O'Sullivan and David McCabe to attend virtual/online Principals Academy for 80 hours of professional learning. Costs to the District include registration of \$1,395.00.

**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 6.5 to 6.11.

- 6.5 Approve temporary addition for one period (0.2129) for Elizabeth Stewart for the 2023-24 school year.
- 6.6 Approve resignation of Joseph Kinberg as Softball Coach.
- 6.7 Approve tentative teaching assignments for 2023-24, as presented to the Board.
- 6.8 Approve temporary employment of athletic coaches and Extra Duty positions for the 2023-24 school year. Compensation shall be as specified on the Extra Duty Pay Schedule. All coaching employment is pending sufficient student participation.
  - Jordan Kinberg, LPHS Athletic Director
  - Joseph Kinberg, LPHS Baseball
  - Rachel Boyer, LPHS Yearbook without Class
  - Brenda Lacey, LPHS Activities Director
  - Autumn Tyerman, Lo-Inyo Activities Director
  - Joseph Kinberg, Lo-Inyo Athletic Director
  - Bob Heist, Lo-Inyo Yearbook shared
  - Liselda Castro, Lo-Inyo Yearbook shared
- 6.9 Approve temporary additional periods (.3869) for Elective courses for the 2023-24 school year.
- 6.10 Approve resignation of Piper McGuire as Elementary Teacher, effective June 9, 2023.
- 6.11 Approve employment of Nancy O'Sullivan to serve as Lone Pine High School Principal/Guidance Counselor for the 2023-24 school year, effective August 7, 2023. Placement will be Step 5 on the 2021-22 K-12 Principal/K-8 Teaching Principal/High School Principal/Guidance Counselor Salary Schedule.
- 6.12 Approve resignation of Kristin Mairs as middle school volleyball coach.

## **7. CURRICULUM & INSTRUCTION**

### **NON-CONSENT AGENDA**

- 7.1 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve the 2023 Local Indicators, as presented to the Board.

### **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 7.2 and 7.3.

- 7.2 Approve the 2023-24 School Plan for Student Achievement for Lo-Inyo Elementary School, as presented to the Board.
- 7.3 Approve the Superintendent's recommendation for purchase of K-12 enVision Mathematics 2024 Common Core materials, as presented to the Board. Recommended instructional materials include Savvas Learning Company, which are available for inspection at the District Office.

## **8. BUSINESS AND FINANCE**

### **NON-CONSENT AGENDA**

*Copies of the Proposed 2023-24 LCAP and Budget are available for public inspection at the Lone Pine Unified School District Office, 301 S. Hay Street, Lone Pine.*

- 8.1 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve the Proposed Local Control Accountability Plan (LCAP) for the 2023-24 school year, as presented to the Board.
- 8.2 Moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board approve the Proposed LPUSD Budget for the 2023-24 school year, as presented to the Board.

### **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 8.3 to 8.8.

- 8.3** Approve submission of the application for the Agriculture Incentive Grant 2023-24, due August 1, 2023.
- 8.4** Approve agreement between the District and Document Tracking Services for licensing fee to prepare School Accountability Report Cards and other documents for the 2023-24 school year, as presented in the agreement to the Board.
- 8.5** Approve Shauna Soverns as a representative to the PINCO Advisory Committee and Edward Campbell as an Alternate for the 2023-24 school year.
- 8.6** Declare a surplus of 1995 GMC Van VIN#1GJFF35K5SF538915
- 8.7** Approve Budget and Interfund Transfers.
- 8.8** Approve Purchase Orders and Warrants.

### **ITEMS FROM THE BOARD**

*For the purpose of sharing school-related activities, school visits, or sharing any district related issues or comments with other members of the Board and staff.*

### **UPCOMING DATES AND REMINDERS (See District Calendar at [www.lpusd.k12.ca.us](http://www.lpusd.k12.ca.us))**

- |                        |                                                            |
|------------------------|------------------------------------------------------------|
| • <b>Wed. Aug. 16</b>  | - <b>Regular Board Meeting 5:15 p.m. DCR</b>               |
| • <b>Thurs Aug. 24</b> | - <b>Teacher Contract Day &amp; Welcome Back Breakfast</b> |
| • <b>Fri. Aug. 25</b>  | - <b>Teacher Contract Day</b>                              |
| • <b>Mon. Aug. 28</b>  | - <b>First Student Attendance Day</b>                      |

### **9. ADJOURNMENT**

**TO: Board of Trustees**

**FROM: Patrick Traynor, Superintendent**

**SUBJECT: Board Meeting of May 17, 2023**

The following policies are presented for adoption (and second reading) with changes/revisions as provided by the following CSBA Policy Guidesheet. This process continues the list of policy updates that will be submitted to the Board for review as necessary and time permits. Please note that policies for your review include ~~strikeout~~ text for language to be removed and *italics* for language being added.

Please contact me if you have any questions.

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### CSBA POLICY GUIDESHEET

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

#### **Board Policy 6146.1 - High School Graduation Requirements**

Policy updated to reflect NEW LAW (SB 532, 2022) which expands and strengthens the exemptions from graduation requirements for highly mobile student populations, and includes a requirement for districts to annually report to the California Department of Education regarding the number of students who, for the prior school year, graduated with an exemption from district-established graduation requirements, as specified.

#### **Board Policy 6173 - Education for Homeless Children**

Policy updated to reflect NEW LAW (AB 408, 2022) which (1) mandates that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect NEW LAW (AB 2375, 2022) which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect NEW LAW (SB 532, 2022) which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated throughout to change language from "homeless student" to "student experiencing homelessness."

#### **Administrative Regulation 6173 - Education for Homeless Children**

Regulation updated to reflect NEW LAW (AB 408, 2022) which (1) mandates that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Regulation also updated to clarify what factors to consider when determining the "best interest" of the student in enrollment decisions. Additionally, regulation updated to reflect NEW LAW (AB 181, 2022) which exempts a student classified as unduplicated from paying a fee for transportation and NEW LAW (SB 532, 2022) which provides, when a student experiencing homelessness transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district established or statewide course requirements. Regulation updated throughout to change language from "homeless student" to "student experiencing homelessness."

**Board Policy 6173.1 - Education for Foster Youth**

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect NEW LAW (SB 532, 2022) which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

**Board Policy 6177 - Summer Learning Programs**

Policy updated to clarify that summer learning programs are part of the Expanded Learning Opportunities (ELO) Program and to reflect the requirements of the ELO programs to offer access to specified students, as provided in NEW LAW (AB 181 and 185, 2022). Policy also updated to reference NEW GUIDANCE from the California Department of Education which clarifies that districts are prohibited from charging fees for summer school.

**Administrative Regulation 6184 - Continuation Education**

Regulation updated to more closely align with code language the component of the district's continuation education program that is in regard to coordinating instruction and training with the student's home, employment and other agencies and reflect NEW LAW (AB 740, 2022) which (1) extends the requirement to provide written notice of the opportunity to request a meeting with the Superintendent or designee prior to an involuntary transfer, to a foster youth's educational rights holder, attorney and social worker, or an Indian child's tribal social worker, and if applicable, county social worker, and (2) provides that a foster youth's educational right's holder, attorney, and county social worker, and an Indian child's tribal social worker, and, if applicable, a county social worker, have the same rights as a parent at such meeting with the Superintendent or designee. Regulation also updated to include an additional condition required by law for voluntary enrollment in continuation education classes, which is that the transfer is voluntary and that the student has a right to return to the student's previous school.

**Board Bylaw 9270 - Conflict of Interest**

Bylaw updated to reflect NEW LAW (SB 1439, 2022) which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than \$250 from a party or participant in the preceding 12 months, as specified. Bylaw also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

**Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to reflect NEW LAW (AB 2449, 2022) which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect NEW LAW (AB 2647, 2022) which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.

# Lone Pine Unified School District Board Policy

## Instruction

BP 6146.1(a)

## HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3 ~~and those adopted by the Board, except for students who are~~ Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," ~~below~~ district students shall also complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

### Course Requirements

To obtain a diploma of graduation from high school, students shall complete the following courses in grades 9 through 12, as indicated: (Education Code 51225.3)

| <u>Subject Area</u>            | <u># of credits (10 credits per year/5 credits per semester)</u> |
|--------------------------------|------------------------------------------------------------------|
| English                        | 40                                                               |
| Mathematics                    | 30*                                                              |
| Science                        | 30**                                                             |
| Physical Education             | 20***                                                            |
| World History                  | 10                                                               |
| U.S. History                   | 10                                                               |
| American Government            | 05                                                               |
| Economics                      | 05                                                               |
| V/P Art, Foreign Lang., or CTE | 10 ****                                                          |
| Electives                      | 75                                                               |
| <b>TOTAL CREDITS</b>           | <b>235*****</b>                                                  |

~~\* Beginning with the Class of 2022, three courses of math including Integrated Math I, II, and III.~~

\*\* Three courses in science, including biological and physical sciences. (Education Code 51225.3)

\*\*\*Two courses in physical education *or equivalent units through sports*, unless the student has been exempted pursuant to Education Code 51241. Participation on a school athletic team, or cheerleading group, can be substituted for 5 to 20 credits of physical education.

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

\*\*\*\* To be counted towards meeting graduation requirements, CTE course shall be aligned to CTE model curriculum standards and framework adopted by the State Board of Education (Education Code 51225.3)

\*\*\*\*\* In addition to the total credits listed, each student must successfully pass a senior interview.

Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

The Board recognizes that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses in accordance with law, which may include:

1. Practical demonstration of skill and competencies.
2. Work experience or other outside school experience.
3. Vocational education classes offered in high schools.
4. Courses offered by regional occupational centers or programs.
5. Interdisciplinary study.
6. Independent study.
7. Credit earned at a postsecondary institution.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to student, parents/guardians and the public. (Education Code 51225.3)

Foreign exchange students may receive honorary diplomas pursuant to Education Code 51225.5.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

### **Exemptions from District-Adopted Graduation Requirements**

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, **homeless** student **experiencing homelessness**, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the **additional** requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, **homeless** student **experiencing homelessness**, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

**The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)**

**If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one**

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

**time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)**

**Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.**

**Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

3. Are veterans who entered the military service of the United States U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

**Honorary Diplomas**

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Policy

adopted: September 15, 2010

Revised: October 20, 2021, October 19, 2022

Revised: December 14, 2022

Revised: June 21, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT**

Lone Pine, California

**EDUCATION FOR HOMELESS CHILDREN**

The Governing Board believes that the identification of **homeless** students **experiencing homelessness** is critical to improving the educational outcomes of such students and ensuring that **homeless** students **experiencing homelessness** have access to the same free and appropriate public education provided to other students within the district. The district shall provide **homeless** students **experiencing homelessness** with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 **homeless** students **experiencing homelessness** in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of **homeless** students **experiencing homelessness**. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall **regularly** review **district policies at least once every three years** and recommend updates **to district policies** to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (**Education Code 48851.3**, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting **homeless** students **experiencing homelessness** to succeed in school, **and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness**.

The Superintendent or designee shall ensure that each district school identifies all **homeless children and youths** **students experiencing homelessness** and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of **homeless** students **experiencing homelessness**, the Superintendent or designee shall annually **provide and** administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

**The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

In, addition, order to identify district students who are homeless, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for **homeless** students **experiencing homelessness** are based on the student's best interest as defined in law and administrative regulation.

Each **homeless** student **experiencing homelessness** shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (**Education Code 48850**; 42 USC 11432)

~~Homeless students~~ **Students experiencing homelessness** shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate **homeless** students **experiencing homelessness** on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet ~~the~~ **their** unique needs ~~of homeless students~~. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for **homeless** students **experiencing homelessness** are provided in a manner and form understandable to the **student's** parents/guardians ~~of homeless students~~ and to unaccompanied youths.

**Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)**

The Superintendent or designee shall coordinate with other agencies and entities to ensure that ~~homeless children and youth~~ **students experiencing homelessness** are promptly identified, ensure that **homeless** students **experiencing homelessness** have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to ~~homeless children and youth~~, **students experiencing homelessness** and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local

**EDUCATION FOR HOMELESS CHILDREN** (continued)

educational agencies, services for **homeless** students **experiencing homelessness** and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of **homeless** students **experiencing homelessness**. Such professional development and technical assistance shall include, but are not limited to, training on the **district's homelessness education program policies**, definitions of terms related to homelessness, **the recognition of signs of that students are experiencing or at risk of experiencing** homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect **homeless** students **experiencing homelessness** with appropriate housing and service providers. (Education Code **48851.3**, 48852.5; 42 USC 11432)

~~The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)~~

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for **homeless** students **experiencing homelessness**, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of **homeless** students **experiencing homelessness**.

**Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.**

**EDUCATION FOR HOMELESS CHILDREN****Definitions**

*Homeless students* **or students experiencing homelessness** means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

*School of origin* means the school that the **homeless** student **experiencing homelessness** attended when permanently housed or the school in which the student was last enrolled. If the school the **homeless** student **experiencing homelessness** attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that **he/she the student** attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students ~~shall determine~~, in consultation with and with the agreement of the **homeless** student **experiencing homelessness** and the person holding the right to make educational decisions for the student, **and shall determine which school is** in the best interests of the **homeless** student **experiencing homelessness**, ~~which school shall be~~ **experiencing homelessness** deemed the school of origin. (Education Code 48852.7)

*Best interest* means that, in making educational and school placement decisions for a **homeless** student **experiencing homelessness**, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

**District Liaison**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Superintendent  
301 S. Hay St, Lone Pine, CA 93545  
(760)876-5579

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that **homeless** student **experiencing homelessness** are identified by school personnel and through coordinated activities with other entities and agencies
2. Ensure that **homeless** student **experiencing homelessness** enroll in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that **homeless** families and **youth students experiencing homelessness** have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that **homeless** families and students **experiencing homelessness** receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of **homeless** students **experiencing homelessness** in locations frequented by parents/guardians of **homeless children and youth students experiencing homelessness** and by unaccompanied youth, as including schools, shelters, public libraries and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law, and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of **homeless** students **experiencing homelessness** and unaccompanied youth all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

**EDUCATION FOR HOMELESS CHILDREN** (continued)

9. **Ensure that Offer annual training related to the district's homeless education program policies to school personnel providing who provide services to homeless students, experiencing homelessness including principals and other school leaders, attendance supervisors officers, teachers, enrollment personnel, and specialized instructional support personnel, receive to ensure that such employees are informed of available training, professional development and other support, and the services provided by the district liaison for homeless students**
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to **homeless students, experiencing homelessness**, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a **homeless student experiencing homelessness** who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform **homeless children and youth, students experiencing homelessness**, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

**Enrollment**

The district shall make placement decisions for **homeless students experiencing homelessness** based on the student's best interest. (**Education Code 48850**; 42 USC 11432)

**In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

**In When determining the best interest of the any student experiencing homelessness, the district shall consider give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. The student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including factors related to the impact of mobility on the student's achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth shall be considered. (Education Code 48850; 42 USC 11432)**

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

~~In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless his/her parent/guardian requests otherwise. (Education Code 48852.7; 42 USC 11432)~~

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess

**EDUCATION FOR HOMELESS CHILDREN** (continued)

immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a **homeless student experiencing homelessness**, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the **homeless student experiencing homelessness** has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

1. If the student is transitioning between grade levels, the student's shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student's shall be allowed to continue to the school designated for matriculation in that district.

If the student's **housing** status changes before the end of the school year so that the student is no longer **homeless experiencing homelessness**, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

**Resolving Enrollment Disputes**

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

**EDUCATION FOR HOMELESS CHILDREN** (continued)

The parent/guardian shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand. The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform ~~them~~ **the student's parents/guardians or unaccompanied youth** that ~~they may provide~~ written and/or oral documentation to support their position **may be provided**
2. Inform ~~them~~ **the student's parents/guardians or unaccompanied youth** that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide ~~them~~ a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide ~~them~~ a copy of the dispute form they submit for their records
5. Provide ~~them~~ the outcome of the dispute for their records

**EDUCATION FOR HOMELESS CHILDREN (continued)**

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

**Transportation**

The district shall provide transportation for a **homeless** student **experiencing homelessness** to and from the student's school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

**Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Education Code 39807.5)**

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they ~~cease to be homeless~~ **secure permanent housing**, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

**Transfer of Coursework and Credits**

**When a **homeless** student **experiencing homelessness** transfers into a district school, **district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)****

- 1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

- Partial coursework satisfactorily completed* includes any portion of an individual course, even if the student did not complete the entire course
2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
  3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was completed the district shall not require the student to retake the course. (Education Code 51225.2)

If the ~~homeless student did not complete the~~ entire course **was not completed at the previous school**, the student's shall be issued partial credit for the coursework completed and shall be required to take the **uncompleted** portion of the course ~~that the student's did not complete at the student's previous school~~. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a **homeless** student in any particular course, the student's shall be enrolled in the same or equivalent course, if applicable, so that the student's may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a **homeless** student **experiencing homelessness** from taking

**EDUCATION FOR HOMELESS CHILDREN** (continued)

or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

**Applicability of Graduation Requirements**

To obtain a high school diploma, a **homeless** student **experiencing homelessness** shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a **homeless** student **experiencing homelessness** who has completed the student's second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-~~adopted~~ **established** coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the student's fourth year of high school. Within 30 calendar days of the **homeless** student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student's, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies ~~for it~~. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

~~To determine whether a homeless~~ **To determine whether a** student is in the student's third or fourth year of high school, the district shall use either the number of credits the student's has earned as of the date of the transfer ~~or, the length of the student's school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school,~~ whichever qualifies the student's for the exemption. (Education Code 51225.1)

~~The Superintendent or designee shall notify any homeless~~ **If a student experiencing homelessness was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or** ~~student who is granted an exemption and the person holding the right to make educational decisions for the student's~~ **may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student experiencing homelessness.** (Education Code 51225.1)

**When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student experiencing homelessness is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a student experiencing homelessness is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived will may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and shall provide information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges. (Education Code 51225.1)
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a homeless student experiencing homelessness to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be shall not grant any request made by a homeless student experiencing homelessness, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a student experiencing homelessness who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise

**EDUCATION FOR HOMELESS CHILDREN** (continued)

**eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)**

~~If a homeless student is exempted from local graduation requirements,~~ **If a student experiencing homelessness is exempted from district-established graduation requirements the exemption shall not be revoked. Additionally,** the exemption shall continue to apply after the student is no longer ~~homeless~~ **experiencing homelessness** or if the student's transfers to another school, including a charter school, or school district. (Education Code 51225.1)

~~If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the student's fifth year of high school, the student's shall:~~ (Education Code 51225.1)

**The Superintendent or designee shall not require or request a student experiencing homelessness who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)**

**Upon making a finding that a student experiencing homelessness is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)**

1. ~~Inform~~ **Consult with** the student and, if under 18 years of age, the person holding the right to make educational decisions for the student's, of the option ~~available to the student~~ to remain in school for a fifth year to complete the ~~district's~~ **district-established** graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. ~~Provide~~ **Consult with and provide** information to the ~~homeless~~ student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the ~~homeless~~ student or with the person holding the right to make educational decisions for the student's if the student's under 18 years of age, permit the student to stay in school for a fifth year to complete the ~~district's~~ **district-established** graduation requirements
4. **Consult with the student or with the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin**

**When a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high**

**EDUCATION FOR HOMELESS CHILDREN (continued)**

schools within the district, and is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

**Eligibility for Extracurricular Activities**

A homeless student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, in interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

**Notification Complaints and Posting Requirements**

Information regarding the educational rights of homeless students experiencing homelessness, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students experiencing homelessness, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

**EDUCATION FOR HOMELESS CHILDREN** (continued)

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other **person students** under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Regulation  
Approved: April 19, 2017  
Revised: April 27, 2022  
Revised: May 17, 2023

LONE PINE UNIFIED SCHOOL DISTRICT  
Lone Pine, California

**EDUCATION FOR FOSTER YOUTH****Definitions**

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

*Foster youth, foster child, or student in foster care* means any of the following: (Education Code 42238.01, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361.
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, whether or not the child has been removed from the child's home
3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d). )
4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.
5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309
6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

**EDUCATION FOR FOSTER YOUTH** (continued)

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended ~~within the preceding 15 months and~~ with which the foster youth is connected **and that the foster youth attended within the preceding 15 months**, the district liaison ~~for foster youth shall determine~~, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, ~~and in the best interests of the foster youth, which school is the school of origin shall determine in the best interests of the foster youth.~~ (Education Code 48853.5)

*Best interests of a foster youth* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, **the proximity to the school at the time of placement, appropriateness of the educational setting**, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

**District Liaison**

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Superintendent  
 (position or title)  
301 S Hay St., Lone Pine, California  
 (address)  
(760)876-5579  
 (phone number)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact, **within two business days of the student's request for enrollment**, the school last attended by the student to obtain, ~~within two business days~~, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

**EDUCATION FOR FOSTER YOUTH** (continued)

(Education Code 48853.5)

3. ~~When required by law, Notify the foster youth's~~ **educational rights holder**, attorney, and ~~the representative of the appropriate county child welfare agency social worker~~ when ~~the~~ **a** foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination ~~prior to a change in the~~ **for a foster youth who is a student with a disability, prior to a change in the** foster youth's placement, ~~when he/she is a student with a disability.~~ (Education Code 48853.5, 48911, 48915.5, 48918.1)
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services
6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth
8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

**Enrollment**

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that

**EDUCATION FOR FOSTER YOUTH** (continued)

determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.
  - c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
- a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the **foster youth's right to attend the school of origin be waived and he/she the foster youth** be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

**EDUCATION FOR FOSTER YOUTH** (continued)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, ~~The foster youth shall be immediately enrolled even if he/she~~ **regardless of whether the foster youth:** (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

The district shall not be responsible for providing transportation to and from the school of origin.

**Transportation**

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

**Effect of Absences on Grades**

**EDUCATION FOR FOSTER YOUTH** (continued)

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

**Transfer of Coursework and Credits**

When a foster youth transfers into a district school, the district **will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the foster youth and includes:** (Education code 51225.2)

1. **A determination of the days of enrollment and/or seat time, if applicable for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed**

*Partial coursework satisfactorily completed* includes any portion of an individual course, even if the student did not complete the entire course

2. **Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned**
3. **A complete record of the student's seat time, including both period attendance and days of enrollment**

**The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above.** (Education Code 51225.2)

**If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request.** (Education Code 51225.2)

**The district shall accept and issue full or partial credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency and.** Education Code 51225.2)

**If the entire course was completed the district** shall not require the foster youth to retake the course. (Education Code 51225.2)

**EDUCATION FOR FOSTER YOUTH (continued)**

If the foster youth did not complete the entire course **was not completed at the previous school**, ~~he/she~~ **the foster youth** shall be issued partial credit for the coursework completed and shall be required to take the **uncompleted** portion of the course ~~that he/she did not complete at his/her previous school~~. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, ~~he/she~~ **the foster youth** shall be enrolled in the same or equivalent course, if applicable, ~~so that he/she may continue and complete~~ **to enable the completion of** the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

**Applicability of Graduation Requirements**

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, ~~he/she~~ **the foster youth** shall be exempted from all district-~~adopted~~ **established** coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of ~~his/her~~ **the** fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for ~~him/her~~ **the foster youth**, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in ~~his/her~~ **the** third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer ~~or~~, the length of ~~his/her~~ **the** school enrollment, **or for a foster youth with significant gaps in school attendance the foster youth's age as compared to the average age of students in the third or**

**EDUCATION FOR FOSTER YOUTH** (continued)

**fourth year of high school**, whichever qualifies him/her for the exemption. (Education Code 51225.1)

~~The Superintendent or designee shall notify any foster youth who is granted an exemption and~~ **If a foster youth was not properly notified of an exemption, declined the exemption, or was not previously exempted, the foster youth or the person holding the right to make educational decisions for him/her the foster youth may request the exemption and the Superintendent or designee shall exempt the foster youth within 30 days of the request. A student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)**

**When the Superintendent or designee determines that a foster youth who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the foster youth's fourth year of high school, the foster youth shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the foster youth shall be reevaluated based on the foster youth's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the foster youth's fourth year of high school. Written notice as to whether the foster youth then qualifies for the exemption shall be provided to the foster youth, the person holding the right to make educational decisions for the foster youth, and if applicable, to the foster youth's social worker or probation officer. (Education Code 51225.1)**

**If, upon reevaluation, it is determined that the foster youth is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the foster youth's fourth year of high school, the Superintendent or designee shall provide the foster youth with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the foster youth, or if under 18 years of age, the person holding the right to make educational decisions for the foster youth, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)**

**When a foster youth is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth about the following: (Education Code 51225.1.)**

- 1. Discussion of** how any requirements that are waived ~~will~~ **may** affect the foster youth's **postsecondary education or vocation plans, including the** ability to gain admission to a postsecondary educational institution
- 2. Discussion** and ~~shall provide~~ information about **other options available to the student including, but not limited to, a fifth year of high school, possible**

**EDUCATION FOR FOSTER YOUTH** (continued)

**credit recovery, and any** transfer opportunities available through the California Community Colleges. (~~Education Code 51225.1~~)

**Consideration of the foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption**

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and ~~he~~ **shall not grant any request made by a foster youth or any person acting on behalf of a foster youth** for a transfer solely to qualify for an exemption ~~shall be made by a foster youth or any person acting on behalf of a foster youth.~~ (Education Code 51225.1)

**The Superintendent or designee shall not require a foster youth who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the foster youth is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)**

If a foster youth is exempted from ~~local~~ **district-established** graduation requirements **the exemption shall not be revoked. Additionally,** the exemption shall continue to apply after the termination of the court's jurisdiction over the student while ~~he/she is~~ still enrolled in school or if ~~he/she~~ **the foster youth** transfers to another school or school district. (~~Education Code 51225.1~~)

~~Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall:~~  
(~~Education Code 51225.1~~)

**The Superintendent or designee shall not require or request a foster youth who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the foster youth's fourth year of high school. (Education Code 51225.1)**

Upon making a finding that a foster youth is reasonably able to complete district-**established** graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

- 1 ~~Inform~~ **Consult with** the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the ~~district's~~ **district-established** graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

**EDUCATION FOR FOSTER YOUTH (continued)**

2. **Consult with and** provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the **district's district-established** graduation requirements
4. **Consult with the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in the foster youth's school of origin**

**When a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the foster youth's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the foster youth shall be exempted from all district-established graduation requirements and provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth, regarding the following: (Education Code 51225.1)**

1. **The foster youth's option to remain in school for a fifth year to complete statewide coursework requirements**
2. **The effect of waiving the district-established requirements and remaining in school for a fifth year on the foster youth's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education**
3. **Other options available to the foster youth, including but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges**
4. **The foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements**

**Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

**EDUCATION FOR FOSTER YOUTH (continued)**

**Notification and Complaints**

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

## SUMMER LEARNING PROGRAMS

The Governing Board recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment, and/or acceleration. **an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills, make academic progress, and develop social, emotional, and physical needs and interests through hands-on engaging learning experiences.**

The district shall offer summer instructional programs for graduating high school seniors who need courses for graduation before the beginning of the next school year. (Education Code 41976.5)

The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)

### Enrollment Priorities

Priority to enroll in summer programs shall be given to district students who:

1. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2
2. Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252
3. Need course credits in order to graduate from high school before the beginning of the next school year

The remaining openings shall be offered to district students on a first come first served basis.

### Attendance

Because summer courses cover extensive instructional content in a relatively short time period, students seeking to earn 5 semester units of credit must attend 60 hours of class time and do all required work. Students seeking to earn 10 semester units of credit must attend 120 hours of class time and do all required work.

### Summer School

## **SUMMER LEARNING PROGRAMS, continued**

**The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.**

**As appropriate, priority for enrollment in summer school programs shall be given to district students who:**

- 1. Need course credits in order to graduate from high school before the beginning of the next school year**
- 2. Have been retained or are at risk of being retained at their grade level**
- 3. Demonstrate academic deficiencies in core curriculum areas**
- 4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program**
- 5. Are in grades transitional kindergarten (TK)-6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 – Before/After School Programs**

**The remaining openings shall be offered to other district students on a first-come first-served basis.**

**Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.**

**Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.**

**The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, the Superintendent or designee may report on the extent to which students successfully achieved the outcomes established for the program.**

## **Additional Summer Learning Opportunities**

**SUMMER LEARNING PROGRAMS, continued**

**The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning. Strategies to support summer learning may include, but are not limited to:**

- 1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations**
- 2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity**
- 3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component**
- 4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals**
- 5. Assigning summer vacation homework in core curricular subject(s) for extra credit**
- 6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subject**
- 7. Arranging opportunities for community service**

Policy

Adopted: September 15, 2010

Revised: May 14, 2014

Revised: May 17, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT**

Lone Pine, California

**CONTINUATION EDUCATION**

**Program Components**

The district's continuation education program shall include the following components:

1. Curriculum that prepares students to meet the course requirements for graduation prescribed in Education Code 51224-51225.3 (5 CCR 11004)
2. A plan to coordinate instruction and training in the continuation education program with ~~students' parents/guardians~~ **the student's home**, employment, and other agencies (5 CCR 11003)
3. Instruction based on individual student needs as determined by counseling and coordination services (5 CCR 11002)
4. Personal guidance in matters affecting students' personal, social, and educational adjustment (5 CCR 11001)
5. Occupational guidance to prepare students for future employment opportunities (5 CCR 11001)
6. Placement in suitable employment whenever students can benefit from such employment, and follow-up visitations at places of employment to determine the effectiveness of the guidance and placement services (5 CCR 11001)
7. Regular home contacts and parent conferences when students are not succeeding in the continuation program (5 CCR 11001)
8. Regular contacts with students enrolled for only four hours per week and all students suspended from continuation education, with the intent of eventually returning them to the full-time continuation education program (5 CCR 11001)
9. Regular communication with all parents/guardians regarding their child's progress in the educational program
10. Opportunities for parent/guardian and community involvement in school activities and program planning
11. Student support services that may include, but are not limited to, academic support services, health services or referrals, child care and development services for the children of enrolled students, and/or prevention and intervention services for alcohol or substance abuse

## CONTINUATION EDUCATION

12. Professional development that includes opportunities for teachers to continually improve their instructional and classroom management skills
13. Efforts to ensure school safety and promote a positive school climate

### Involuntary Transfer

A decision to transfer a student involuntarily into continuation education classes shall be based on a finding that the student meets either of the following conditions: (Education Code 48432.5)

1. ~~The student committed~~ **Committed** an act enumerated in Education Code 48900.
2. ~~The student~~ **He** has been habitually truant or irregular in attendance from instruction ~~he/she~~ **the student** is lawfully required to attend.

Involuntary transfer to a continuation school shall be made only when other means fail to bring about student improvement. However, a student may be involuntarily transferred the first time ~~he/she commits~~ an act enumerated in Education Code 48900 **is committed** if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48432.5)

Prior to an involuntary transfer, the student and ~~the student's~~ **the student's** parent/guardian, ~~or a foster youth's educational rights holder, attorney and social worker, or an Indian child's tribal social worker, and if applicable, county social worker,~~ shall be given written notice that ~~they may request~~ a meeting **may be requested** with the Superintendent or designee. (Education Code 48432.5)

At the meeting, the student ~~or~~ **and the student's** parent/guardian, ~~or, if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker, or, if applicable, county social worker,~~ shall be informed of the specific facts and reasons for the proposed transfer. ~~The student or parent/guardian shall~~ **and** have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf. The student may designate one or more representatives and witnesses to be present with ~~him/her~~ **the student** at the meeting. (Education Code 48432.5)

A written decision to transfer, stating the facts and reasons for the decision, shall be sent to the student and ~~parent/guardian~~ **the student's parent/guardian or, if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker, or, if applicable, county social worker.** It shall indicate whether the decision is subject to periodic review and the procedure for such review. (Education Code 48432.5)

**CONTINUATION EDUCATION** (continued)

The persons making the final decision for involuntary transfer shall not be members of the staff of the school in which the student is enrolled at the time. (Education Code 48432.5)

No involuntary transfer to a continuation school shall extend beyond the end of the semester following the semester when the acts leading to the involuntary transfer occurred. (Education Code 48432.5)

**Voluntary Enrollment**

As space permits, students who meet the eligibility criteria specified in Board policy may voluntarily enroll in a continuation school. A student may be considered for placement in the continuation school whenever his/her the student's parent/guardian submits a written request to the Superintendent or designee or the student is referred by a counselor or school administrator.

Approval of a student's voluntary transfer shall be based on a finding that the placement will promote the educational interests of the student. (Education Code 48432.3)

Voluntary enrollment shall be subject to the following conditions: (Education Code 48432.3, 48432.5)

1. A student's voluntary placement in continuation education shall not be used as an alternative to expulsion unless alternative means of correction have been attempted pursuant to Education Code 48900.5.
2. The district shall strive to ensure that no specific group of students, including a group based on race, ethnicity, language status, or special needs, is disproportionately enrolled in continuation education within the district.
3. The Superintendent or designee shall annually review disaggregated student enrollment data and report such data to the Governing Board. If it is determined that one or more student groups are enrolled in continuation education at a significantly higher level than their proportional enrollment in the district, the Superintendent or designee shall conduct a review of enrollment criteria and procedures to determine the reason for the disproportionate enrollment.
34. A copy of this administrative regulation and accompanying Board policy shall be provided to a student whose voluntary transfer to a continuation school is under consideration and to his/her the student's parent/guardian.
45. Before a student is transferred and upon request by his/her the student's parent/guardian, the parent/guardian may meet with a counselor, principal, or administrator from both the school that the student is currently attending and the continuation school to determine if transferring is the best option for the student.

## **CONTINUATION EDUCATION (continued)**

- 56.** To the extent possible, voluntary transfer to a continuation school shall occur within the first four weeks of each semester.
- 7. The transfer is voluntary and the student has a right to return to the student's previous school.**
- 68.** A student who is voluntarily enrolled in continuation education may return to the regular high school at the beginning of the following school year, or at any other time with the consent of the Superintendent or designee.

### **Intake and Orientation**

Upon voluntary or involuntary transfer to a continuation education program, an intake meeting shall be conducted with each student and **his/her the student's** er parent/guardian. At this meeting, the principal or counselor shall provide information about each course and **the** number of credits that the student needs to complete in order to graduate and shall develop an individualized academic plan for the student. The student, and **his/her the student's** parent/guardian as appropriate, shall sign a contract indicating their commitment to these objectives.

In addition, at the beginning of each school year, the district coordinator for continuation education, school counselor(s), or other designee(s) shall provide an orientation session for all incoming students and their parents/guardians in order to **help them understand explain** the credit recovery process and establish expectations for student conduct and participation. As appropriate, extended orientation sessions may be provided to assist students in developing academic, social, communication, anger management, or other skills necessary to success in school.

### **Minimum Attendance Requirement**

In continuation high schools and classes, a day of attendance shall be at least 180 minutes. (Education Code 46170)

Each student shall attend classes for not less than 15 hours per week. However, if a student gives satisfactory proof of regular employment, **his/her the student** may attend classes for not less than four hours per week for the regular school term. These requirements may be met by any combination of attendance in a continuation education class and/or regional occupational center or program. (Education Code 46170, 48402, 48400)

### **Leaves of Absence**

A student enrolled in compulsory continuation education classes may take a leave of absence for up to two semesters for the purpose of supervised travel, study, training, or work in accordance with law, Board policy, and administrative regulation. (Education Code 48416)

**CONTINUATION EDUCATION (continued)**

**Reenrollment**

Any person age 16 or 17 years who terminated his/her enrollment in continuation school after obtaining a certificate of proficiency may reenroll in the district once without prejudice. If the student leaves a second time, the Superintendent or designee may deny reenrollment until the beginning of the next semester. (Education Code 48414)

Regulation approved: May 25, 2016  
Revised: May 17, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT**  
Lone Pine, California

## CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by the Board member's, district employee's, or other designated persons financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. *Relative* means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

## **CONFLICT OF INTEREST (continued)**

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

### **Conflict of Interest under the Political Reform Act**

A district official, including a Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the district official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the district official, the district official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A district official makes a governmental decision when within the authority of the office or position, the district official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before another district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a district official shall participate in the making of a contract in which the district official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

### **Incompatible Activities**

Governing Board members shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the district. (Government Code 1126)

### **Conflict of Interest Code**

The district's conflict of interest code shall be comprised of the terms of 2CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with a district attachment specifying designated positions and the specific types of disclosure statements required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code in even numbered years. If no change in the code is required, the district shall submit by

## CONFLICT OF INTEREST (continued)

October 1 a written statement to that effect to the code reviewing body. If a change in the code is necessitated by changed circumstances, the district shall submit an amended code to the code reviewing body. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated by changed circumstances, such as the creation of new designated positions, amendments or revisions, the changed code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing conflict of interest codes, the district shall provide officers, employees, consultants and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

If a Board member or designated employee determines that he/she has a financial interest in a decision, as described in Government Code 87103, this determination shall be disclosed. The member shall be disqualified from voting unless his/her participation is legally required. (2 CCR 18700)

Statements of economic interests submitted to the district by designated employees in accordance with the conflict of interest code shall be available for public inspection and reproduction. (Government Code 81008)

### Financial Interest

Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members or designated employees. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract if his/her interest includes, but is not limited to, any of the following: (Government Code 1091.5)

1. That of an officer who is being reimbursed for his/her actual and necessary expenses incurred in the performance of an official duty
2. That of a recipient of public services generally provided by the public body or board of which he/she is a member, on the same terms and conditions as if he or she were not a member of the board
3. That of a landlord or tenant of the contracting party if such contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial or other public district of this state or an adjoining state unless the subject matter of such contract is the property in

**CONFLICT OF INTEREST** (continued)

- which such officer or employee has such interest as landlord or tenant in which even his/her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Government Code 1091
4. That of a spouse of an officer or employee of the district if his/her spouse's employment or officeholding has existed for at least one year prior to his/her election or appointment
  5. That of a nonsalaried member of a nonprofit corporation, provided that such interest is disclosed to the Board at the time of the first consideration of the contract, and provided further that such interest is noted in its official records
  6. That of a noncompensated officer of a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the nonprofit board or to which the school Board has a legal obligation to give particular consideration, and provided further that such interest is noted in its official records
  7. That of a person receiving salary, per diem, or reimbursement for expenses from a governmental entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that such interest is disclosed to the Board at the time of consideration of the contract, and provided further that such interest is noted in its official records
  8. That of an attorney of the contracting party or that of an owner, officer, employee or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm or real estate firm

In addition, a Board member or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his/her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor. (Government Code 1091.5)

A Board member shall not be deemed to be financially interested in a contract if he/she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. Remote interests are specified in Government Code 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his/her minor child. (Government Code 1091)

## **CONFLICT OF INTEREST (continued)**

A Board member may enter into a contract if the rule of necessity or legally required participation applies as defined in Government Code 87101.

Even if there is no prohibited or remote interest, a Board member shall abstain from voting on personnel matters that uniquely affect a relative of the Board member. A Board member may vote, however, on collective bargaining agreements and personnel matters that affect a class of employees to which the relative belongs. "Relative" means an adult who is related to the person by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes the individual's parents, grandparents and great-grandparents, children, grandchildren and great grandchildren, brothers, sisters, aunts and uncles, nieces and nephews, and the similar family of the individual's spouse unless the individual is widowed or divorced.

### **Conflict of Interest from Campaign Contributions**

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.
2. Any district officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.
3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about the contribution and the proceeding.

**CONFLICT OF INTEREST** (continued)

**4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.**

**The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)**

**~~Disqualification~~Additional Requirements for Board Members Who Manage Public Investments**

**Any** Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: **(Government Code 87105; 2 CCR 18707)**

1. Publicly identify the financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, **except that disclosure of the exact street address of a residence is not required. (Government Code 87105)**
2. **Recuse himself/herself from discussing and voting Not discuss or vote** on the matter, or otherwise acting in violation of Government Code 87100. **Theis** Board member shall not be counted toward achieving a quorum while the item is discussed. **(Government Code 87105; 2 CCR 18702.5)**

**The However,** Board member may speak on the issue during the time that the general public speaks on **it the issue. The Board member shall recuse himself/herself from voting on the matter and may** leave the dais to speak from the same area as members of the public. **He/she The Board member** may listen to the public discussion **and deliberations** of the matter with members of the public. **(Government Code 87105; 2 CCR 18702.5)**

3. Leave the room until after the discussion, vote and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters. (Government Code 87105)

**If the item is on the consent calendar, the Board member must recuse himself/herself shall either make a motion to remove the item from the consent calendar or the Board member shall abstain from voting on the consent calendar. In any event, the Board member shall refrain from discussing or voting on that matter, but the item. However,**

## CONFLICT OF INTEREST (continued)

**the** Board member is not required to leave the room during the consent calendar. ~~(2 CCR 18702.5)~~

4. If the Board's decision is made during closed session, ~~the public identification may be made orally during the open session before the Board goes into closed session and shall be limited to a declaration that his/her~~ **disclose the interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that the** ~~recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member shall not be present when the decision item is considered in closed session or~~ **and shall not** knowingly obtain or review a recording or any other non-public information regarding the Board's decision. ~~(2 CCR 18702.5)~~

### **Conflict of Interest under Government Code 1090 – Financial Interest in a Contract**

**Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)**

**A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)**

**In addition, a Board member shall not be considered to be financially interested in a contract in which the interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.**

### **Common Law Doctrine Against Conflict of Interest**

**A Board member shall abstain from any official action in which the Board member's private or personal interest may conflict with official duties.**

### **Incompatible Offices and Activities**

## CONFLICT OF INTEREST (continued)

**Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)**

### Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

**In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)**

**Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation except as described in Government Code 89506 exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reported on the recipient's Statement of Economic Interest/Form 700 as required by law.**

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

### Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term *honorarium* does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade or profession unless the sole or predominant activity of the business, trade or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

## APPENDIX DESIGNATED POSITIONS/DISCLOSURE CATEGORIES

**CONFLICT OF INTEREST** (continued)

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code 87200:

Governing Board Members  
Superintendent of Schools  
**Director of Finance**

Bylaw  
adopted: September 15, 2010  
Revised: April 27, 2022  
Revised: May 17, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT**  
Lone Pine, California

## Board Bylaws

### MEETINGS AND NOTICES

BB 9320(a)

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board **or district**. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. **Any doubt about a request for accommodation shall be resolved in favor of accessibility.** (Government Code **54953**, 54953.2, 54954.1, 54954.2)

### Regular Meetings

The Board shall hold one regular meeting each month, except for the month of July. Regular meetings shall be held at 5:15 p.m. on the third Wednesday of each month at the Lone Pine Unified School District Conference Room.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the

## MEETINGS AND NOTICES

BB 9320(b)

materials available for public inspection at a public office or location designated for that purpose **or on the district web site, consistent with Government Code 54957.5,** at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

### Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

### Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice

## **MEETINGS AND NOTICES**

BB 9320(c)

before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification **must shall** be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

### **Adjourned/Continued Meetings**

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

### **Study Sessions, Retreats, Public Forums, and Discussion Meetings**

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

### **Other Gatherings**

## **MEETINGS AND NOTICES**

BB 9320(d)

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

### **Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

## MEETINGS AND NOTICES

BB 9320(e)

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in **items Items** #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

### **Traditional Teleconferencing**

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

**All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)**

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from

## MEETINGS AND NOTICES

BB 9320(f)

locations within district boundaries. (Government Code 54953)

**Agendas** Unless a Board member participates by teleconference pursuant to the provisions described in the sections “Teleconferencing During a Personal Emergency,” “Teleconferencing For ‘Just Cause’ or “Teleconferencing During a Proclaimed State of Emergency” below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

**All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location.** Additional teleconference locations may be provided to the public. (Government Code 54953)

### **Teleconferencing During a Personal Emergency**

Until January 1, 2026, with approval from the majority of the Board, a Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the Board member from attending in person. The Board member requesting to appear remotely shall notify the Board of the emergency situation as soon as possible, and provide a concise general description of the circumstances relating to the Board member’s need to appear remotely. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A Board member may not appear remotely under emergency circumstances for more than 20 percent of the Board’s regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely under emergency circumstances for more than two meetings. (Government Code 54953)

When a Board member is approved to participate remotely due to emergency circumstances, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member’s relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer

comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

#### Teleconferencing for "Just Cause"

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

*Just Cause* may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer

comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

#### Teleconferencing During a Proclaimed State of Emergency

~~All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)~~

~~All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.~~

#### Teleconferencing During a Proclaimed State of Emergency

The **Until January 1, 2024 the** Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

## MEETINGS AND NOTICES

BB 9320(i)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public **using the call-in option or for internet-based service option, or in the event of a disruption within the district's control that prevents** members of the public **to offer from offering** public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either:  
(Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

**MEETINGS AND NOTICES**

**BB 9320(j)**

Bylaw  
adopted: September 15, 2010  
Revised: February 24, 2021  
Revised: February 17, 2022  
Revised: May 17, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT**  
Lone Pine, California

UNADOPTED

**LONE PINE UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING  
AGENDA  
May 17, 2023**

The regular meeting was held in the District Office Conference Room, 301 S. Hay Street, Lone Pine, CA.

**1. CALLED TO ORDER & ROLL CALL @ 4:30 p.m.**

|                                                               |         |
|---------------------------------------------------------------|---------|
| Mrs. Susan Patton, President                                  | Present |
| Mrs. Krista Sullivan, Clerk                                   | Present |
| Mr. Scott Kemp, Member                                        | Present |
| Mrs. Susan Lutze, Member                                      | Present |
| Ms. Rachel Yourgules, Member                                  | Present |
| Patrick Traynor, Superintendent and<br>Secretary to the Board | Present |

**PUBLIC PARTICIPATION (HEARING SESSION)**

No one addressed the Board.

**2. CLOSED SESSION (4:30 P.M.)**

**2.1** Moved by Trustee Kemp and seconded by Trustee Lutze that the Board convene into closed session to discuss the following items: Motion passed 5-0.

1) PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT (G.C. Sec. 54957)

2) PUBLIC EMPLOYMENT (Gov. Code 54957)

a) Part-Time Superintendent

b) K-8 Teaching Principal

c) Elementary Teacher

d) Pool Manager

3) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)

a) District Negotiators: Patrick Traynor

b) Unrepresented Employee: HS Principal/Guidance Counselor

4) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)

c) District Employees: CSEA & SITA

d) District Negotiators: Patrick Traynor

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

**3.1** Moved by Trustee Sullivan and seconded by Trustee Yourgules that the Board return to open session at 5:15 p.m.

**3.2** Pledge of Allegiance was led by President Patton.

**3.3** Moved by Trustee Kemp and seconded by Trustee Kemp that the Board approve the agenda order as presented, pulled items 7.7 & 8.3 and added 7.4a & 7.4b. Motion passed 5-0.

**3.4** Trustee Patton reported that no action was taken in Closed Session and will reconvene into closed session.

**4. PRESENTATION SESSION**

**4.1** Lo-Inyo Student Representative – Zulema Dominguez & Yesenia Alegre shared a month to month recap of school activities for the year.

**4.2** LPHS Student Representative – No report

**4.3** Lo-Inyo Principal Report – Patrick Traynor reported attendance rate is at 90.86%; announced April students of the month; held Muffins with Mom on May 15<sup>th</sup>; shared upcoming events.

**4.4** High School Principal Report –No report

**4.5** SITA and/or CSEA Representative Reports – No reports

**5. RECOGNITION SESSION**

**5.2** Trustee Patton congratulated Gustavo Rosales for competing in the State Spelling Bee.

**PUBLIC PARTICIPATION (HEARING SESSION)**

Jill Patton briefly spoke about the senior scholarships and the Junior Livestock Show in Bishop. Mike Button, baseball coach, talked to the board about a possible trip for the boys baseball team to attend a minor league baseball game in Las Vegas. The board requested Mike to turn in the required paperwork tomorrow.

**6. GENERAL FUNCTIONS OF THE BOARD**

**Presentation – Facilities Consultant, Hancock Park & Delong** – Dr. Traynor reminded the Board about the matching funds opportunities that existed and showed how the facility consulting agency Hancock, Park, and Delong could contribute. He reminded the Board accepted his suggesting during the superintendent's report last month to have the company itself provide more details.

Chris Delong explained the process of applying for the grant, how much each school would receive and how much the district would contribute for each school if they received the grant for the School Facility Construction Grant. The company would then assist with the accountability process which would be reporting expenditures if there is an audit requirement and help with any grant or legislature issues. Our district would need to invest \$250,000 to receive around \$992,000. The fees for the cost assessment will be around \$1,000 and the fees for the company services will be around \$8,000. Trustee Lutze moved and Trustee Kemp seconded to approve to proceed with Hancock Park & Delong with the grant application. Motion passed 5-0.

**NON-CONSENT AGENDA**

**6.1** Moved by Trustee Lutze and seconded by Trustee Kemp that the Board adopt the following revised and/or updated Board Policy and/or Administrative Regulation as presented to the Board as second read. Motion passed 5-0.

- 1) BP/E 3555, Nutrition Program Compliance
- 2) BP 4030, Nondiscrimination in Employment
- 3) BP/AR 4218, Dismissal/Suspension/Disciplinary Action
- 4) AR 5113, Absences and Excuses
- 5) AR 5131.41, Use of Seclusion and Restraint
- 6) AR 5144, Discipline
- 7) AR 5144.1 Suspension and Expulsion/Due Process
- 8) AR 5144.2, Suspension and Expulsion/Due Process (Students with Disabilities)
- 9) AR 6115, Ceremonies and Observances

**6.2** Moved by Trustee Sullivan and seconded by Trustee Yourgules that the Board adopt the following revised and/or updated Board Policy and/or Administrative Regulation as presented to the Board. Motion passed as first read 5-0.

- 10) BP 6146.1, High School Graduation Requirements
- 11) BP/AR 6173, Education for Homeless Children
- 12) AR 6173.1, Education for Foster Youth
- 13) BP 6177, Summer Learning Programs
- 14) AR 6184, Continuation Education
- 15) BB 9270, Conflict of Interest
- 16) BB 9320, Meetings and Notices

**6.3** Moved by Trustee Kemp and seconded by Trustee Lutze that the Board approve the regular minutes of April 19, 2023, and special meeting minutes of April 27, May 1, and May 4, 2023, as presented to the Board. Motion passed 5-0.

**7. PERSONNEL****NON-CONSENT AGENDA**

**7.1** Moved by Trustee Kemp and seconded by Trustee Sullivan that the Board approve Edward Campbell to serve as Part-Time Superintendent effective July 1, 2023, as specified in the agreement presented to the Board. Mr.

Campbell will be placed on Column 1 Step 6 of the Part-Time Superintendent Salary Schedule. His start date will be on June 21, 2023.

- 7.2 Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board approve summer lifeguards for the 2023 swim season as follows: Maxiel Lopez, Kaedyn Hilliard, Luis Rosasles, and Ralph Enriquez. Employment is subject to successful completion of lifeguard training and/or recertification and eligibility for employment. Motion passed 5-0.

### **CONSENT AGENDA**

Moved by Trustee Kemp and seconded by Trustee Lutze that the Board approve consent agenda items 7.3 to 7.12. Motion passed 5-0.

Trustee Kemp thanked Dr. Traynor, he did a terrific job with dealing with COVID and how he handled it. Also, congratulated Mr. McCabe and Mrs. Fogarty wished her well. Trustee Lutze sorry to see her go but wished her luck.

- 7.3 Approve resignation of Patrick Traynor as Part-Time Superintendent, effective June 16, 2023.
- 7.4a Approve Elizabeth Roripaugh as summer school teacher for ELA/History/Science/Math credit recovery for Grades 9-12 in accordance with 2023 summer school dates and pending student enrollment. Compensation shall be the teacher's regular hourly rate of pay.
- 7.4b Approve temporary summer employment of Shauna Soverns to serve as part-time Pool Manager for the 2023 swim season. Compensation shall be \$22.00 per hour.
- 7.5 Approve employment of David McCabe to serve as K-8 Teaching Principal for the 2023-24 school year, effective August 2023. Placement will be Step I on the 2021-22 K-12 Principal/K-8 Teaching Principal/High School Principal/Guidance Counselor Salary Schedule.
- 7.6 Approve resignation of Sara Jefferson as Custodian for the month of July.
- 7.7 **PULLED** Approve Memorandum of Understanding between the District and SITA to add student teaching Experience to equal service credit for the second semester of 2022-23 school year, in accordance with the provisions of the MOU, as presented to the Board.
- 7.8 Approve resignation of Sarah Fogarty as Elementary Teacher, effective June 9, 2023.
- 7.9 Authorize to reinstate the Utility Maintenance Worker position.
- 7.10 Approve temporary employment of Charlotte McCollum to serve as Temporary Instructional Aide for 6.50 hours per day at Lo-Inyo Elementary School, for the 2023-24 school year. Compensation will be Range 2, Step 2 of the 2022-23 Classified Salary Schedule.
- 7.11 Approve temporary employment of Melissa Reinig to serve as Temporary Instructional Aide for 6.50 hours per day at Lo-Inyo Elementary School, for the 2023-24 school year. Compensation will be Range 2, Step 2 of the 2022-23 Classified Salary Schedule.
- 7.12 Approve temporary employment of Rebecca Reinig to serve as Temporary Instructional Aide for 3 hours per day at Lo-Inyo Elementary School, for the 2023-24 school year. Compensation will be Range 2, Step 2 of the 2022-23 Classified Salary Schedule.

## **8. CURRICULUM & INSTRUCTION**

### **NON-CONSENT AGENDA**

- 8.1 Moved by Trustee Lutze and seconded by Trustee Sullivan that the Board approve the contract for Missoula Children's Theatre residency production of "Beauty Lou and the Country Beast" during the week of March 4, 2024. Costs to the District are a base fee of \$4,000. Motion passed 5-0.

### **CONSENT AGENDA**

Moved by Trustee Kemp and seconded by Trustee Lutze that the Board approve consent agenda items 8.2 to 8.5. Motion passed 5-0 with item 8.3 pulled.

- 8.2 Approve to add June 19 (Juneteenth), Federal Holiday, to the 2022-23 and 2023-24 school calendars.
- 8.3 **PULLED** Approve the 2022 School Plan for Student Achievement for Lo-Inyo Elementary School, as

presented to the Board.

8.4 Approve the 2023-24 LPHS Volleyball and Football schedule, as presented to the Board.

8.5 Approve College and Career Access Pathways Partnership Agreement between the District and Kern Community College District, to allow students to take up to 15 dual enrollment credits per semester for the term of July 2023 through June 2026, as presented to the Board.

## 9. BUSINESS AND FINANCE

### CONSENT AGENDA

Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board approve consent agenda items 9.1 to 9.3. Motion passed 5-0.

9.1 Approve Edward Campbell, Part-Time Superintendent, as an authorized agent of the District to sign and furnish the Federal and State governments with data and documents pertaining to all specially funded programs; authorized agent for Impact Aid; authorized agent for all District and payroll orders, and all district generated reports or documents; and, to sign checks and other documents pertaining to the petty cash and cafeteria funds on behalf of the Board of Trustees for the 2023-24 school year.

9.2 Approve Surplus List, as presented to the Board.

9.3 Approve Purchase Orders and Warrants.

### ACKNOWLEDGEMENT OF CORRESPONDENCE

1) Inyo County Superintendent of Schools review and positive certification of the 2<sup>nd</sup> Interim Report. Trustee Patton thanked Ms. Yonge for the positive report.

### ITEMS FROM THE SUPERINTENDENT

A. Other – Dr. Traynor stated State Testing has begun for grades 3-8 & 11. LCAP at a glance was presented at the April 19 board meeting and tonight's meeting involving Academic Excellence, Engagement & Materials and Facilities are the three main goals. Public comments are encouraged there is a meeting scheduled for May 24 and will be combined with the School Site Council. Consolidated several of the actions and services to simplify it. Thanked Mrs. McGuire for her help and the district should be good with the LCAP. MTSS grant in conjunction with County Office of Education having been meeting with a small leadership team from classified, administration, and certificated are planning professional development for next year.

### ITEMS FROM THE BOARD

Trustee Kemp gave an update on upcoming Healthy Communities activities. Trustee Sullivan proposed to move June 14<sup>th</sup> meeting to the 12<sup>th</sup>. Ms. Yonge commented that we cannot move the June 14 meeting. Trustee Lutze commented that American Legion, OVCDC, and Auxiliary all helped out with Muffins with Mom, there will also be something for Dads in the next couple of weeks. It's been a pleasure working with Mandy Kemp and she received an award from the County and welcomed Mr. Campbell and Mr. McCabe to our district. Trustee Yourgules is excited as well with the new administration. Trustee Patton wished Dr. Traynor nothing but the best.

### UPCOMING DATES AND REMINDERS (See District Calendar at [www.lpusd.k12.ca.us](http://www.lpusd.k12.ca.us))

- May 23 Spring Sports Awards 5:00 p.m. LPHS AUD
- May 31 FFA Year End Awards 6:00 p.m. LPHS AUD
- June 4 Baccalaureate 7:00 p.m. TBD
- June 7 Senior Class Awards Night 7:00 p.m. LPHS AUD
- June 14 Special Board Meeting 5:15 p.m. DCR
- June 21 Regular Board Meeting 5:15 p.m. DCR

## 10. ADJOURNMENT

### 11 RETURN TO CLOSED SESSION

**10.1** Moved by Trustee Lutze and seconded by Trustee Sullivan that the Board reconvene into closed session at 6:45 p.m. to discuss the following items. Motion passed 5-0.

- 1) PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT (G.C. Sec. 54957)
- 3) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)

District Negotiators: Patrick Traynor

Unrepresented Employee: HS Principal/Guidance Counselor

**12     OPEN SESSION**

**11.1** Moved by Trustee Lutze and seconded Trustee Sullivan that the Board reconvene into open session at 7:56 p.m. Motion passed 5-0.

**11.2** Trustee Patton reported that no action was taken in closed session.

**13     ADJOURNMENT @ 8:00 P.M.**

Respectfully Submitted,

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Patrick Traynor, Superintendent and  
Secretary to the Board

**LONE PINE UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES SPECIAL MEETING  
AGENDA  
June 7, 2023**

The special meeting was held in the District Office Conference Room, 301 S. Hay Street, Lone Pine, CA.

**1. CALLED TO ORDER, PLEDGE OF ALLIGANCE & ROLL CALL @ 5:28 P.M.**

|                                                               |         |
|---------------------------------------------------------------|---------|
| Mrs. Susan Patton, President                                  | Present |
| Mrs. Krista Sullivan, Clerk                                   | Present |
| Mr. Scott Kemp, Member                                        | Absent  |
| Mrs. Susan Lutze, Member                                      | Present |
| Ms. Rachel Yourgules, Member                                  | Present |
| Patrick Traynor, Superintendent and<br>Secretary to the Board | Present |

**PUBLIC PARTICIPATION (HEARING SESSION)**

No one addressed the Board.

**2. CLOSED SESSION**

2.1 Moved by Trustee Yourgules and seconded by Trustee Lutze that the Board recess to closed session to discuss the following items:

- 1) PUBLIC EMPLOYMENT (Gov. Code 54957)
  - a) Director of Finance
  - b) Utility Maintenance Worker

**3. OPEN SESSION**

3.1 Moved by Trustee Yourgules and seconded by Trustee Lutze that the Board return to open session at 6:11 p.m.

3.2 Moved by Trustee Lutze and seconded by Trustee Sullivan that the Board approve the agenda order as presented corrections to items 5.3, 5.5, and 5.6.

3.3 Trustee Patton reported that no action was taken in Closed Session.

**4. PUBLIC PARTICIPATION (HEARING SESSION)**

No one addressed the Board.

**5. ACTION SESSION**

Moved by Trustee Lutze and seconded by Trustee Sullivan that the Board approve consent agenda items 5.1 to 5.7. Motion passed 4-0 with Trustee Kemp absent.

- 5.1 Approve resignation of Marjianne Yonge, Director of Finance, effective June 23, 2023.
- 5.2 Approve to revise work year for Utility Maintenance Worker from 10 months to a 12-month position.
- 5.3 Approve temporary summer employment of Autumn Tyerman to serve as the Extended Learning Opportunity Summer School Teacher from June 12-23, 20-30, 2023.
- 5.4 Approve overnight trip for 20 baseball players, Mike Button, James Dawson, and Garrett Sullivan to attend a semi-pro baseball game in Las Vegas, NV from June 13-14, 2023, as presented in the itinerary to the Board.
- 5.5 Approve Devi Gutib, Charlotte McCollum, and Rebecca Reinig to serve as Summer Academy Aides from June 12-23, 20-30, 2023.
- 5.6 Approve temporary summer employment of Katy Guidero to serve as Extended School Year One-to-One Specialized Instructional Aide from June 12-30, 20-30, 2023.
- 5.7 Approve temporary summer employment of Emma Argueta-Gonzalez to serve as a lifeguard for the 2023 swim season.

**6. ADJOURNMENT 6:14 p.m.**

Respectfully Submitted,

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Patrick Traynor, Superintendent and  
Secretary to the Board

## LONE PINE UNIFIED SCHOOL DISTRICT

TENTATIVE TEACHING ASSIGNMENTS TO BOARD  
2023-24 SCHOOL YEAR

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

| <b><u>Lo-Inyo School</u></b>        | <b><u>Grade/Subject</u></b>                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Boyer, Rachel                       | 2 <sup>nd</sup>                                                                                             |
| Tyerman, Autumn                     | 5 <sup>th</sup>                                                                                             |
| Vacant                              | 4 <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, Media                |
| Huizar, Kimberly                    | TK/K                                                                                                        |
| Vacant                              | 1 <sup>st</sup> /2 <sup>nd</sup>                                                                            |
| Vacant                              | 1 <sup>st</sup>                                                                                             |
| Rost, Brandy                        | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> Math, Technology/Intro to World Languages,<br>Technology  |
| Stewart, Elizabeth                  | 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> PE (3)                                                  |
| Hembree, Jennifer                   | 3 <sup>rd</sup>                                                                                             |
| Truxillo, Hank                      | K-12 Moderate/Severe Special Education Teacher                                                              |
| McCabe, David                       | Teaching Principal (2)                                                                                      |
| <b><u>Lone Pine High School</u></b> | <b><u>Grade/Subject</u></b>                                                                                 |
| Vacant                              | AG Mechanics (4)                                                                                            |
| Vacant                              | Resource (3), Art (2)                                                                                       |
| 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                                                |
| Kinberg, Jordan                     | Algebra 1 & 2, Geometry <del>Integrated Math I (2), IM II, IM III,</del><br>Statistics                      |
| Heinz, Jeffrey                      | Biology, Chemistry, Physics, Enviro Sci/Elective, Soil<br>Sci/STEM                                          |
| Stewart, Elizabeth                  | Physical Education (2)                                                                                      |

Pending Board Approval: June 21, 2023

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name               | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Lo-Inyo Elementary School | 14-63289-6008775                  | 05/16/2023                             | June 21, 2023             |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lo Inyo Schools plan entails a rigor that focuses on High Student Performance, Parent Engagement, Updating Facilities and encompasses PBIS/MTSS. This is done by planning and preparing during regularly scheduled staff meetings. Collaboration time that is supported by the district office.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, staff, and parents/community were surveyed regarding the educational programs at Lo Inyo using surveys created by the staff. The results from these surveys provide informative perceptual data from the three major stakeholder groups. The results provided the staff at Lo Inyo the information that more programs and tutoring are desired. Since the survey, after school tutoring has been offered through Title VI funding as well as through our Extended Learning Opportunity Program (ELO-P) and plans have been made for additional electives next year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In a constant pursuit of offering our students the most appropriate, standards-based curriculum, ongoing informal classroom observations were performed throughout the school year. Informal classroom walk-throughs provide teachers with supportive feedback to help teachers distribute the best Common Core instruction possible.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This academic year Lo-Inyo Elementary School implemented Interim Comprehensive Assessments which resulted in benchmark writing rubrics and assessments. Hispanic, EL, and Economically Disadvantaged students have statistically underachieved in the nation. However, at Lone Pine Unified we targeted our curriculum, assessment, and instruction at empowering all subgroups of public school students to overcome these statistics, and achieve. Local measures such as benchmarks, formative assessments, summative assessments, and CAASPP Testing, Annual Performance Index (API) and Annual Yearly Progress (AYP). Into the future Lo Inyo further increase rigor, instructional innovation, student engagement, and an increased professional development investment.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principal on student placement, diagnosis, progress, and effectiveness of instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on staff have met the qualifications and are certified to be NCLB highly-qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district and county office of education provide instructional assistance and ongoing support to all teachers. Specifically, ELD and science professional development is offered by the county.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through our district participation of the Title III Consortium and constant communication with the county curriculum specialists, we are ensuring that our staff professional development is aligned to meet the needs of our three under-performing subgroups to close the achievement gap.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We continue to rely only on the county curriculum specialists. Which for reasons of maximum exposure within the constraint of limited time, we utilize these specialists for facilitating whole staff professional development with the rest of the component districts in Inyo County.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The principal supports a one-hour structured collaboration meeting twice per month in order for all teachers of core subjects to analyze, discuss, and utilize the results of their assessments to guide student placement, instructional planning and delivery, and progress monitoring, within the standards-aligned programs.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of our curriculum, instruction, and materials are aligned to Common Core state standards,.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Through the school's primary and middle school schedules, the school complies with and monitors the daily implementation of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school uses individual grade level pacing plans to ensure all content standards are taught in a given time period.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We are compliant with the Williams Act in all areas including, but not limited to textbooks, facilities, and free public education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Lo-Inyo Elementary School provides the current district adopted textbooks and instructional materials. These programs are implemented as designed and documented to be in daily use in all classrooms with materials for every student.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lo-Inyo Elementary currently has an intervention program based on the RTI model (Response to Intervention). Students are assessed and placed in intervention when they are deemed below grade level on various assessments.

Evidence-based educational practices to raise student achievement

- \*Setting objectives and providing feedback
- \*Reinforcing Effort and providing recognition

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Title I funds are used to fund the school's Aides. The community makes several donations to the school to be used at the discretion of the site principal.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

"Conapps," cars, the annual budget, and all other fiscal considerations are now facilitated in California through Local Control and Accountability Planing. Shareholders are included in a new fiscal services and curriculum process in California called LCFF and LCAP. This impacts and drives our CBO's work in Conapps.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

\* Many additional categorical funds have been taken away from California's Basic Aid School Districts since LCFF.

- Title 6 programs
- Drug/Alcohol/Tobacco Funds (TUPE)
- Special Education
- Forest Reserve and EPA Funds

## Fiscal support (EPC)

The school's general and now limited categorical funds are coordinated, prioritized, and allocated to align with the full implementation in ELD, mathematics, and the Single Plan for Student Achievement (SPSA).

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The school has been collaboration with Parents, Community Members, Students and staff via meetings(Staff, ELAC, Native American Liason's, etc..) and surveys.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 20-21                 | 21-22  | 22-23  | 20-21              | 21-22 | 22-23 |
| American Indian                | 11.6%                 | 9.48%  | 9.95%  | 25                 | 20    | 21    |
| African American               | 0.5%                  | %      | 0%     | 1                  | 0     | 0     |
| Asian                          | 0.9%                  | 0.95%  | 0.95%  | 2                  | 2     | 2     |
| Filipino                       | 0.5%                  | 0.47%  | 0.47%  | 1                  | 1     | 1     |
| Hispanic/Latino                | 54.4%                 | 56.40% | 59.24% | 117                | 119   | 125   |
| Pacific Islander               | %                     | %      | 0%     |                    | 0     | 0     |
| White                          | 20.9%                 | 21.80% | 17.54% | 45                 | 46    | 37    |
| Multiple/No Response           | 11.2%                 | 10.90% | 11.85% | 24                 | 23    | 25    |
| Total Enrollment               |                       |        |        | 215                | 211   | 211   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Kindergarten                      | 21                 | 26    | 27    |
| Grade 1                           | 32                 | 19    | 25    |
| Grade 2                           | 21                 | 31    | 19    |
| Grade3                            | 31                 | 19    | 28    |
| Grade 4                           | 20                 | 33    | 20    |
| Grade 5                           | 21                 | 20    | 33    |
| Grade 6                           | 23                 | 19    | 20    |
| Grade 7                           | 17                 | 26    | 16    |
| Grade 8                           | 29                 | 18    | 23    |
| Total Enrollment                  | 215                | 211   | 211   |

### Conclusions based on this data:

1. Enrollment has decreased since the 2020-2021 school year. We did not have data for the 2021-2022 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 20-21              | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 |
| English Learners                              | 41                 | 41    | 43    | 19.1%               | 19.4% | 20.4% |
| Fluent English Proficient (FEP)               | 27                 | 33    | 34    | 12.6%               | 15.6% | 16.1% |
| Reclassified Fluent English Proficient (RFEP) | 1                  |       |       | 2.4%                |       |       |

### Conclusions based on this data:

1. Our number of English Learners has increased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 3                                | 31                     | 17    |       | 29                   | 16    |       | 29                 | 16    |       | 93.5                   | 94.1  |       |
| Grade 4                                | 20                     | 34    |       | 19                   | 32    |       | 19                 | 32    |       | 95.0                   | 94.1  |       |
| Grade 5                                | 20                     | 20    |       | 19                   | 20    |       | 19                 | 20    |       | 95.0                   | 100.0 |       |
| Grade 6                                | 26                     | 18    |       | 26                   | 18    |       | 26                 | 18    |       | 100.0                  | 100.0 |       |
| Grade 7                                | 15                     | 24    |       | 14                   | 23    |       | 14                 | 23    |       | 93.3                   | 95.8  |       |
| Grade 8                                | 29                     | 17    |       | 28                   | 16    |       | 28                 | 16    |       | 96.6                   | 94.1  |       |
| All Grades                             | 141                    | 130   |       | 135                  | 125   |       | 135                | 125   |       | 95.7                   | 96.2  |       |

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 3                              | 2408.            | 2350. |       | 13.79      | 0.00  |       | 20.69          | 6.25  |       | 41.38             | 37.50 |       | 24.14          | 56.25 |       |
| Grade 4                              | 2429.            | 2441. |       | 10.53      | 18.75 |       | 26.32          | 28.13 |       | 15.79             | 9.38  |       | 47.37          | 43.75 |       |
| Grade 5                              | 2499.            | 2476. |       | 26.32      | 20.00 |       | 21.05          | 20.00 |       | 26.32             | 30.00 |       | 26.32          | 30.00 |       |
| Grade 6                              | 2514.            | 2520. |       | 15.38      | 11.11 |       | 26.92          | 27.78 |       | 34.62             | 44.44 |       | 23.08          | 16.67 |       |
| Grade 7                              | 2560.            | 2531. |       | 14.29      | 0.00  |       | 50.00          | 47.83 |       | 28.57             | 34.78 |       | 7.14           | 17.39 |       |
| Grade 8                              | 2567.            | 2578. |       | 7.14       | 12.50 |       | 39.29          | 56.25 |       | 39.29             | 6.25  |       | 14.29          | 25.00 |       |
| All Grades                           | N/A              | N/A   | N/A   | 14.07      | 11.20 |       | 29.63          | 31.20 |       | 32.59             | 25.60 |       | 23.70          | 32.00 |       |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                    | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                    | *                | 3.13  |       | *                     | 62.50 |       | *                | 34.38 |       |
| Grade 5                                                                    | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                    | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                    | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                    | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                                 | 16.30            | 12.00 |       | 62.22                 | 61.60 |       | 21.48            | 26.40 |       |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                         | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                         | *                | 18.75 |       | *                     | 59.38 |       | *                | 21.88 |       |
| Grade 5                                                         | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                         | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                         | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                         | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                      | 12.59            | 12.80 |       | 62.96                 | 60.80 |       | 24.44            | 26.40 |       |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                 | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                 | *                | 12.50 |       | *                     | 62.50 |       | *                | 25.00 |       |
| Grade 5                                                                 | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                 | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                 | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                 | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                              | 11.11            | 12.00 |       | 78.52                 | 68.80 |       | 10.37            | 19.20 |       |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                                | *                | 6.25  |       | *                     | 71.88 |       | *                | 21.88 |       |
| Grade 5                                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                                             | 15.56            | 12.00 |       | 68.15                 | 71.20 |       | 16.30            | 16.80 |       |

Conclusions based on this data:

1. CAASPP testing scores were not recorded, so we are unable to draw conclusions based on this data.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 3                                | 31                     | 17    |       | 29                   | 15    |       | 29                 | 15    |       | 93.5                   | 88.2  |       |
| Grade 4                                | 20                     | 34    |       | 19                   | 32    |       | 19                 | 32    |       | 95.0                   | 94.1  |       |
| Grade 5                                | 20                     | 20    |       | 19                   | 20    |       | 19                 | 20    |       | 95.0                   | 100.0 |       |
| Grade 6                                | 26                     | 18    |       | 26                   | 18    |       | 26                 | 18    |       | 100.0                  | 100.0 |       |
| Grade 7                                | 15                     | 24    |       | 14                   | 23    |       | 14                 | 23    |       | 93.3                   | 95.8  |       |
| Grade 8                                | 29                     | 17    |       | 28                   | 16    |       | 28                 | 16    |       | 96.6                   | 94.1  |       |
| All Grades                             | 141                    | 130   |       | 135                  | 124   |       | 135                | 124   |       | 95.7                   | 95.4  |       |

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 3                              | 2431.            | 2405. |       | 10.34      | 13.33 |       | 37.93          | 20.00 |       | 31.03             | 20.00 |       | 20.69          | 46.67 |       |
| Grade 4                              | 2458.            | 2455. |       | 0.00       | 3.13  |       | 36.84          | 28.13 |       | 47.37             | 53.13 |       | 15.79          | 15.63 |       |
| Grade 5                              | 2509.            | 2486. |       | 21.05      | 10.00 |       | 15.79          | 15.00 |       | 36.84             | 35.00 |       | 26.32          | 40.00 |       |
| Grade 6                              | 2488.            | 2491. |       | 7.69       | 11.11 |       | 23.08          | 16.67 |       | 23.08             | 22.22 |       | 46.15          | 50.00 |       |
| Grade 7                              | 2544.            | 2536. |       | 21.43      | 8.70  |       | 28.57          | 26.09 |       | 21.43             | 43.48 |       | 28.57          | 21.74 |       |
| Grade 8                              | 2514.            | 2537. |       | 3.57       | 0.00  |       | 10.71          | 6.25  |       | 42.86             | 81.25 |       | 42.86          | 12.50 |       |
| All Grades                           | N/A              | N/A   | N/A   | 9.63       | 7.26  |       | 25.19          | 20.16 |       | 34.07             | 43.55 |       | 31.11          | 29.03 |       |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                | *                | 3.13  |       | *                     | 68.75 |       | *                | 28.13 |       |
| Grade 5                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                             | 13.33            | 9.68  |       | 60.74                 | 62.90 |       | 25.93            | 27.42 |       |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                                                                                            | *                | 9.38  |       | *                     | 68.75 |       | *                | 21.88 |       |
| Grade 5                                                                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                                                                                                         | 7.41             | 8.87  |       | 62.96                 | 58.87 |       | 29.63            | 32.26 |       |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 4                                                                                            | *                | 6.25  |       | *                     | 78.13 |       | *                | 15.63 |       |
| Grade 5                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 6                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 7                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| Grade 8                                                                                            | *                | *     |       | *                     | *     |       | *                | *     |       |
| All Grades                                                                                         | 11.11            | 8.06  |       | 65.19                 | 70.16 |       | 23.70            | 21.77 |       |

**Conclusions based on this data:**

1. CAASPP testing scores were not recorded, so we are unable to draw conclusions based on this data.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|                                                                                              | 20-21   | 21-22 | 22-23 | 20-21         | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 |
| K                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | 4                         | 7     |       |
| 1                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | 8                         | 4     |       |
| 2                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | *                         | 8     |       |
| 3                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | 5                         | *     |       |
| 4                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | 6                         | 5     |       |
| 7                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | *                         | 5     |       |
| 8                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | *                         | *     |       |
| All Grades                                                                                   |         |       |       |               |       |       |                  |       |       | 38                        | 37    |       |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 1                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 2                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 3                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 4                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 7                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| All Grades                                                                            | 13.16   | 10.81 |       | 57.89   | 59.46 |       | 23.68   | 29.73 |       | 5.26    | 0.00  |       | 38                       | 37    |       |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 1                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 2                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 3                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 4                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 7                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                  | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| All Grades                                                                         | 36.84   | 37.84 |       | 42.11   | 45.95 |       | 15.79   | 13.51 |       | 5.26    | 2.70  |       | 38                       | 37    |       |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 1                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 2                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 3                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 4                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 7                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| All Grades                                                                            | 5.26    | 8.11  |       | 31.58   | 32.43 |       | 52.63   | 51.35 |       | 10.53   | 8.11  |       | 38                       | 37    |       |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 1                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 2                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 3                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 4                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 7                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                       | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| All Grades                                                                              | 23.68          | 18.92 |       | 60.53               | 78.38 |       | 15.79     | 2.70  |       | 38                       | 37    |       |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 1                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 2                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 3                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 4                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 7                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| All Grades                                                                             | 57.89          | 59.46 |       | 36.84               | 35.14 |       | 5.26      | 5.41  |       | 38                       | 37    |       |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 1                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 2                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 3                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 4                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 7                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| All Grades                                                                            | 2.63           | 10.81 |       | 68.42               | 64.86 |       | 28.95     | 24.32 |       | 38                       | 37    |       |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 1                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 2                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 3                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 4                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 7                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| All Grades                                                                            | 18.42          | 16.22 |       | 73.68               | 81.08 |       | 7.89      | 2.70  |       | 38                       | 37    |       |

Conclusions based on this data:

1. Assess the ELL Program



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

| 2021-22 Student Population                                      |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 211                                                             | 62.1                                                                                                                             | 19.4                                                                                                                                                         | 0.9                                                         |
| Total Number of Students enrolled in Lo-Inyo Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 41    | 19.4       |
| Foster Youth                                      | 2     | 0.9        |
| Homeless                                          |       |            |
| Socioeconomically Disadvantaged                   | 131   | 62.1       |
| Students with Disabilities                        | 27    | 12.8       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             |       |            |
| American Indian              | 20    | 9.5        |
| Asian                        | 2     | 0.9        |
| Filipino                     | 1     | 0.5        |
| Hispanic                     | 119   | 56.4       |
| Two or More Races            | 23    | 10.9       |
| Pacific Islander             |       |            |
| White                        | 46    | 21.8       |

**Conclusions based on this data:**

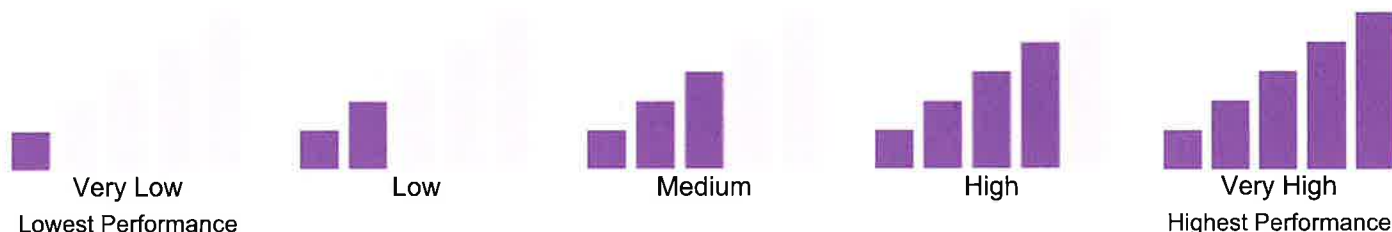
1. Large population of Socioeconomically Disadvantaged

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



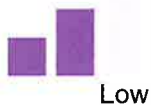
### 2022 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



##### Mathematics



##### English Learner Progress

No Performance Level

#### Academic Engagement

##### Graduation Rate

No Performance Level

##### Chronic Absenteeism



#### Conditions & Climate

##### Suspension Rate



#### Conclusions based on this data:

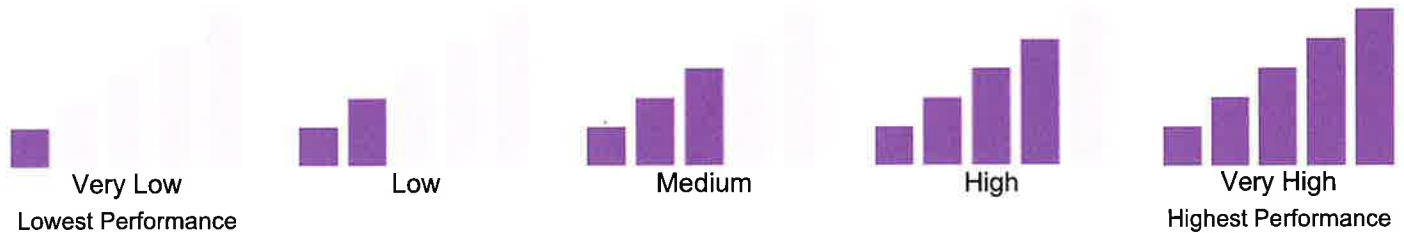
1. Address behavior and other causes for suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report |     |        |      |           |
|---------------------------------------------------------|-----|--------|------|-----------|
| Very Low                                                | Low | Medium | High | Very High |
| 1                                                       | 2   | 0      | 0    | 0         |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group |                                                                |                                                                            |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|
| All Students                                                                         | English Learners                                               | Foster Youth                                                               |
| <p>Low<br/>24.4 points below standard<br/>125 Students</p>                           | <p>Very Low<br/>71.1 points below standard<br/>35 Students</p> | <p>No Performance Level<br/>2 Students</p>                                 |
| Homeless                                                                             | Socioeconomically Disadvantaged                                | Students with Disabilities                                                 |
|                                                                                      | <p>Low<br/>30.6 points below standard<br/>85 Students</p>      | <p>No Performance Level<br/>35.6 points below standard<br/>17 Students</p> |

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American                                          | American Indian                                                            | Asian                                      | Filipino                                                                   |
|-----------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------|
|                                                           | <p>No Performance Level<br/>70.1 points below standard<br/>14 Students</p> | <p>No Performance Level<br/>2 Students</p> |                                                                            |
| Hispanic                                                  | Two or More Races                                                          | Pacific Islander                           | White                                                                      |
| <p>Low<br/>39.6 points below standard<br/>71 Students</p> | <p>No Performance Level<br/>31.1 points below standard<br/>16 Students</p> |                                            | <p>No Performance Level<br/>16.9 points above standard<br/>25 Students</p> |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner                   | Reclassified English Learners             | English Only                             |
|-------------------------------------------|-------------------------------------------|------------------------------------------|
| 95.5 points below standard<br>17 Students | 48.1 points below standard<br>18 Students | 8.0 points below standard<br>78 Students |

#### Conclusions based on this data:

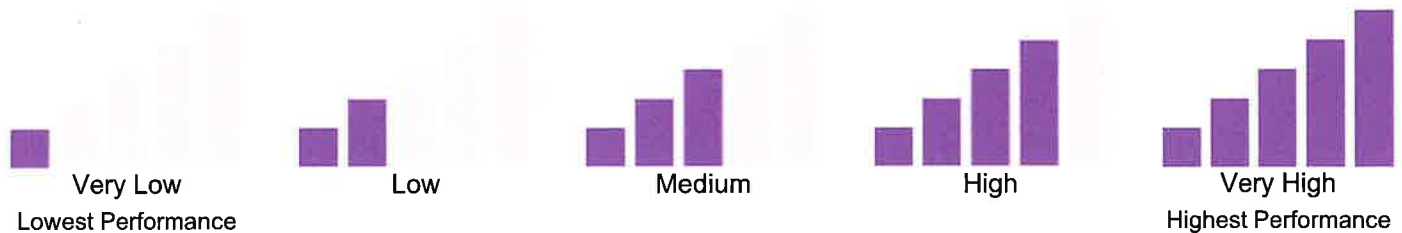
1. Need to reevaluate ELL program

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathamtics Equity Report |     |        |      |           |
|----------------------------------------------|-----|--------|------|-----------|
| Very Low                                     | Low | Medium | High | Very High |
| 0                                            | 3   | 0      | 0    | 0         |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group |                                                                 |                                                                                  |
|----------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------|
| All Students                                                               | English Learners                                                | Foster Youth                                                                     |
| <p>Low</p> <p>38.6 points below standard</p> <p>124 Students</p>           | <p>Low</p> <p>58.2 points below standard</p> <p>34 Students</p> | <p>No Performance Level</p> <p>2 Students</p>                                    |
| Homeless                                                                   | Socioeconomically Disadvantaged                                 | Students with Disabilities                                                       |
|                                                                            | <p>Low</p> <p>40.7 points below standard</p> <p>84 Students</p> | <p>No Performance Level</p> <p>11.9 points below standard</p> <p>17 Students</p> |

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American                                          | American Indian                                                            | Asian                                      | Filipino                                                                   |
|-----------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------|
|                                                           | <p>No Performance Level<br/>68.4 points below standard<br/>14 Students</p> | <p>No Performance Level<br/>2 Students</p> |                                                                            |
| Hispanic                                                  | Two or More Races                                                          | Pacific Islander                           | White                                                                      |
| <p>Low<br/>46.4 points below standard<br/>70 Students</p> | <p>No Performance Level<br/>49.8 points below standard<br/>16 Students</p> |                                            | <p>No Performance Level<br/>15.5 points below standard<br/>25 Students</p> |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                   | Reclassified English Learners             | English Only                              |
|-------------------------------------------|-------------------------------------------|-------------------------------------------|
| 59.1 points below standard<br>17 Students | 67.8 points below standard<br>18 Students | 33.4 points below standard<br>78 Students |

#### Conclusions based on this data:

1. Math program needs to be reevaluated.

# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator

#### English Learner Progress

No Performance Level  
14.3 making progress towards English  
language proficiency  
Number of EL Students: 28 Students  
Performance Level: No Performance  
Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

| Decreased<br>One ELPI Level | Maintained ELPI Level 1,<br>2L, 2H, 3L, or 3H | Maintained<br>ELPI Level 4 | Progressed At Least<br>One ELPI Level |
|-----------------------------|-----------------------------------------------|----------------------------|---------------------------------------|
| 14.3%                       | 71.4%                                         | 0.0%                       | 14.3%                                 |

#### Conclusions based on this data:

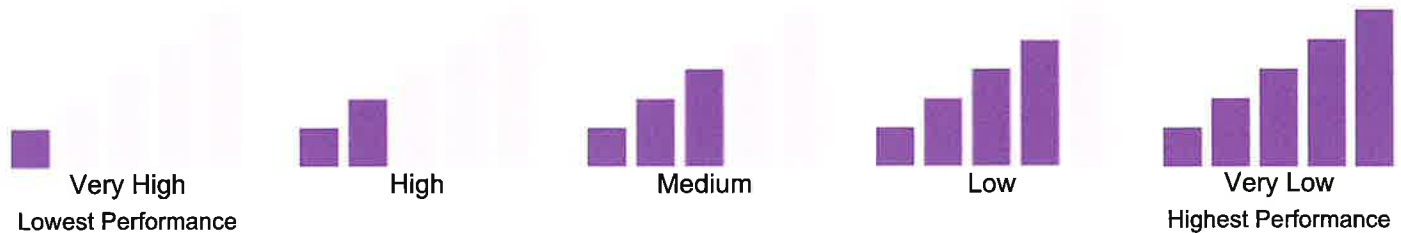
1. Continue to improve

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report |      |        |     |          |
|-------------------------------------------------------|------|--------|-----|----------|
| Very High                                             | High | Medium | Low | Very Low |
| 5                                                     | 0    | 0      | 0   | 0        |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group                                                                       |                                                                                                                                              |                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| All Students                                                                                                                                 | English Learners                                                                                                                             | Foster Youth                                                                                                                                  |
| <br>Very High<br>22.9% Chronically Absent<br>223 Students | <br>Very High<br>21.4% Chronically Absent<br>42 Students  | No Performance Level<br>Less than 11 Students<br>5 Students                                                                                   |
| Homeless                                                                                                                                     | Socioeconomically Disadvantaged                                                                                                              | Students with Disabilities                                                                                                                    |
| No Performance Level<br>Less than 11 Students<br>2 Students                                                                                  | <br>Very High<br>25.9% Chronically Absent<br>143 Students | <br>Very High<br>21.9% Chronically Absent<br>32 Students |

### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American                                             | American Indian                                                          | Asian                                                                | Filipino                                                            |
|--------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------|
|                                                              | <p>No Performance Level<br/>42.9% Chronically Absent<br/>21 Students</p> | <p>No Performance Level<br/>Less than 11 Students<br/>2 Students</p> | <p>No Performance Level<br/>Less than 11 Students<br/>1 Student</p> |
| Hispanic                                                     | Two or More Races                                                        | Pacific Islander                                                     | White                                                               |
| <p>Very High<br/>21% Chronically Absent<br/>119 Students</p> | <p>No Performance Level<br/>19.2% Chronically Absent<br/>26 Students</p> |                                                                      | <p>Very High<br/>22.2% Chronically Absent<br/>54 Students</p>       |

#### Conclusions based on this data:

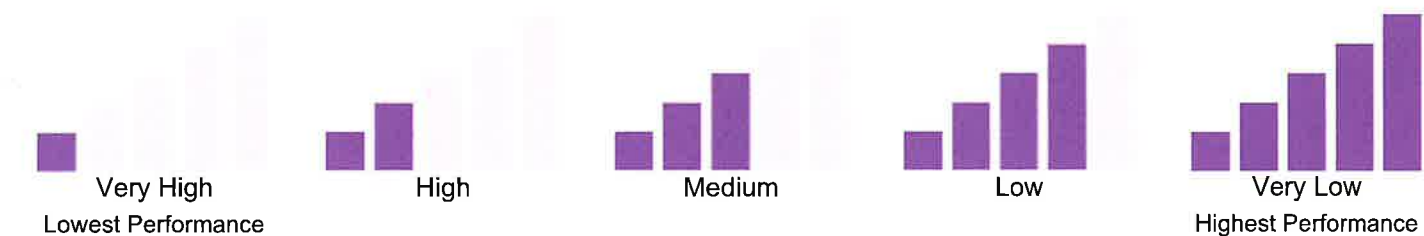
1. Absenteeism has decreased

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



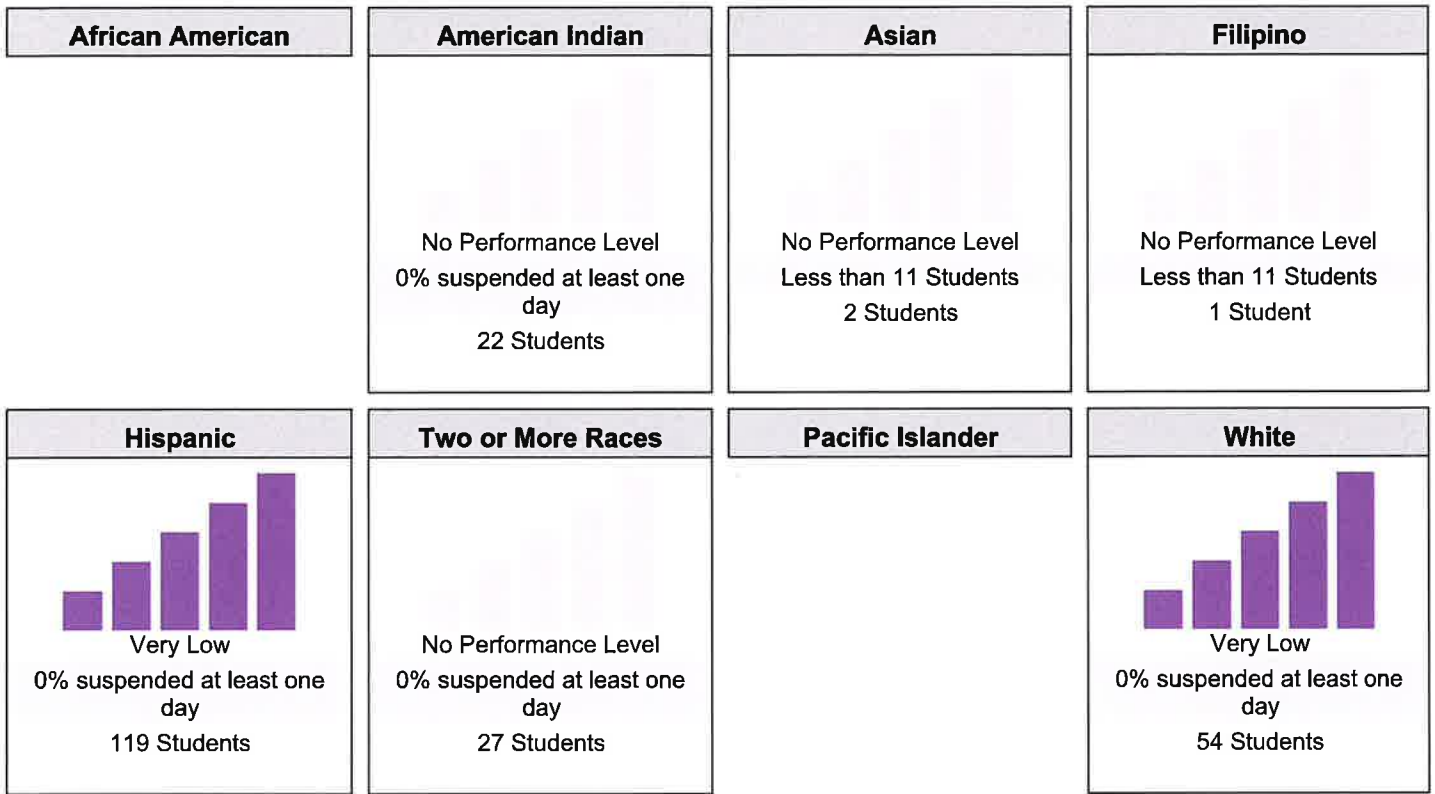
This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report |      |        |     |          |
|---------------------------------------------------|------|--------|-----|----------|
| Very High                                         | High | Medium | Low | Very Low |
| 0                                                 | 0    | 0      | 0   | 5        |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2022 Fall Dashboard Suspension Rate for All Students/Student Group                     |                                                                                                           |                                                                                                     |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>All Students</b> <p>Very Low<br/>0% suspended at least one day<br/>225 Students</p> | <b>English Learners</b> <p>Very Low<br/>0% suspended at least one day<br/>42 Students</p>                 | <b>Foster Youth</b> <p>No Performance Level<br/>Less than 11 Students<br/>5 Students</p>            |
| <b>Homeless</b> <p>No Performance Level<br/>Less than 11 Students<br/>2 Students</p>   | <b>Socioeconomically Disadvantaged</b> <p>Very Low<br/>0% suspended at least one day<br/>145 Students</p> | <b>Students with Disabilities</b> <p>Very Low<br/>0% suspended at least one day<br/>32 Students</p> |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. MTSS/PBIS Systems in Place

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Grade Level Proficiency

## LEA/LCAP Goal

Increase and Maintain Grade Level proficiency in the content areas and provide access to studies described in ED Code, Section 51210

## Goal 1

Increase Grade Level Proficiency in Mathematics and English Language Arts by 5%-10%

## Identified Need

Interim Comprehensive Assessments

## Annual Measurable Outcomes

| Metric/Indicator      | Baseline/Actual Outcome                                         | Expected Outcome         |
|-----------------------|-----------------------------------------------------------------|--------------------------|
| Statewide Assessments | 87% students showed Growth in ELA and 85% showed growth in Math | Growth in ELA and Math % |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

From the beginning of the year teachers in grades 3-8 will use IAB's to allow for student understanding of the CAASPP platform, and Teachers in grades TK-2 will use the MAPS testing platform

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)       |
|-----------|-----------------|
| 2500.00   | District Funded |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

### Strategy/Activity

Teachers, classroom aides and RSP teacher and aides will provide small group instruction as well as one on one instruction as applicable

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3-8 Grade

### Strategy/Activity

Assign groups in the areas mathematics and English language arts via small group in class and/or small instruction through intervention sessions.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2365.00

Source(s)

District Funded

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grades TK-2

### Strategy/Activity

Deliver intervention services in class through small groups and one on one intervention instruction when possible.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2365.00

District Funded

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

School site implemented the Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (ICBs) and Next Gen Math intervention instruction in grades 3-8 as well as MAPS assessments to drive instruction in grades TK-2.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Growth

## LEA/LCAP Goal

Low Performing Students (including Native Americans, ELL students, Special Education students, Foster student and Socioeconomically Disadvantaged students, etc.) will show growth in context area.

## Goal 2

Increase student performance in Math and ELA for Low Performing Students (K-8).

## Identified Need

Mathematics and English language arts

## Annual Measurable Outcomes

| Metric/Indicator      | Baseline/Actual Outcome                               | Expected Outcome      |
|-----------------------|-------------------------------------------------------|-----------------------|
| Statewide Assessments | As measured by distance from level 3 on the Dashboard | Increased Performance |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Performing Students

### Strategy/Activity

Monitor progress using benchmark / ICA's for students in grades 3-8 and MAPS assessments for students in grades TK-2

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)       |
|-----------|-----------------|
| 3550.00   | District Funded |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

### Strategy/Activity

Continue Professional Development with teaching staff in the area of Integrated ELD

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

630.00

Source(s)

District Funded

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

### Strategy/Activity

The EL coordinator will work with ELL students in small groups to support their needs in the areas of English language arts and mathematics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23950.83

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Use the NextGen Math curriculum, and MAPS assessments to measure growth within a school year. We have not yet developed the programs enough to know the overall effectiveness of the programs as they pertain to student growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Parent Involvement

## LEA/LCAP Goal

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

## Goal 3

Invite parents to be equal partners in the education of their students. As measured by flyers, surveys, participation and attendance of school events.

## Identified Need

Parent input and parent participation

## Annual Measurable Outcomes

| Metric/Indicator                                                                                                    | Baseline/Actual Outcome                                                                                                                                | Expected Outcome                                                                                            |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Efforts by district to seek parent input in decision making and growth in parent participation in school activities | surveys were sent home with all students for parents to complete and notification of school events sent via Parents Square in both English and Spanish | 100% of annual surveys returned, and parent participation at school sponsored events to increase by 5%-10%. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide Paper surveys to all students as well as Technology to get surveys into homes in both English and Spanish.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400.00

District Funded

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of technology through programs such as Parents Square to keep families informed of school sponsored events and activities in both English and Spanish.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200.00

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

School Site Council and ELAC/DELAC committees were created and input from parents surveys were created and input from these groups were used in planning and implementation of programs to meet students needs as these groups and the school deemed necessary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Behavior Support

## LEA/LCAP Goal

School wide implement of current district behavior and academic support program (MTSS - Multi Tiered System of Supports)

## Goal 4

Make MTSS a priority throughout grades TK-8

## Identified Need

Positive Behaving and/or academic interventions and support.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome | Expected Outcome                                 |
|--------------------|-------------------------|--------------------------------------------------|
| School Attendance  | 95.44%                  | 97%                                              |
| Behavior referrals |                         | Decrease in behavior support referrals by 5%-10% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Monthly Friday Flag assemblies will be held to recognize and acknowledge students with outstanding academics, attendance and behavior/character.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)       |
|-----------|-----------------|
| 200.00    | District Funded |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

All staff members will have the opportunity to hand out 'Gotcha' tickets to all students demonstrating exemplary behavior and citizenship throughout the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff is using the MTSS framework and PBIS system, and we are seeing a decrease in problem behaviors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description                                                             | Amount      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$36,360.83 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| District Funded         | \$36,360.83     |

Subtotal of state or local funds included for this school: \$36,360.83

Total of federal, state, and/or local funds for this school: \$36,360.83

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source  | Amount    |
|-----------------|-----------|
| District Funded | 36,360.83 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source  | Amount    |
|------------------|-----------------|-----------|
|                  | District Funded | 36,360.83 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 7,230.00           |
| Goal 2      | 28,130.83          |
| Goal 3      | 600.00             |
| Goal 4      | 400.00             |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

| Name of Members | Role                                             |
|-----------------|--------------------------------------------------|
| Patrick Traynor | Principal                                        |
| Piper McGuire   | Classroom Teacher<br>Parent or Community Member  |
| Dan Berry       | Parent or Community Member                       |
| Alicia Southey  | Other School Staff<br>Parent or Community Member |
| Brandon Perkins | Other School Staff                               |
| Chelsie Gratzke | Other School Staff<br>Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature                                                                         | Committee or Advisory Group Name     |
|-----------------------------------------------------------------------------------|--------------------------------------|
|  | English Learner Advisory Committee   |
|  | Special Education Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 2023.

Attested:

|                                                                                     |                                                |
|-------------------------------------------------------------------------------------|------------------------------------------------|
|  | Principal, Patrick Traynor on May 15, 2023     |
|  | SSC Chairperson, Piper McGuire on May 15, 2023 |

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lone Pine Unified School District

CDS Code: 14 63289 1434901

School Year: 2023-24

LEA contact information:

Patrick Traynor

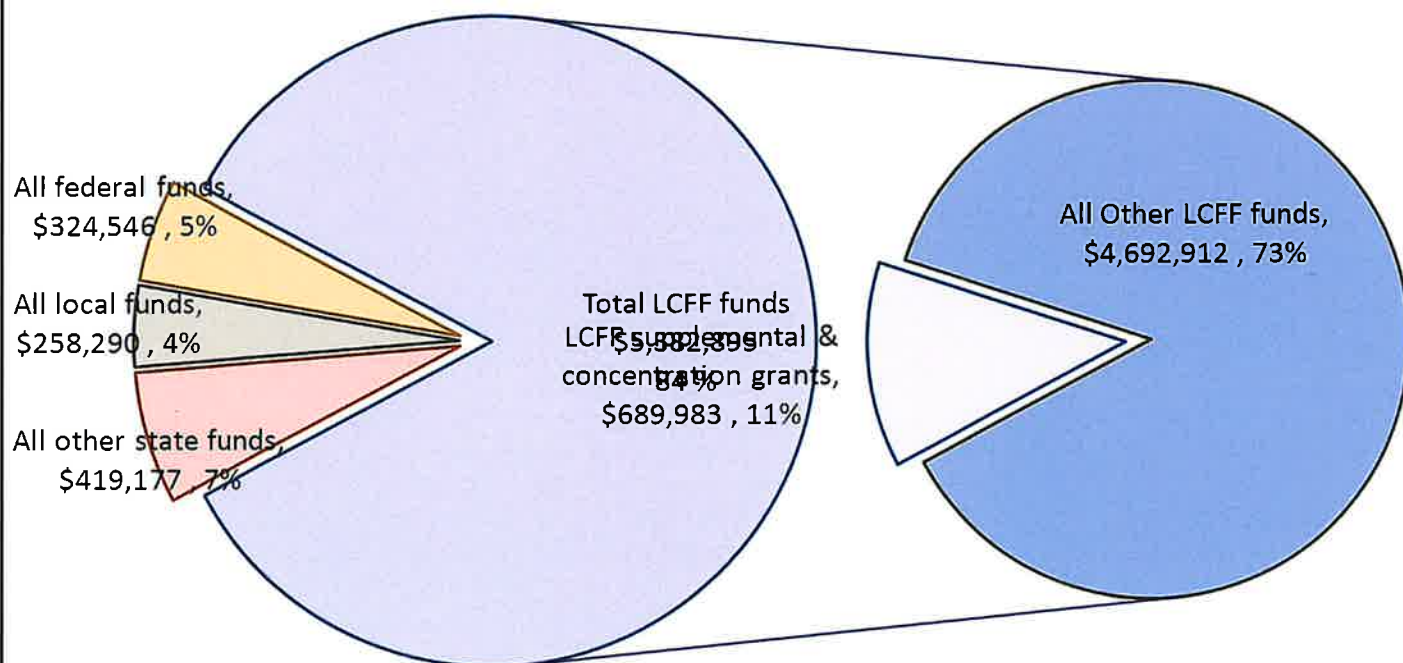
Superintendent

(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 2023-24 School Year

#### Projected Revenue by Fund Source

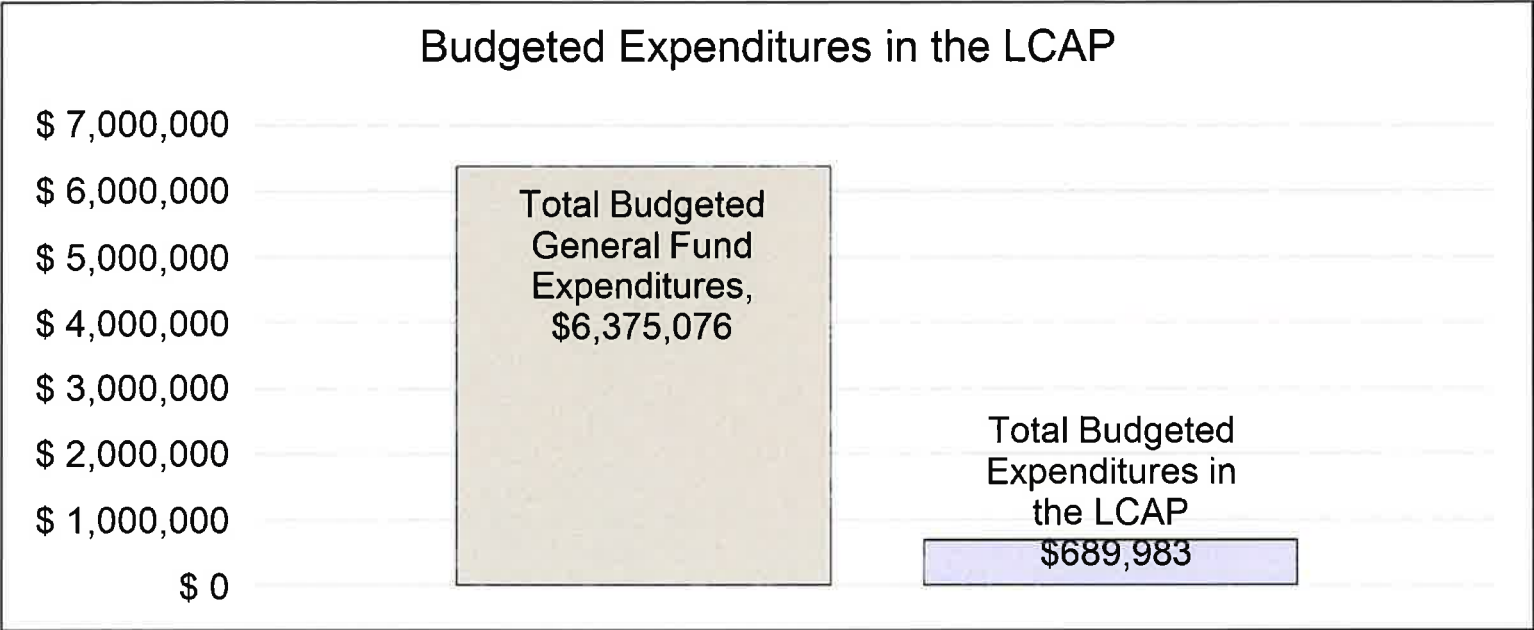


This chart shows the total general purpose revenue Lone Pine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lone Pine Unified School District is \$6,384,908, of which \$5,382,895 is Local Control Funding Formula (LCFF), \$419,177 is other state funds, \$258,290 is local funds, and \$324,546 is federal funds. Of the \$5,382,895 in LCFF Funds, \$689,983 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Lone Pine Unified School District plans to spend \$6,375,076 for the 2023-24 school year. Of that amount, \$689,983 is tied to actions/services in the LCAP and \$5,685,093 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

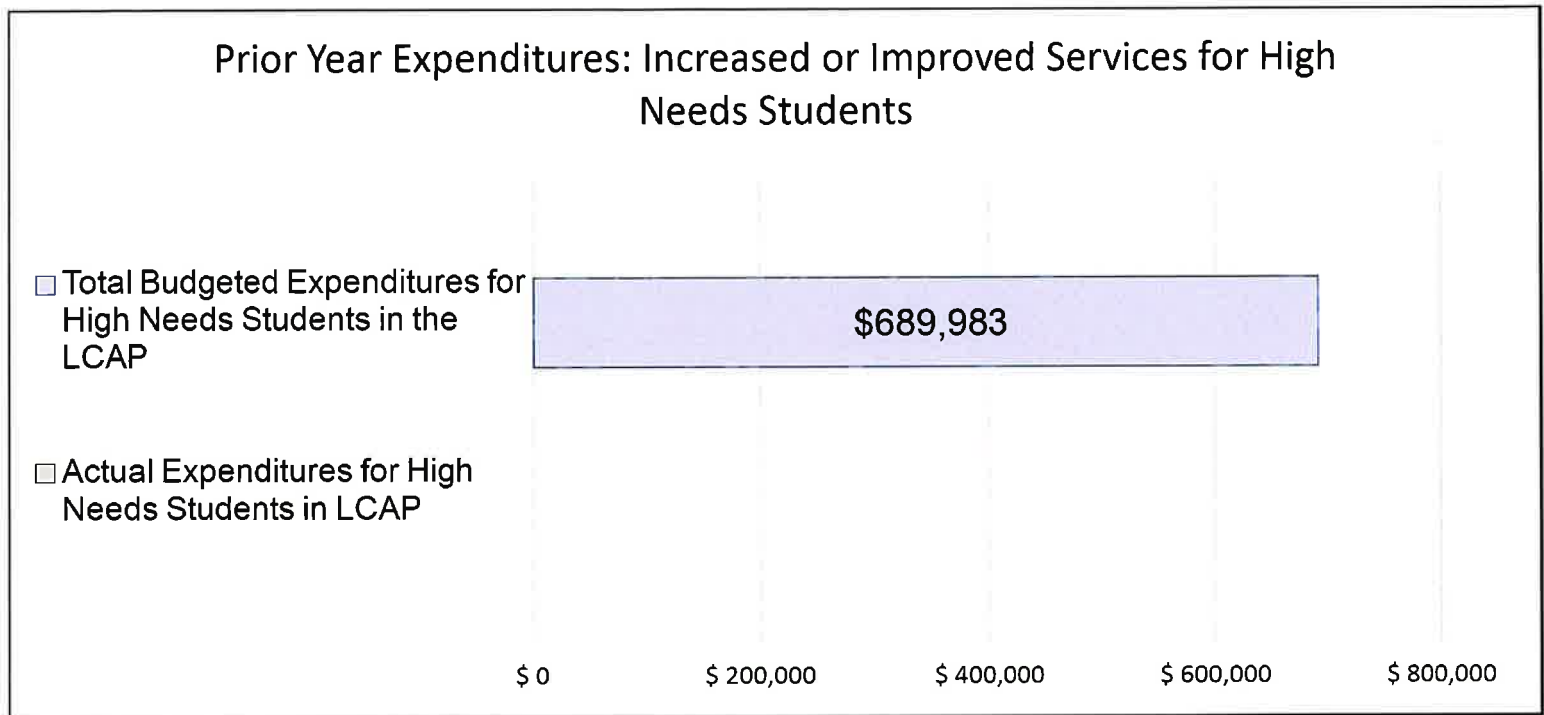
Staffing of maintenance/custodians and minor facilities needs.

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

In 2023-24, Lone Pine Unified School District is projecting it will receive \$689,983 based on the enrollment of foster youth, English learner, and low-income students. Lone Pine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lone Pine Unified School District plans to spend \$689,983 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Lone Pine Unified School District's LCAP budgeted \$689,983 for planned actions to increase or improve services for high needs students. Lone Pine Unified School District actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

# 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 School District   | Patrick Traynor<br>Superintendent | PTraynor@LPUSD.k12.ca.us<br>(760) 876-5579 |

## Plan Summary [2023-24]

### General Information

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

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 Keeler and Olancha, both of which are located approximately 20 miles south of Lone Pine.

LPUSD has one elementary K-8 school, Lo-Inyo Elementary, one comprehensive high school, Lone Pine High, and one Alternative School, Sierra Alternative Learning Academy (SALA). The alternative school, SALA, is supported by a consortium of Local Education Agencies

The latest data on the State's website, Ed Data, is from the 2021-22 school year at the time of this LCAP's creation. According to Ed-Data (<http://www.ed-data.org/district/Inyo/Lone-Pine-Unified>) in the 2021-22 school year, district Census Day Enrollment included 330 students with an Average Daily Attendance (ADA) of 329. Of these students 57.3% identified as Hispanic, 22.4% White, 10.0% Native American, 8.2% Two or More Races, and 1.2% Asian. In this same year, 57.6% of students qualified for a free or reduced price meal based on their parent/guardian's completion of an application and being eligible. This is a reduction from 72.3% from the 2019-20 school year during which 72.3% qualified. In 2018-19, 61.7% qualified. This current reduction is thought to be due to the lack of a requirement to complete an application for a free meal as California's Universal Meal Program allows all students who wish to receive a meal from school to receive one for free. Therefore, there may be a lower incentive to become identified as eligible. Also in the 2021-22 school year, 18.5% of the student body was identified as an English Learner.

## 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.

This school year provided a much more close to normal school year for students. All students were offered in seat instruction without disruption from quarantines or masking issues.

The pandemic still had obvious influences. However, staff, students, parents, school board, administration and community continued to work together to provide the best approaches to providing students with options needed. We were still faced with multiple exposures resulting in modified quarantines and student and staff testing. We were faced with a controversial mask requirement as well.

Suspension rate on the Dashboard was "Very Low" which is the highest status category. It was given a Red color on the Dashboard in 2018-19.

Teachers received social emotional learning (SEL) training from our County Office of Education (COE) partners as part of virtually all of our district wide staff meetings.

Online counselors were tried for the first time and proved to be a valuable contribution to our elementary and SALA students.

A program called NextGen Math was implemented and teachers were provided professional development from the creators. An extra pull-out program was created for students no meeting standards.

Relations with Healthy Communities from Health and Human Services, local law enforcement, fire department, VFW, and other agencies remained strong. Through the generous volunteering, our students experienced numerous events such as Muffins with Moms, Donuts with Dad, a Bike Rodeo, kids night outs, crafts, and a variety of other activities. We continued to have summer academy to address learning deficits. Another community partner, Community Services Solutions (CSS) provided nutrition education and taste test Fridays to introduce students to various fruits and vegetables.

## 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.

Due to closures, for several years now no data are available. For example, for the 2019-20 school year as state assessments were not available. No data were available in the 2020-21 school year either as the state tests, California Assessment of Student Performance and Progress (CAASPP), were optional. For the 2021-22 school year, full dashboard color code results cannot be calculated for any California school as this requires two consecutive years of CAASPP results. However, this was the first semi-regular school year, despite quarantines and modified quarantines that required full classrooms of students to distance learn for substantial periods of time. The results on the Dashboard only reflect "status" and not "growth." There are five levels of status: Very Low, Low, Medium, High, and Very High. LPUSD students scored Low in both Math and English Language Arts.

We know we still have Chronic Absenteeism to improve. It is in the Very High status category per the Dashboard for the 2021-22 school year. We do expect to see some improvement for the current, 2022-23 school year.

The County Office of Education (COE) remains a source for counseling, however, their counselors have largely been unavailable. The district will need to work with the COE more to ensure its students benefit from this resource.

## 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 three year plan into three broad goals that align with the states three categories of state priorities: 1) Pupil Outcomes, 2) Engagement, and 3) Basic Services. The Parent Advisory Committee during the first year of this LCAP's three year cycle (2021-22 LCAP) provided much of the input needed to establish actions and services that aim to be the foundation for this three year plan. Much of this section remains unchanged from the previous year as the needs continue.

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.

LPUSD has a primary goal to 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 Multi-Tiered System of Supports (MTSS) with this Positive Behavioral Interventions and Supports (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. 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.

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Engaging Educational Partners

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

On Friday, May 19, 2023, an email in English and Spanish version invited all parents/guardians, staff and students to provide input on the LCAP. A highly condensed version of the LCAP was created with the cooperation from our County Office of Education with an English and Spanish version and shared with parents/guardians and staff. Input was requested in the form of an email to the superintendent at ptrainor@lpusd.k12.ca.us or by phoning the district office at (760)876-5579. Union leadership was included in this email. Site administration was also included as well as every staff member in LPUSD.

On Friday May 24, the Parent Advisory Committee (PAC) specific for the LCAP was held in conjunction of the School Site Council. The parents suggested to continue focus on improving English language arts (ELA) and math performance as well as to consolidate the actions and services under each goal.

On June 9, the classified and union presidents were specifically invited via email to provide input on the LCAP.

On June 9, 2023 the Native American Parent Advisory Committee was provided with the LCAP at a Glance and asked to provide input as needed.

On June 9, 2023, all parents of English Learners were emailed, in English and Spanish, the LCAP at a Glance and asked to provide input via email to the superintendent, by phone, or by coming in to the district office.

On June 9, 2023, a draft of the LCAP was posted on the website and input was asked of the entire community. Input was asked to be emailed to superintendent Patrick Traynor at his email address, by coming in to the district office, or by calling the district office phone number. This will continue to be updated as input is recieved.

A summary of the feedback provided by specific educational partners.

The Parent Advisory Committee for the LPAC recommended that the district enhance its focus on increase English language arts (ELA) and math performance. It also recommended to consolidate the actions and services to increase their manageability.

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

The LCAP, at this point is continuing to be modified as a result of input from various entities and this section will be replaced by a description of how it was modified. The input to date we received was to increase focus on English language arts and math and to consolidate our actions and services under each of the three goals as several actions and services under each goal overlap.

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 (4.6 points above standard; Increased 21.7 Points)<br>English Learners Yellow (22.2 points below standard; Increased 20.3 Points)<br>Socioeconomically Disadvantaged - Green (1.7 points) | Dashboard Data Not Generated for the 2020-21 school year<br>CAASPP Results: All Students 42% met or exceeded standard<br>English Learners 10% met or exceeded standard<br>Socioeconomically Disadvantaged - 41% | There are no color codes available for the 2021-22 school year; status only is reported on the 2022 Dashboard.<br><br>2022 Dashboard (Grades 3-8)<br>All Students - 12.3 points below standard |                | All Students Maintain or increase to Blue or maintain above standard score<br>English Learners Increase to Green or increase to standard<br>Socioeconomically Disadvantaged <ul style="list-style-type: none"> <li>Increase to Blue or</li> </ul> |

| Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                                                                                                | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                         |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>below standard;<br/>Increased 38.2 Points)<br/>Students with<br/>Disabilities no<br/>sufficient data (32.9<br/>points below standard;<br/>Increased 25.3 Points)<br/>Native American - no<br/>sufficient data (2.4<br/>points above<br/>standard; Increased<br/>29.5 Points)<br/>Hispanic Green (3.6<br/>points below standard;<br/>Increased 32 Points)<br/>White - Green (18.5<br/>points above<br/>standard; Increased<br/>4.1 Points)</p> | <p>met or exceeded<br/>standard<br/>Students with<br/>Disabilities - 31% met<br/>or exceeded standard<br/>Native American 56%<br/>met or exceeded<br/>standard<br/>Hispanic 28% met or<br/>exceeded standard<br/>White - 61% met or<br/>exceeded standard</p> | <p>English Learners -<br/>67.5 points below<br/>standard<br/>Socioeconomically<br/>Disadvantaged - 16.3<br/>points below standard<br/>Students with<br/>Disabilities - 32.4<br/>points below standard<br/>Native American -<br/>60.3 points below<br/>standard<br/>Hispanic - 28.9 points<br/>below standard<br/>White - 39.9 points<br/>above standard<br/><br/>2021-22 CAASPP<br/>results (grades 3-8 &amp;<br/>11)<br/>All Students 48% met<br/>or exceeded standard<br/>English Learners 21%<br/>met or exceeded<br/>standard<br/>Socioeconomically<br/>Disadvantaged 48%<br/>met or exceeded<br/>standard<br/>Students with<br/>Disabilities 43% met<br/>or exceeded standard<br/>Native American 38%<br/>met or exceeded<br/>standard</p> |                | <p>increase to<br/>standard)<br/>Students with<br/>Disabilities Increase to<br/>standard<br/>Native American<br/>Maintain above<br/>standard score; Less<br/>than 11 students data<br/>not displayed for<br/>privacy)<br/>Hispanic Increase to<br/>standard<br/>White Maintain or<br/>increase to Blue or<br/>maintain above<br/>standard score</p> |

| Metric            | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CA Dashboard Math | <p>All Students - Baseline is Green (18 points below standard; Increased 21.8 Points)</p> <p>English Learners Baseline is Yellow (47.3 points below standard; Increased 9.8 Points)</p> <p>Socioeconomically Disadvantaged - Baseline is Yellow (29.2 points below standard; Increased 26.9 Points)</p> <p>Students with Disabilities no sufficient data (68.4 points below standard; Increased 7 Points)</p> <p>Native American - no sufficient data</p> <p>Hispanic Baseline is Yellow (33.2 points below standard; Increased 18.9 Points)</p> <p>White Baseline is Blue (10.3 points above standard; Increased 36.6 Points)</p> | <p>Dashboard Data Not Generated for the 2020-21 school year</p> <p>CAASPP Results: All Students 30% met or exceeded standard</p> <p>English Learners 17% met or exceeded standard</p> <p>Socioeconomically Disadvantaged - 32% met or exceeded standard</p> <p>Students with Disabilities - 38% met or exceeded standard</p> <p>Native American 28% met or exceeded standard</p> <p>Hispanic 28% met or exceeded standard</p> <p>White - 44% met or exceeded standard</p> | <p>There are no color codes available for the 2021-22 school year; status only is reported on the 2022 Dashboard.</p> <p>2022 Dashboard (Grades 3-8)</p> <p>All Students - 49.7 points below standard</p> <p>English Learners - 68.3 points below standard</p> <p>Socioeconomically Disadvantaged - 49.9 points below standard</p> <p>Students with Disabilities - 23.2 points below standard</p> <p>Native American - 76.9 points below standard</p> <p>Hispanic - 61.2 points below standard</p> <p>White - 16.9 points below standard</p> |                | <p>All Students Maintain or increase to standard</p> <p>English Learners Increase to Green or increase to standard or halfway between baseline and standard</p> <p>Socioeconomically Disadvantaged - Increase to Green or halfway between baseline and standard</p> <p>Students with Disabilities no sufficient data</p> <p>Increase to Green or halfway between baseline and standard</p> <p>Native American - no sufficient data</p> <p>Hispanic Increase to Green or halfway between baseline and standard</p> <p>White Maintain above standard score</p> |

| Metric                             | Baseline                                            | Year 1 Outcome                                                        | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                       | Year 3 Outcome | Desired Outcome for 2023–24                                      |
|------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------|
|                                    |                                                     |                                                                       | 2021-22 CAASPP results (grades 3-8 & 11)<br>All Students 27% met or exceeded standard<br>English Learners 11% met or exceeded standard<br>Socioeconomically Disadvantaged - 25% met or exceeded standard<br>Students with Disabilities - 43% met or exceeded standard<br>Native American 23% met or exceeded standard<br>Hispanic 21% met or exceeded standard<br>White 44% met or exceeded standard |                |                                                                  |
| Graduate Rate - Data Quest         | 100%                                                | 100% (2020- 21, Four-year adjusted cohort graduation rate; Dataquest) | 89% (2021- 22, Four-year adjusted cohort graduation rate; Dataquest)                                                                                                                                                                                                                                                                                                                                 |                | Baseline is 100%; 100%                                           |
| A-G requirements (DataQuest)       | 19-20 school year: 33.3%                            | 20-21 school year: 47.4%                                              | 47.4% for 2021-22                                                                                                                                                                                                                                                                                                                                                                                    |                | 19-20 school year: >33.3%                                        |
| English Learner Progress Indicator | 12.5% prepared; 2.3% declined; No Performance Color | Dashboard Data Not Generated for the 2020-21 school year              | 2021-22 Summative ELPAC results - 18% Proficient                                                                                                                                                                                                                                                                                                                                                     |                | Baseline is 12.5% prepared; 2.3% declined; No Performance Color; |

| Metric                                                                                                                                                                                                                                                                                                                         | Baseline                           | Year 1 Outcome                                           | Year 2 Outcome                                    | Year 3 Outcome | Desired Outcome for 2023-24          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------|---------------------------------------------------|----------------|--------------------------------------|
|                                                                                                                                                                                                                                                                                                                                |                                    | Summative ELPAC results - 11% Proficient                 |                                                   |                | >12.5%                               |
| Reclassification Rate 2019-20. DataQuest- >English Learners- >Annual Reclassification (RFEP) Counts and Rates                                                                                                                                                                                                                  | 20.3%                              | 2020-21 reclassification rate - 1.5% (Dataquest)         | 2021-22 reclassification rate - 17.6% (Dataquest) |                | Baseline is 20.3%; >=20.3%           |
| Early Assessment Program results ELA                                                                                                                                                                                                                                                                                           | 21.05% Exceeded Standard (Level 4) | 16.7% Exceeded Standard (Level 4)                        | 30.8% Exceeded Standard (Level 4)                 |                | Baseline is 21.05%; >25%             |
| Early Assessment Program results Math                                                                                                                                                                                                                                                                                          | 10.53% Exceeded Standard (Level 4) | 0% Exceeded Standard (Level 4)                           | 19.2% Exceeded Standard (Level 4)                 |                | 15%                                  |
| % 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/californiamodel/ccir-report?&amp;year=2020&amp;cdcode=">https://www6.cde.ca.gov/californiamodel/ccir-report?&amp;year=2020&amp;cdcode=</a> | 2019-20 55.6% (L3)                 | Dashboard Data Not Generated for the 2020-21 school year | Not reported for 2021-22                          |                | Baseline is 2019-20 55.6% (L3); >60% |

| Metric                                                                    | Baseline                                                                                                | Year 1 Outcome                                  | Year 2 Outcome                                  | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|----------------|-----------------------------|
| 1463289&scode=&reporttype=schools)                                        |                                                                                                         |                                                 |                                                 |                |                             |
| CTE completion rate 2019-20                                               | For 2019-20; District data show of the 21 seniors, 21 graduated, 10 were CTE completers, 10/21 or 46.6% | 2020-21 CTE Completion rate 68.4%               | 2021-22 CTE Completion rate 51.5%               |                | >46.6%                      |
| List of a-g and CTE completers divided by the total number of graduations | Four a-g & CTE% completers/21 total graduates = 19.0%                                                   | 2020-21 Completed both A-G & CTE Pathway: 36.8% | 2021-22 Completed both A-G & CTE Pathway: 12.1% |                | Increase or maintain        |

## Actions

| Action # | Title                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Total Funds | Contributing |
|----------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 1.1      | Rewards for student academic growth and effort. | Providing rewards for academic work enhances motivation of students who might otherwise not be motivated. Low income students in particular might feel more detached from the purpose of school and relate to extrinsic rewards in addition to the intrinsic rewards. The principals will provide rewards for academic progress in the form of tangible and experiential (e.g., field trips) to reward students for progress. As a result, the district expects to see higher rates of performance on the CAASPP assessments. | \$7,000.00  | Yes          |
| 1.2      | Internships                                     | Partner with local businesses for internship with our high school students.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             | No           |
| 1.3      | 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                                                                                                                                                                                                                                                                                                                                                                              | \$8,500.00  | No           |

| Action #   | Title                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds | Contributing |
|------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                          | engagement and not PE credit or competition) such as skiing, golf, tennis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |              |
| <b>1.4</b> |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | No           |
| <b>1.5</b> |                          | Offer Transitional Kindergarten (TK) at the elementary school to address the needs of all learners at the TK level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$25,000.00 | No           |
| <b>1.6</b> | Credit Recovery          | Low income, foster youth, and English learners are not succeeding at a disproportional rate as non-unduplicated students. Providing them with additional opportunities to recuperate failed units will allow them to graduate on time. Providing one period per day of credit recovery with instructional support in small group instruction for high school students would be ideal. This could happen with the principal overseeing them for their period while they recuperate their credit. If resources permit, a teacher could oversee this for a period. An additional option is students enter into an existing classroom and work silently on their work to recuperate units. As a result, the district expects to lower failure rates, particularly at the high school over the years. | \$80,963.04 | Yes          |
| <b>1.7</b> | District Writing Program | Low income, foster youth, and English learners are failing English Language Arts at a disproportional rate than non-unduplicated students as evidenced by disproportional failure rates. Writing skills build from Kindergarten. Foster youth, ELs, and low income students would benefit more at times from hands on assignments such as writing than theory based direct instruction. The Write from the Beginning curriculum in all K-12 core classes will improve writing skills and build them through high school. As a result, the district expects to see higher rates of performance on the CAASPP assessments                                                                                                                                                                          | \$10,000.00 | Yes          |

| Action #    | Title                                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds | Contributing |
|-------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>1.8</b>  | Special Education Materials                                             | Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.                                                                                                                                                                                                                                                                                                                                                                   | \$2,500.00  | No           |
| <b>1.9</b>  | Math Adopted Curriculum Professional Development                        | Purchase new math curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$47,211.64 | No           |
| <b>1.10</b> | EL Testing Coordinator providing support for teachers in the classrooms | English learners need additional support in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in order to increase English proficiency and gain access to the core curriculum. The English Language Coordinator will work with English Language teachers and all core subject teachers to assist them with their implementation of ELD and SDAIE. As a result, the district expects to see higher rates of performance on ELPAC assessment. | \$32,705.35 | Yes          |
| <b>1.11</b> | EL Professional Development                                             | English learners need their curriculum adapted and need ELD and SDAIE strategies implemented to gain proficiency in English and to have access to the core curriculum. Teachers and appropriate instructional staff will receive English learner Professional Development (PD) through the County Education Office. Teachers will be encouraged to attend other EL PD. As a result, the district expects to see higher rates of performance on the ELPAC assessment.                        | \$1,250.00  | Yes          |
| <b>1.12</b> |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             | No           |
| <b>1.13</b> |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             | No           |
| <b>1.14</b> | Supplemental English Language Arts                                      | Low income, foster youth, and English learners are not succeeding at the same rate as nonunduplicated students. This is evidenced by the                                                                                                                                                                                                                                                                                                                                                    | \$13,000.00 | Yes          |

| Action #    | Title                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds  | Contributing |
|-------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                        | District's disproportional failure rate for unduplicated students, particularly for English language arts. The district believes supplemental instruction will increase their skills to the point they will succeed as their age/grade level peers. The District will ensure supplementary programs such as Accelerated Reader continue to give students more practice in reading to increase fluency and comprehension. As a result, the district expects to see higher rates of performance on the CAASPP assessments.                                                                                                                                       |              |              |
| <b>1.15</b> | Supplemental Math      | Low income, foster youth, and English learners are not succeeding at the same rate as nonunduplicated students. The district believes supplemental instruction will increase their skills to the point they will succeed as their age/grade level peers. 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. Also, based on feedback at the June 7 meeting, additional supplemental math materials may be explored. As a result, the district expects to see higher rates of performance on the CAASPP assessments. | \$12,850.00  | Yes          |
| <b>1.16</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                             | \$297,368.00 | No           |
| <b>1.17</b> | Summer Academy         | Low income, English learners, and foster youth are not succeeding at the same rates at their non-unduplicated peers. Focusing on fundamental standards in a different manner during the summer session, the district believes will engage them in activities and academics as well as decrease the learning loss that occurs over the summer. The school will provide a three 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                                                                                                                   | \$12,500.00  | Yes          |

| Action #    | Title                                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Total Funds | Contributing |
|-------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                                      | students that need it. As a result, the district expects to see higher rates of performance on the CAASPP assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |              |
| <b>1.18</b> | Integrated Math for Middle Schoolers                 | Lo Inyo Elementary School will offer Integrated Math I for students to take in addition to their grade level math class for the purpose of address students performing beyond grade level in math. This is consistent with Math Placement Board Policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | \$3,000.00  | No           |
| <b>1.19</b> | Progress Monitoring Assessments                      | Low income, foster youth, and English learners are not succeeding at the same rate as nonunduplicated students. This is evidenced by the District's disproportional failure rate for unduplicated students, particularly for English language arts. The district believe progress monitoring assessments are essential for adjusting instruction and materials for students based on the results of these quick assessments. As a result, the district will find and implement progress monitoring assessments, such as Easy CBM to periodically and frequently measure effectiveness of interventions for all students, particularly those performing below grade level. As a result, the district expects to see higher rates of performance on the CAASPP assessments. | \$5,000.00  | Yes          |
| <b>1.20</b> | Periodic Standardized Assessments other than State's | Low income, foster youth, and English learners are not succeeding at the same rate as nonunduplicated students. This is evidenced by the District's disproportional failure rate for unduplicated students, particularly for English language arts. Not all grade levels are assessed using our Interim Comprehensive Assessments (ICAs) in ELA and Math, grades K-2 and, 9, 10, and 12. Find and implement a standardized assessment such as NWEA's MAPS assessment to measure levels of students not covered by the Interim Comprehensive Assessments (ICAs) or the CAASPP assessments, both of which are given for grades 3-11. As a result, the district expects to see higher rates of performance on the CAASPP assessments.                                        | \$3,500.00  | Yes          |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

## Goal Analysis [2022-23]

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

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

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

We did not purchase new science materials as there

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

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.

We updated our curriculum purchase to reflect mathematics instead of science.

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

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2      | 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                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------|
| School Attendance                                                                                                                                      | 95% based on Aeries 2019-20          | Report from Aeries as of May 25, 2022, attendance rate is at 92.27% | Report from Aeries as of June 5, 2023, attendance rate is at 91% |                | Increase                                                                        |
| 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% | Parents stating "strongly agree" 17%                                | Parents stating "strongly agree" 8%                              |                | Improvement on the question: Parents feel welcome to participate at this school |

| Metric                                                                                                                                                                                                                                                                              | Baseline                                                                                                                                                                                                                                                                                | Year 1 Outcome                                                                                                                                                                              | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                         | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Staff Survey (CSSS) items pertaining to:<br>Caring adult relationships<br>High expectations adults in school<br>Student meaningful participation<br>Promotion of parent involvement<br>Student learning environment with percent of staff choosing strongly agree | baseline results for the 2019-20 school year (percent of staff choosing strongly agree):<br>Caring adult relationships: 50<br>High expectations adults in school: 50<br>Student meaningful participation: 38<br>Promotion of parent involvement: 41<br>Student learning environment: 47 | Caring adult relationships: 31<br>High expectations adults in school: 43<br>Student meaningful participation: 34<br>Promotion of parent involvement: 33<br>Student learning environment: 33 | Average of all questions under each category (staff choosing agree or strongly agree)<br><br>Caring Adult Relationships 21%<br><br>High Expectations of Adults at School 31%<br><br>Students with meaningful participation 11%<br><br>Promotion of parent involvement 16%<br><br>Student readiness to learn 7% (no question in 22-23 worded specifically student learning environment) |                | Improvement on the questions on the CSSS with percent of staff choosing strongly agree:<br>Caring adult relationships: Baseline is 50; Increase High expectations adults in school: Baseline is 50; Increase<br>Student meaningful participation: Baseline is 38; Increase<br>Promotion of parent involvement: Baseline is 41; Increase<br>Student learning environment: Baseline is 47; Increase |
| California Healthy Kids Survey (CHKS) items pertaining to:<br>School connectedness<br>Academic motivation<br>School perceived as very safe or safe<br>Experienced any harassment or                                                                                                 | School connectedness<br>Academic motivation: 68<br>School perceived as very safe or safe: 79<br>Experienced any harassment or bullying: 64 with percent of students                                                                                                                     | School connectedness<br>Grade 7: 70;<br>Grade 9: 54;<br>Grade 11: 47<br>Academic motivation::73<br>Grade 7: 56;<br>Grade 9: 64;<br>Grade 11: 53                                             | Percentages from the Key Indicators List which is an average of all questions under each category (students choosing agree or strongly agree)                                                                                                                                                                                                                                          |                | School connectedness: Baseline is 73; increase<br>Academic motivation: Baseline is 68; increase<br>School perceived as very safe or safe:                                                                                                                                                                                                                                                         |

| Metric                                                    | Baseline                 | Year 1 Outcome                                                                                                                                                                                                                     | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                  | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                   |
|-----------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| bullying with percent of students choosing strongly agree | choosing strongly agree  | School perceived as very safe or safe:<br>Grade 7: 62;<br>Grade 9: 59;<br>Grade 11: 57<br>Experienced any harassment or bullying:<br>Grade 7: 29;<br>Grade 9: 31;<br>Grade 11: 17 with percent of students choosing strongly agree | School Connectedness:<br>Grade 6 73%<br>Grade 7 58%<br>Grade 9 40%<br>Grade 11 34%<br><br>Academic Motivation:<br>Grade 6 78%<br>Grade 7 48%<br>Grade 9 42%<br>Grade 11 59%<br><br>School Perceived Safe or Very Safe:<br>Grade 6 63%<br>Grade 7 70%<br>Grade 9 50%<br>Grade 11 45%<br><br>Experienced any harassment or bullying:<br>Grade 6 38%<br>Grade 7 60%<br>Grade 9 27%<br>Grade 11 25% |                | Baseline is 79; increase<br>Experienced any harassment or bullying: Baseline is 64; decrease with percent of students choosing strongly agree |
| Chronic Absenteeism (CA Dashboard)                        | Chronically absent: 9.7% | Chronically absent: 10.8%                                                                                                                                                                                                          | 23.2% (2021-22)                                                                                                                                                                                                                                                                                                                                                                                 |                | Chronically absent: Baseline is 9.7%; Decrease                                                                                                |

| Metric                                     | Baseline                                                            | Year 1 Outcome                                           | Year 2 Outcome                                | Year 3 Outcome | Desired Outcome for 2023–24                                                                                     |
|--------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------|
| High School Graduation Rate (CA Dashboard) | Graduated in 2018-19: 93.8%                                         | Graduated in 2020-21: 100%                               | Graduated in 2021-22: 84.8%                   |                | Graduated in 2018-19: Baseline is 93.8%; Increase or 100%                                                       |
| Suspension Rate (CA Dashboard)             | Suspended at least once (2018-19): 6.3%                             | Suspended at least once (2020-21): 0%                    | Suspended at least once (2021-22): 0.9%       |                | Suspended at least once (2018-19): 6.3% is baseline; Reduce                                                     |
| Pupil Expulsion Rate (DataQuest)           | Pupil Expulsion Rate: 0%                                            | Pupil Expulsion Rate: 0%                                 | Pupil Expulsion Rate: 0%                      |                | Maintain 0% expulsion rate                                                                                      |
| College/Career Indicator (CCI)             | Percentage Prepared 42.9%<br>Percentage Approaching Prepared: 38.1% | Dashboard Data Not Generated for the 2020-21 school year | CCI not generated for the 2021-22 school year |                | Percentage Prepared 42.9% is baseline; increase<br>Percentage Approaching Prepared: 38.1% is baseline; increase |
| High School Dropout Rates (DataQuest)      | No Dropouts: 0%                                                     | No Dropouts: 0%                                          | 12% (4 students in 2021-22)                   |                | No Dropouts: is baseline 0%; Maintain 0% dropouts                                                               |

## Actions

| Action # | Title          | Description                                                                 | Total Funds | Contributing |
|----------|----------------|-----------------------------------------------------------------------------|-------------|--------------|
| 2.1      | Science Nights | Schools will facilitate science nights such as star nights.                 | \$1,000.00  | No           |
| 2.2      | Movie Night    | Schools will host a Movie Night for Students, Parents and Community Members | \$1,000.00  | No           |

| Action #   | Title            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds | Contributing |
|------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>2.3</b> | Cultural Day     | Low income, foster youth, and English learners and their parents may not feel as connected to school as their non-unduplicated peers. Cultural barriers may be one component contributing to lack of engagement. Students will prepare activities, such as dance, traditions, storytelling for their background. (Native American, Hispanic, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$1,200.00  | No           |
| <b>2.4</b> | Student Projects | K-12 Students will participate in Science and History Fairs at the schools would contribute to increased engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$4,750.00  | No           |
| <b>2.5</b> | Farm Field Trips | Plan and organize field trips to the FFA School Farm.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$1,500.00  | No           |
| <b>2.6</b> | Food Garden      | Create a food garden at both Lo Inyo and High School. Including fruits and Vegetables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$7,500.00  | No           |
| <b>2.7</b> | Public Input     | Some parents and students may not feel comfortable voicing their input and concerns publicly. Students of adversely affected students such as English learners, foster youth, and low income students and their parents may be more comfortable completing a candid and anonymous survey. Toward collecting this input, principals will distribute standardized surveys to parents and students and post the results on the district's website. Principals will address input after analyzing results. Send Surveys out to parents, staff, students and community for input. -California School Parent Survey (CSPS) - California School Staff Survey (CSSS) -California Healthy Kids Survey (CHKS) As a result, the district expects to see improvements on the selected items on these surveys. | \$1,000.00  | Yes          |

| Action #    | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|-------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>2.8</b>  | Positive Behavior Interventions and Support (PBIS) K-12 | Low income, foster youth, English learners may not have developed the behaviors consistent with learning in order to have equal access to the core curriculum, instructional offerings, and the overall in school experiences as their non-unduplicated peers. The Positive Behavior Interventions and Support (PBIS) addresses these behaviors in non-punitive ways to increase productive engagement. The student-driven behavior monitoring system will continue; changes will occur as needed. As a result, the district expects to see suspension rates decrease. | \$1,000.00   | No           |
| <b>2.9</b>  | Student Support                                         | Low income, foster youth, and English learners due to low engagement, may need additional support, including social emotional learning and even outside resources. Outside resources exist in the County and that meet more intensive needs of these students should more severe disengagement occur. Programs will be offered (and may be required) through Inyo County Probation, North Star Counseling, Inyo County Mental Health to reach troubled youth. As a result, the district expects to see chronic absenteeism and suspension rates decrease.              | \$1,000.00   | Yes          |
| <b>2.10</b> | Career Technical Education (CTE) General Pathways       | 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)                                                                                                                                                                                                                                                                                           | \$155,960.00 | No           |
| <b>2.11</b> | Career Technical Education Job Readiness                | Ensure CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific.                                                                                                                                                                                                                                                                                                                                                                                                                            | \$180,000.00 | No           |
| <b>2.12</b> | Suspension Rate                                         | Low income, foster youth, and English learners often do not have the behaviors consistent with learning needed for success and engagement. Rather than approaching correction of these behaviors with a punitive perspective, the district will use a positive and                                                                                                                                                                                                                                                                                                     | \$4,250.00   | Yes          |

| Action #    | Title                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds | Contributing |
|-------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                           | <p>corrective lens to view these behaviors. The PBIS framework does exactly that. 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. As a result, the district expects to see suspension rates decrease.</p> |             |              |
| <b>2.13</b> | Social Emotional Learning | <p>Low income, foster youth, and English learners are more likely to need additional social and emotional support to be successful in academics. Additionally, school closures have affected these groups disproportionately. The district has North Star counseling services that is willing to assist with producing a plan that addresses this for our students, particularly Low income, foster youth, English and learners. Staff will receive professional development on Social Emotional Learning (SEL) in order to address these needs in students and be part of creating and implementing an SEL plan. As a result, the district expects to see suspension rates decrease.</p>                                                                                                                                                                                                                    | \$5,000.00  | Yes          |
| <b>2.14</b> | Restorative Practices     | <p>Low income, foster youth, English learners may not always engage in behaviors consistent with learning and many behaviors need correction. Rather than pure punishing, restoring and environment to what it was or what it should be often times requires a broader view of students home lives and outside influences to determine what responses to destructive behaviors are appropriate. 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</p>                                                                                                                                                                                                                                                                                   | \$4,250.00  | Yes          |

| Action #    | Title                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds  | Contributing |
|-------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                            | consistent with high and positive engagement and high academic performance. As a result, the district expects to see suspension rates decrease.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |              |
| <b>2.15</b> | Chronic Absenteeism        | Low income, foster youth, English learners do not have the same, higher attendance rates as their non-unduplicated peers. The district has a protocol for schools to follow that addresses attendance issues. 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). As a result, the district expects to see chronic absenteeism rates to decrease.                                                                                                                   |              | No           |
| <b>2.16</b> | Front of School Aesthetics | Make school entrances welcoming places for students and community, e.g., a hawk carved in the tree stump at Lo-Inyo or a mural in front of the high school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              | No           |
| <b>2.17</b> | Healthy Hikes              | Incorporate healthy hikes into students' annual schedule to address engagement, social emotional learning, and environmental science.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$5,000.00   | No           |
| <b>2.18</b> | Alternative School         | Low income, foster youth, and English learners are more likely in the district to disengage from a traditional, comprehensive school setting. The district has been in discussions with other districts and the county in order to support an alternative school to address these needs. To increase connectedness to school, a traditional setting may not be optimal for all students at all times. The district aims to create an additional one classroom school, grades 6-8 that will accept the one or few students from each school that are at risk of disengaging from the regular school experience. The district may accept students from other districts in a consortium that will help support this. | \$118,821.00 | Yes          |

| Action # | Title                          | Description                                                                                                                                                                                                                                                                               | Total Funds | Contributing |
|----------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 2.19     | School/District Beautification | Focus maintenance resources on enhance aesthetics where needed on school and district grounds. This will include repairing broken windows, including Olancha site, painting where needed, plant trees or have shade or umbrellas in high school quad or focus areas at elementary school. |             | No           |
| 2.20     | Elective Classrooms            | Explore addition of elective courses other than agriculture that fit the needs and desires of students                                                                                                                                                                                    |             | No           |

## Goal Analysis [2022-23]

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

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

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

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

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.

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



# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3      | 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: 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) | All students had complete access to Standards-Aligned instructional materials. | All students had complete access to Standards-Aligned instructional materials. |                | Standard Met (with 0% without access) is baseline; Standard Met |

| Metric                                                                                                                                                                                                | Baseline                                                                                                                                                                                                                       | Year 1 Outcome                                                                                                                                                            | Year 2 Outcome                                                                                         | Year 3 Outcome | Desired Outcome for 2023–24                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------|
| 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                                                                                                                                                                                                    | School facilities meet the "Good Repair" standard                                                                                                                         | School facilities meet the "Good Repair" standard                                                      |                | Standard Met at 0 Instances is baseline; Standard Met |
| Local Indicator: Implementation of Academic Standards                                                                                                                                                 | Standard Met ( <a href="https://www.caschooldashboard.org/reports/1463289000000/2019/academicperformance#priority2">https://www.caschooldashboard.org/reports/1463289000000/2019/academicperformance#priority2</a> )           | Standard Met (Teacher Rating: K-5 ELA: 3.29/5; 6-8 2.33/5; Math TK-5: 3.5/5; Math TK-5 2.67/5; priority2) ELA 9-12: 4/5; Math 4/5 - will update dashboard when available) |                                                                                                        |                | Standard Met is baseline; Standard Met                |
| Local Indicator: Broad Course of Study Access to a Broad Course of Study (CA Dashboard)                                                                                                               | Standard Met ( <a href="https://www.caschooldashboard.org/reports/1463289000000/2019/academicengagement#localindicators">https://www.caschooldashboard.org/reports/1463289000000/2019/academicengagement#localindicators</a> ) | Standard Met (dashboard will be updated when it becomes available. All required subjects are offered).                                                                    | Standard Met (dashboard will be updated when it becomes available. All required subjects are offered). |                | Standard Met is baseline; Standard Met                |

| 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 MisAssignments (0 EL) Of Teachers Of English Learners | Standard Met at 0 misassignments | Standard Met at 0 misassignments | Standard Met at 0 misassignments |                | Standard Met at 0 misassignments is baseline; Standard Met |

## Actions

| Action # | Title                 | Description                                                                                                              | Total Funds  | Contributing |
|----------|-----------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 3.1      |                       |                                                                                                                          |              | No           |
| 3.2      | Facilities            | Keep facilities & landscapes safe, clean and welcoming                                                                   | \$450,000.00 | No           |
| 3.3      | Historical Facilities | Investigate possible support for restoring the chapel at Lo-Inyo School and the auditorium at the Lone Pine High School. |              | No           |
| 3.4      | Student Work Stations | Match desks, chairs, and tables in classrooms.                                                                           | \$20,000.00  | No           |
| 3.5      | Solar Panels          | Explore funding for solar parking lot covers.                                                                            |              | No           |

| Action #    | Title                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|-------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>3.6</b>  | High School Auditorium                     | Restore sound, lighting, and projecting technology to modern level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              | No           |
| <b>3.7</b>  | Board Adopted Instructional Materials      | Ensure proper Board adopted materials are being fully implemented for student learning and all textbooks and materials are in good condition.                                                                                                                                                                                                                                                                                                                                                                                          | \$15,000.00  | No           |
| <b>3.8</b>  | 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. |              | No           |
| <b>3.9</b>  |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$41,000.00  | No           |
| <b>3.10</b> | Special Day Classroom (SDC)                | Add Special Day Classroom to South County. County Office of Education per SELPA will support it for the first year. The purpose is to enhance services to identified students and also to more efficiently use financial resources.                                                                                                                                                                                                                                                                                                    | \$120,000.00 | No           |
| <b>3.11</b> | Public Address (PA) systems                | Focus maintenance efforts to ensure adequate PA systems exist at school sites for addressing the public (e.g., multipurpose room, gym, classrooms, schoolwide)                                                                                                                                                                                                                                                                                                                                                                         |              | No           |

## Goal Analysis [2022-23]

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

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

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

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

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.

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

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

| Projected LCFF Supplemental and/or Concentration Grants |  | Projected Additional LCFF Concentration Grant (15 percent) |
|---------------------------------------------------------|--|------------------------------------------------------------|
|                                                         |  |                                                            |

| Required Percentage to Increase or Improve Services for the LCAP Year           |                             |                         |                                                                             |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|                                                                                 | 0.00%                       | \$0.00                  |                                                                             |

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

## Required Descriptions

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

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.

The following 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.

Goal#1; Action#1; Rewards for student academic growth and effort.: The \$7000 allocated will provide increased motivation resulting in higher performance than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first: The State's standardized test scores showed a need for improvement in order to meet state and district expectations.

(2) How these actions are effective in meeting the goals for these students:

Students will increase their engagement in ELA and Math instruction

**Goal#1; Action#6; Credit Recovery:** The \$80963.04 allocated will provide additional opportunities to make up failed units will allow them to graduate on time whereas they may not have this without this support

(1) How the needs of foster youth, English learners, and low-income students were considered first: High school students accrued an inordinate number of failing grades during the quarantine periods when in-seat instruction was denied.

(2) How these actions are effective in meeting the goals for these students:

Students will be able to make up failing grades and gain greater access to graduation.

**Goal#1; Action#7; District Writing Program:** The \$10000 allocated will provide enhanced writing skills, building a more solid foundation than they may have otherwise have built.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

The district's ELA scores show room for improvement and are below the district's expected outcome.

Writing is a major component of ELA.

(2) How these actions are effective in meeting the goals for these students:

Increased writing skills will be reflected on the State's standardized tests for ELA.

**Goal#1; Action#10; EL Testing Coordinator** providing support for teachers in the classrooms: The

\$32705.35 allocated will provide English learners added ELD and SDAIE strategies from teachers will result in increased English proficiency and greater access to content above what they would normally receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

English learners are scoring below standard on the ELA state standardized tests.

(2) How these actions are effective in meeting the goals for these students:

An EL coordinator will provide teachers with the support they need to implement ELD in their classrooms.

**Goal#1; Action#11; EL Professional Development:** The \$1250 allocated will provide English learners' teachers even more PD resulting in improved services than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

English learners are scoring below standard on the ELA state standardized tests.

(2) How these actions are effective in meeting the goals for these students:

Teachers will be better prepared to meet the English Language Development (ELD) needs

Goal#1; Action#14; Supplemental English Language Arts: The \$13000 allocated will provide additional supplemental programs such as Accelerated Reader, NextGen Math, and IXL so that students have more practice in honing their foundational skills above which they would have received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:  
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#15; Supplemental Math: The \$12850 allocated will provide additional supplemental programs such as Accelerated Reader, NextGen Math, and IXL so that students have more practice in honing their foundational skills than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:  
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#17; Summer Academy: The \$12500 allocated will provide unduplicated students an extended school year to mitigate any learning losses accrued over the summer. This is a service that these students would otherwise not receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:  
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#19; Progress Monitoring Assessments: The \$5000 allocated will provide unduplicated students falling behind will have their progress in interventions monitored to determine effectiveness and inform any needed modifications. this is a service that these students would otherwise not receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:  
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Using these assessments to monitor the progress of these students will help make any needed adjustments thereby bringing these students closer to the standard.

Goal#1; Action#20; Periodic Standardized Assessments other than State's: The \$3500 allocated will provide unduplicated students the benefit of a standardized assessment to provide the school and teachers information about their level of development in ELA and Math. Schools and teachers can intervene when needed and be able to use the results to intervene at grade levels not assessed with CAASPP assessments. Without this service, unduplicated students would not benefit from assessments.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Implementing these assessments will allow teachers to determine if they should make adjustments to instruction thereby increasing the learning needed for students to demonstrate mastery.

Goal#2; Action#7; Public Input: The \$1000 allocated will provide teachers time to collaborate after school hours as needed to address low areas of school climate based on the results of CA climate surveys (e.g., CHKS, PSSS). Without this collaboration time, unduplicated students and their parents' voices would not result in actionable measures with teacher input.

(1) How the needs of foster youth, English learners, and low-income students were considered first: Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#9; Student Support: The \$1000 allocated will provide greater assurance and services to unduplicated students that will result in greater engagement with school. Without these services, these students would not engage to the extent they will.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#12; Suspension Rate: The \$4250 allocated will provide greater staff awareness of the restorative practices frameworks

resulting in more productive responses to student's maladaptive behaviors. This greater awareness will prevent the disengagement typically expected with unduplicated students if they exhibit behaviors inconsistent with learning.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#13; Social Emotional Learning: The \$5000 allocated will provide staff with increased tools in implementing SEL into their regular teaching. This will result in greater engagement to unduplicated students above which they would normally receive.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#14; Restorative Practices: The \$4250 allocated will provide greater staff awareness of the adverse childhood experiences many students have and allow them to engage more productive, compassionate strategies for managing student behaviors. Unduplicated students will benefit from higher quality interactions than they otherwise would have received.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#18; Alternative School: The \$118821 allocated will provide a PBIS tier III setting than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first: Unduplicated students are more likely in LPUSD to receive Tier III interventions and therefore be in need of Alternative Education.

(2) How these actions are effective in meeting the goals for these students:

Participation in the alternative learning setting will provide a more individualized and more comfortable environment for these students.

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

The above services will result in greater teacher skill in providing instruction that incorporates Social Emotional Learning (SEL) and restorative practices which will result in greater student engagement and improved pupil outcomes, particularly for unduplicated students. Additionally, teachers will have more performance results which will inform instruction and help in interventions for unduplicated students. Unduplicated students will be provided with additional time during summer to prolong learning. Unduplicated students will also have access to interventions that serve to increase performance on ELA and Math in particular.

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

Lone Pine Unified School District did not receive the concentration grant add-on funding.

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

## 2023-24 Total Expenditures Table

| Totals |  | LCFF Funds   | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|--|--------------|-------------------|--------------|---------------|----------------|-----------------|---------------------|
| Totals |  | \$502,981.03 | \$429,230.00      | \$361,000.00 | \$408,368.00  | \$1,701,579.03 |                 | \$1,701,579.03      |

| Goal | Action # | Action Title                                                            | Student Group(s)                         | LCFF Funds  | Other State Funds | Local Funds | Total Funds |
|------|----------|-------------------------------------------------------------------------|------------------------------------------|-------------|-------------------|-------------|-------------|
| 1    | 1.1      | Rewards for student academic growth and effort.                         | Low Income                               | \$3,500.00  | \$3,500.00        |             | \$7,000.00  |
| 1    | 1.2      | Internships                                                             | All                                      |             |                   |             |             |
| 1    | 1.3      | After School Elective-Like Opportunities                                | All                                      |             | \$8,500.00        |             | \$8,500.00  |
| 1    | 1.4      |                                                                         | All                                      |             |                   |             |             |
| 1    | 1.5      |                                                                         | All                                      | \$25,000.00 |                   |             | \$25,000.00 |
| 1    | 1.6      | Credit Recovery                                                         | English Learners Foster Youth Low Income | \$80,963.04 |                   |             | \$80,963.04 |
| 1    | 1.7      | District Writing Program                                                | English Learners Foster Youth Low Income | \$10,000.00 |                   |             | \$10,000.00 |
| 1    | 1.8      | Special Education Materials                                             | All                                      | \$2,500.00  |                   |             | \$2,500.00  |
| 1    | 1.9      | Math Adopted Curriculum Professional Development                        | All                                      | \$47,211.64 |                   |             | \$47,211.64 |
| 1    | 1.10     | EL Testing Coordinator providing support for teachers in the classrooms | English Learners                         | \$32,705.35 |                   |             | \$32,705.35 |
| 1    | 1.11     | EL Professional Development                                             | English Learners                         | \$1,250.00  |                   |             | \$1,250.00  |

| Goal | Action # | Action Title                                            | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|---------------------------------------------------------|------------------------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 1    | 1.12     |                                                         | All                                            |              |                   |             |               |              |
| 1    | 1.13     |                                                         | All                                            |              |                   |             |               |              |
| 1    | 1.14     | Supplemental English Language Arts                      | English Learners<br>Foster Youth<br>Low Income | \$13,000.00  |                   |             |               | \$13,000.00  |
| 1    | 1.15     | Supplemental Math                                       | English Learners<br>Foster Youth<br>Low Income | \$12,850.00  |                   |             |               | \$12,850.00  |
| 1    | 1.16     | Administrative Support                                  | All                                            | \$115,000.00 | \$15,000.00       |             | \$167,368.00  | \$297,368.00 |
| 1    | 1.17     | Summer Academy                                          | English Learners<br>Foster Youth<br>Low Income | \$12,500.00  |                   |             |               | \$12,500.00  |
| 1    | 1.18     | Integrated Math for Middle Schoolers                    | All                                            | \$3,000.00   |                   |             |               | \$3,000.00   |
| 1    | 1.19     | Progress Monitoring Assessments                         | English Learners<br>Foster Youth<br>Low Income | \$5,000.00   |                   |             |               | \$5,000.00   |
| 1    | 1.20     | Periodic Standardized Assessments other than State's    | English Learners<br>Foster Youth<br>Low Income | \$3,500.00   |                   |             |               | \$3,500.00   |
| 2    | 2.1      | Science Nights                                          | All                                            | \$1,000.00   |                   |             |               | \$1,000.00   |
| 2    | 2.2      | Movie Night                                             | All                                            | \$1,000.00   |                   |             |               | \$1,000.00   |
| 2    | 2.3      | Cultural Day                                            | All                                            | \$1,200.00   |                   |             |               | \$1,200.00   |
| 2    | 2.4      | Student Projects                                        | All                                            | \$4,750.00   |                   |             |               | \$4,750.00   |
| 2    | 2.5      | Farm Field Trips                                        | All                                            | \$1,500.00   |                   |             |               | \$1,500.00   |
| 2    | 2.6      | Food Garden                                             | All                                            |              |                   | \$7,500.00  |               | \$7,500.00   |
| 2    | 2.7      | Public Input                                            | English Learners<br>Foster Youth<br>Low Income | \$1,000.00   |                   |             |               | \$1,000.00   |
| 2    | 2.8      | Positive Behavior Interventions and Support (PBIS) K-12 | All                                            |              |                   | \$1,000.00  |               | \$1,000.00   |

| Goal | Action # | Action Title                                         | Student Group(s)                               | LCFF Funds  | Other State Funds | Local Funds  | Federal Funds | Total Funds  |
|------|----------|------------------------------------------------------|------------------------------------------------|-------------|-------------------|--------------|---------------|--------------|
| 2    | 2.9      | Student Support                                      | English Learners<br>Foster Youth<br>Low Income | \$1,000.00  |                   |              |               | \$1,000.00   |
| 2    | 2.10     | Career Technical Education (CTE)<br>General Pathways | All                                            | \$16,230.00 | \$132,230.00      | \$7,500.00   |               | \$155,960.00 |
| 2    | 2.11     | Career Technical Education Job Readiness             | All                                            |             |                   | \$180,000.00 |               | \$180,000.00 |
| 2    | 2.12     | Suspension Rate                                      | English Learners<br>Foster Youth<br>Low Income | \$4,250.00  |                   |              |               | \$4,250.00   |
| 2    | 2.13     | Social Emotional Learning                            | English Learners<br>Foster Youth<br>Low Income | \$5,000.00  |                   |              |               | \$5,000.00   |
| 2    | 2.14     | Restorative Practices                                | English Learners<br>Foster Youth<br>Low Income | \$4,250.00  |                   |              |               | \$4,250.00   |
| 2    | 2.15     | Chronic Absenteeism                                  | All                                            |             |                   |              |               |              |
| 2    | 2.16     | Front of School Aesthetics                           | All                                            |             |                   |              |               |              |
| 2    | 2.17     | Healthy Hikes                                        | All                                            |             |                   | \$5,000.00   |               | \$5,000.00   |
| 2    | 2.18     | Alternative School                                   | English Learners<br>Foster Youth<br>Low Income | \$38,821.00 | \$20,000.00       | \$60,000.00  |               | \$118,821.00 |
| 2    | 2.19     | School/District Beautification                       | All                                            |             |                   |              |               |              |
| 2    | 2.20     | Elective Classrooms                                  | All                                            |             |                   |              |               |              |
| 3    | 3.1      |                                                      | All                                            |             |                   |              |               |              |
| 3    | 3.2      | Facilities                                           | All                                            |             | \$250,000.00      |              | \$200,000.00  | \$450,000.00 |
| 3    | 3.3      | Historical Facilities                                | All                                            |             |                   |              |               |              |
| 3    | 3.4      | Student Work Stations                                | All                                            | \$20,000.00 |                   |              |               | \$20,000.00  |
| 3    | 3.5      | Solar Panels                                         | All                                            |             |                   |              |               |              |
| 3    | 3.6      | High School Auditorium                               | All                                            |             |                   |              |               |              |
| 3    | 3.7      | Board Adopted Instructional Materials                | All                                            | \$15,000.00 |                   |              |               | \$15,000.00  |

| Goal | Action # | Action Title                               | Student Group(s) | LCFF Funds  | Other State Funds | Local Funds  | Federal Funds | Total Funds  |
|------|----------|--------------------------------------------|------------------|-------------|-------------------|--------------|---------------|--------------|
| 3    | 3.8      | Assignment of teachers to authorized areas | All              |             |                   |              |               |              |
| 3    | 3.9      |                                            | All              |             |                   |              | \$41,000.00   | \$41,000.00  |
| 3    | 3.10     | Special Day Classroom (SDC)                | All              | \$20,000.00 |                   | \$100,000.00 |               | \$120,000.00 |
| 3    | 3.11     | Public Address (PA) systems                | All              |             |                   |              |               |              |

## 2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------|------------------|
|                              |                                                            |                                                                                                     | 0.00%                                                    |                                                                                               | \$229,589.39                                            | 0.00%                                                | 0.00 %                                                                                                 | <b>Total:</b>  | \$229,589.39     |
| <b>LEA-wide Total:</b>       |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        |                | \$139,376.35     |
| <b>Limited Total:</b>        |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        |                | \$0.00           |
| <b>Schoolwide Total:</b>     |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        |                | \$90,213.04      |

| Goal | Action # | Action Title                                                            | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)            | Location                                | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------------------------------------------------|-------------------------------------------------|------------|------------------------------------------|-----------------------------------------|------------------------------------------------------------|---------------------------------------------|
| 1    | 1.1      | Rewards for student academic growth and effort.                         | Yes                                             | LEA-wide   | Low Income                               | All Schools                             | \$3,500.00                                                 |                                             |
| 1    | 1.6      | Credit Recovery                                                         | Yes                                             | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Lone Pine High School | \$80,963.04                                                |                                             |
| 1    | 1.7      | District Writing Program                                                | Yes                                             | LEA-wide   | English Learners Foster Youth Low Income | All Schools                             | \$10,000.00                                                |                                             |
| 1    | 1.10     | EL Testing Coordinator providing support for teachers in the classrooms | Yes                                             | LEA-wide   | English Learners                         | All Schools                             | \$32,705.35                                                |                                             |
| 1    | 1.11     | EL Professional Development                                             | Yes                                             | LEA-wide   | English Learners                         | All Schools                             | \$1,250.00                                                 |                                             |
| 1    | 1.14     | Supplemental English Language Arts                                      | Yes                                             | LEA-wide   | English Learners Foster Youth Low Income | All Schools                             | \$13,000.00                                                |                                             |
| 1    | 1.15     | Supplemental Math                                                       | Yes                                             | LEA-wide   | English Learners Foster Youth            | All Schools                             | \$12,850.00                                                |                                             |

| Goal | Action # | Action Title                                         | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)                                | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|------------------------------------------------------|-------------------------------------------------|------------|--------------------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 1    | 1.17     | Summer Academy                                       | Yes                                             | LEA-wide   | Low Income<br>English Learners<br>Foster Youth<br>Low Income | All Schools | \$12,500.00                                                |                                             |
| 1    | 1.19     | Progress Monitoring Assessments                      | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$5,000.00                                                 |                                             |
| 1    | 1.20     | Periodic Standardized Assessments other than State's | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$3,500.00                                                 |                                             |
| 2    | 2.7      | Public Input                                         | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$1,000.00                                                 |                                             |
| 2    | 2.9      | Student Support                                      | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$1,000.00                                                 |                                             |
| 2    | 2.12     | Suspension Rate                                      | Yes                                             | Schoolwide | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$4,250.00                                                 |                                             |
| 2    | 2.13     | Social Emotional Learning                            | Yes                                             | Schoolwide | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$5,000.00                                                 |                                             |
| 2    | 2.14     | Restorative Practices                                | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$4,250.00                                                 |                                             |
| 2    | 2.18     | Alternative School                                   | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income               | All Schools | \$38,821.00                                                |                                             |

## 2022-23 Annual Update Table

| Totals        | Last Year's<br>Total Planned<br>Expenditures<br>(Total Funds) | Total Estimated<br>Expenditures<br>(Total Funds) |
|---------------|---------------------------------------------------------------|--------------------------------------------------|
| <b>Totals</b> | <b>\$1,793,579.03</b>                                         | <b>\$1,096,305.66</b>                            |

| Last Year's<br>Goal # | Last Year's Action<br># | Prior Action/Service Title                          | Contributed to Increased<br>or Improved Services? | Last Year's Planned<br>Expenditures<br>(Total Funds) | Estimated Actual<br>Expenditures<br>(Input Total Funds) |
|-----------------------|-------------------------|-----------------------------------------------------|---------------------------------------------------|------------------------------------------------------|---------------------------------------------------------|
| 1                     | 1.1                     | Rewards for student academic growth and effort.     | Yes                                               | \$7,000.00                                           | 0.00                                                    |
| 1                     | 1.2                     | Internships                                         | No                                                |                                                      | 0.00                                                    |
| 1                     | 1.3                     | After School Elective-Like Opportunities            | No                                                | \$8,500.00                                           | 42963.00                                                |
| 1                     | 1.4                     | Cursive writing                                     | No                                                |                                                      | 0.00                                                    |
| 1                     | 1.5                     | Transitional Kindergarten                           | No                                                | \$25,000.00                                          | 30684                                                   |
| 1                     | 1.6                     | Credit Recovery                                     | Yes                                               | \$80,963.04                                          | 41308                                                   |
| 1                     | 1.7                     | District Writing Program                            | Yes                                               | \$10,000.00                                          |                                                         |
| 1                     | 1.8                     | Special Education Materials                         | No                                                | \$2,500.00                                           | 1297                                                    |
| 1                     | 1.9                     | Science Adopted Curriculum Professional Development | No                                                | \$47,211.64                                          |                                                         |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                              | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1                  | 1.10                 | EL Testing Coordinator providing support for teachers in the classrooms | Yes                                            | \$32,705.35                                    | 33797.91                                          |
| 1                  | 1.11                 | EL Professional Development                                             | Yes                                            | \$1,250.00                                     | 250.00                                            |
| 1                  | 1.12                 | English Language Arts Core Curriculum                                   | No                                             | \$46,000.00                                    |                                                   |
| 1                  | 1.13                 | Math Core Curriculum                                                    | No                                             | \$46,000.00                                    |                                                   |
| 1                  | 1.14                 | Supplemental English Language Arts                                      | Yes                                            | \$13,000.00                                    |                                                   |
| 1                  | 1.15                 | Supplemental Math                                                       | Yes                                            | \$12,850.00                                    | 3500                                              |
| 1                  | 1.16                 | Administrative Support                                                  | No                                             | \$297,368.00                                   | 238678                                            |
| 1                  | 1.17                 | Summer Academy                                                          | Yes                                            | \$12,500.00                                    | 6500                                              |
| 1                  | 1.18                 | Integrated Math for Middle Schoolers                                    | No                                             | \$3,000.00                                     |                                                   |
| 1                  | 1.19                 | Progress Monitoring Assessments                                         | Yes                                            | \$5,000.00                                     | 10897                                             |
| 1                  | 1.20                 | Periodic Standardized Assessments other than State's                    | Yes                                            | \$3,500.00                                     | 1500                                              |
| 2                  | 2.1                  | Science Nights                                                          | No                                             | \$1,000.00                                     | 0.00                                              |
| 2                  | 2.2                  | Movie Night                                                             | No                                             | \$1,000.00                                     | 0.000                                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                              | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 2                  | 2.3                  | Cultural Day                                            | No                                             | \$1,200.00                                     | 0.00                                              |
| 2                  | 2.4                  | Student Projects                                        | No                                             | \$4,750.00                                     |                                                   |
| 2                  | 2.5                  | Farm Field Trips                                        | No                                             | \$1,500.00                                     | 0.00                                              |
| 2                  | 2.6                  | Food Garden                                             | No                                             | \$7,500.00                                     | 7192.45                                           |
| 2                  | 2.7                  | Public Input                                            | Yes                                            | \$1,000.00                                     |                                                   |
| 2                  | 2.8                  | Positive Behavior Interventions and Support (PBIS) K-12 | No                                             | \$1,000.00                                     | 500                                               |
| 2                  | 2.9                  | Student Support                                         | Yes                                            | \$1,000.00                                     | 56533                                             |
| 2                  | 2.10                 | Career Technical Education (CTE) General Pathways       | No                                             | \$155,960.00                                   | 144916                                            |
| 2                  | 2.11                 | Career Technical Education Job Readiness                | No                                             | \$180,000.00                                   | 198551.05                                         |
| 2                  | 2.12                 | Suspension Rate                                         | Yes                                            | \$4,250.00                                     |                                                   |
| 2                  | 2.13                 | Social Emotional Learning                               | Yes                                            | \$5,000.00                                     | 9625                                              |
| 2                  | 2.14                 | Restorative Practices                                   | Yes                                            | \$4,250.00                                     | 1500                                              |
| 2                  | 2.15                 | Chronic Absenteeism                                     | No                                             |                                                |                                                   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                 | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 2                  | 2.16                 | Front of School Aesthetics                 | No                                             |                                                |                                                   |
| 2                  | 2.17                 | Healthy Hikes                              | No                                             | \$5,000.00                                     | 0                                                 |
| 2                  | 2.18                 | Alternative School                         | Yes                                            | \$118,821.00                                   | 75036.95                                          |
| 2                  | 2.19                 | School/District Beautification             | No                                             |                                                |                                                   |
| 2                  | 2.20                 | Elective Classrooms                        | No                                             |                                                |                                                   |
| 3                  | 3.1                  | Restrooms                                  | No                                             |                                                |                                                   |
| 3                  | 3.2                  | Facilities                                 | No                                             | \$450,000.00                                   | 75279                                             |
| 3                  | 3.3                  | Historical Facilities                      | No                                             |                                                |                                                   |
| 3                  | 3.4                  | Student Work Stations                      | No                                             | \$20,000.00                                    | 7647.50                                           |
| 3                  | 3.5                  | Solar Panels                               | No                                             |                                                |                                                   |
| 3                  | 3.6                  | High School Auditorium                     | No                                             |                                                |                                                   |
| 3                  | 3.7                  | Board Adopted Instructional Materials      | No                                             | \$15,000.00                                    |                                                   |
| 3                  | 3.8                  | Assignment of teachers to authorized areas | No                                             |                                                |                                                   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title    | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 3                  | 3.9                  | Board Adopted Math Curriculum | No                                             | \$41,000.00                                    |                                                   |
| 3                  | 3.10                 | Special Day Classroom (SDC)   | No                                             | \$120,000.00                                   | 108149.80                                         |
| 3                  | 3.11                 | Public Address (PA) systems   | No                                             |                                                |                                                   |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) |                      | 4. Total Planned Contributing Expenditures (LCFF Funds)                 | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%)                      | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|----------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                                                                  |                      | \$229,589.39                                                            | \$0.00                                                                | \$0.00                                                                                             | 0.00%                                                                     | 0.00%                                                  | 0.00%                                                                                        |
| Last Year's Goal #                                                               | Last Year's Action # | Prior Action/Service Title                                              | Contributing to Increased or Improved Services?                       | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)                             | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services                | Estimated Actual Percentage of Improved Services (Input Percentage)                          |
| 1                                                                                | 1.1                  | Rewards for student academic growth and effort.                         | Yes                                                                   | \$3,500.00                                                                                         |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.6                  | Credit Recovery                                                         | Yes                                                                   | \$80,963.04                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.7                  | District Writing Program                                                | Yes                                                                   | \$10,000.00                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.10                 | EL Testing Coordinator providing support for teachers in the classrooms | Yes                                                                   | \$32,705.35                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.11                 | EL Professional Development                                             | Yes                                                                   | \$1,250.00                                                                                         |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.14                 | Supplemental English Language Arts                                      | Yes                                                                   | \$13,000.00                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.15                 | Supplemental Math                                                       | Yes                                                                   | \$12,850.00                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.17                 | Summer Academy                                                          | Yes                                                                   | \$12,500.00                                                                                        |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.19                 | Progress Monitoring Assessments                                         | Yes                                                                   | \$5,000.00                                                                                         |                                                                           |                                                        |                                                                                              |
| 1                                                                                | 1.20                 | Periodic Standardized Assessments other than State's                    | Yes                                                                   | \$3,500.00                                                                                         |                                                                           |                                                        |                                                                                              |
| 2                                                                                | 2.7                  | Public Input                                                            | Yes                                                                   | \$1,000.00                                                                                         |                                                                           |                                                        |                                                                                              |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 2                  | 2.9                  | Student Support            | Yes                                             | \$1,000.00                                                             |                                                                           |                                         |                                                                     |
| 2                  | 2.12                 | Suspension Rate            | Yes                                             | \$4,250.00                                                             |                                                                           |                                         |                                                                     |
| 2                  | 2.13                 | Social Emotional Learning  | Yes                                             | \$5,000.00                                                             |                                                                           |                                         |                                                                     |
| 2                  | 2.14                 | Restorative Practices      | Yes                                             | \$4,250.00                                                             |                                                                           |                                         |                                                                     |
| 2                  | 2.18                 | Alternative School         | Yes                                             | \$38,821.00                                                            |                                                                           |                                         |                                                                     |

## 2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
|                                                           |                                                                   |                                                          | 0.00%                                                                                                           | \$0.00                                                                       | 0.00%                                                         | 0.00%                                                                                      | \$0.00                                                                     | 0.00%                                             |

# Instructions

## Plan Summary

### Engaging Educational Partners

### Goals and Actions

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary Purpose**

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### **Focus Goal(s)**

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

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

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

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

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

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

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

#### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
  - 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
  - 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
- The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

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

California Department of Education  
January 2022



## LICENSING AGREEMENT

This Agreement effective **July 1, 2023**, is made and entered into by **Lone Pine Unified School District** as Licensee and Document Tracking Services (DTS) as Licenser each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
  - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
  - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
  - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.
- I. License Fee. Licensee shall pay a fee of **\$780**.



- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
  - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools\* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
    - \* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
  - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



### **Exhibit A**

The following are standard documents to be used in conjunction with the license.

1. 2023 School Accountability Report Card, English & Spanish (CDE Template)
2. 2023 School Plan for Student Achievement (CDE Template)
3. Others to be identified as needed.

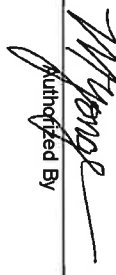
05 Lone Pine Unified  
Transaction Type: Budget Transfer

INYO COUNTY SCHOOLS  
GL Transmittal Report - Budget Transfer

Transmittal: 23000042  
Revision:  
Description: COE District Transmittal  
COE Received Date:  
Create Date: 06/16/2023  
Fiscal YR: 2023  
Transmittal Status: OPEN  
Print Date: 06/16/2023

| Attached Documents | Type | Document # | Revision # | Description               | Increase    | Decrease             | Total                | Create Date       | Effective Date | Workflow Status | GL Status |
|--------------------|------|------------|------------|---------------------------|-------------|----------------------|----------------------|-------------------|----------------|-----------------|-----------|
|                    | BT   | 230060     |            | AG INCENTIVE SUPPLEMENTAL |             |                      |                      | 06/16/2023        | 06/16/2023     | COE APPROVAL    | PENDED    |
| 01-7010-0          |      |            |            |                           |             |                      |                      |                   |                |                 |           |
|                    |      |            |            | Total Revenue             | (8000-8999) | \$20,009.00          | \$20,009.00          |                   |                |                 |           |
|                    |      |            |            | Total Expense             | (1000-7999) | \$20,009.00          | \$20,009.00          |                   |                |                 |           |
|                    |      |            |            | Net Difference            |             |                      | \$0.00               |                   |                |                 |           |
|                    |      |            |            | Report Total Revenue      |             | Increase \$20,009.00 | Decrease \$20,009.00 | Total \$20,009.00 |                |                 |           |
|                    |      |            |            | Report Total Expense      |             |                      |                      | \$20,009.00       |                |                 |           |
|                    |      |            |            | Report Net Difference     |             |                      |                      | \$0.00            |                |                 |           |

Acting under the provisions of Education Code Sections 35161, I hereby make the above revisions to the District Budget authorized by the Governing Board and do hereby certify that the Board has approved such action at a the below stated meeting, and said approval is on file in the office of said Board.

  
Authorized By  
Date: 06/16/2023  
County Audit  
Date

# GL Transaction Report - Budget Transfer GL Transmittal Report - Budget Transfer

05 Lone Pine Unified  
(Continued...)  
05 Lone Pine Unified

Transmittal: 23000042 Revision:  
Document: 230060

Fiscal YR: 2023  
Fiscal YR: 2023

| Document #              | Effective Date                  | Workflow Status | GL Status       | Document Description      |
|-------------------------|---------------------------------|-----------------|-----------------|---------------------------|
| 230060                  | 06/16/2023                      | COE APPROVAL    | PENED           | AG INCENTIVE SUPPLEMENTAL |
| Document Type           | Workflow Date                   | EAS Audit #     | Comment         |                           |
| Budget Transfer         | 06/16/2023                      |                 |                 |                           |
| Transmittal #           | Site Document                   | Created By      | Authorized By   | Create Date               |
| 23000042                |                                 | Yonge, Marianne | Yonge, Marianne | 06/16/2023                |
| Description             | Fu Rs Y Goal Func Obj Sch Mgmt  | Increase        | Decrease        | Rel Doc Type              |
| AGI SUPPLEMENTAL        | 01-7010-0-3800-1000-8580-456-AG | \$10,000.00     |                 |                           |
| 22.23 ESTIMATED ACTUALS | 01-7010-0-3800-1000-8980-456-AG | \$10,009.00     |                 |                           |
| BARN & CONSTRUCTION     | 01-7010-0-3800-1000-6400-456-AG | \$20,009.00     |                 |                           |
| 01-7010-0               | Total Revenue                   | Increase        | Decrease        | Total                     |
|                         | Total Expense                   | (8000-8999)     |                 | \$20,009.00               |
|                         | Net Difference                  | (1000-7999)     |                 | \$20,009.00               |
|                         | Report Total Revenue            |                 |                 | \$20,009.00               |
|                         | Report Total Expense            |                 |                 | \$20,009.00               |
|                         | Report Net Difference           |                 |                 | \$0.00                    |

| Workflow | Description               | Assigned User Group  | Approved By     | Approved Date         |
|----------|---------------------------|----------------------|-----------------|-----------------------|
|          | District Authorized Agent | GLWFAUTHORIZEDAGENT  | Yonge, Marianne | 6/16/2023 12:48:45 PM |
|          | COE Auditor               | GLWFCOEBudgetAuditor |                 |                       |

Acting under the provisions of Education Code Sections 35161, I hereby make the above revisions to the District Budget authorized by the Governing Board and do hereby certify that the Board has approved such action at a the below stated meeting, and said approval is on file in the office of said Board.

05YONGEM - Yonge, Marianne

06/16/2023 12:48:45 PM

Authorized By

Date

County Audit

Date

# INYO COUNTY SCHOOLS GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
Transaction Type: Interfund Cash Transfer

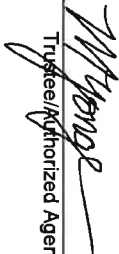
Transmittal: 23000043  
Description: COE District Transmittal  
COE Received Date:

Revision:  
Create Date: 06/16/2023

Fiscal YR: 2023  
Transmittal Status: OPEN  
Print Date: 06/16/2023

| Attached Documents | Type | Document # | Revision # | Description                      | Create Date | Effective Date | Workflow Status | GL Status |
|--------------------|------|------------|------------|----------------------------------|-------------|----------------|-----------------|-----------|
|                    | IFT  | 230346     |            | 22-23 FUND 1 TO 17               | 06/14/2023  | 06/14/2023     | COE APPROVAL    | PENDED    |
|                    |      |            |            | Fund 01 Total Expense            |             |                |                 |           |
|                    |      |            |            | Fund 01 Total Debits and Credits |             |                |                 |           |
|                    |      |            |            | Fund 17 Total Revenue            |             |                |                 |           |
|                    |      |            |            | Fund 17 Total Debits and Credits |             |                |                 |           |
|                    |      |            |            | Report Total                     |             |                |                 |           |
|                    |      |            |            |                                  | Debit       | Credit         |                 |           |
|                    |      |            |            |                                  | (1000-7999) | \$72,000.00    | \$0.00          |           |
|                    |      |            |            |                                  |             | \$72,000.00    | \$0.00          |           |
|                    |      |            |            |                                  |             | \$0.00         | \$72,000.00     |           |
|                    |      |            |            |                                  |             | \$0.00         | \$72,000.00     |           |
|                    |      |            |            |                                  |             | \$72,000.00    | \$72,000.00     |           |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
  2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
  3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.
- I, (we) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

  
Trustee/Authorized Agent

Examined, approved, and allowed per E.C. 42635 and E.C. 42636

Signature, District Financial Services

6/16/2023

Date

Released to EAS

Date

# GL Transaction Report - Interfund Cash Transfer GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
(Continued...)  
05 Lone Pine Unified  
Document # 230346  
Effective Date 06/14/2023

Workflow Status  
COE APPROVAL  
GL Status  
PENDED  
Document Description  
22-23 FUND 1 TO 17

Transmittal: 23000043

Revision:

Fiscal YR: 2023  
Fiscal YR: 2023

Document Type  
Interfund Cash Transfer

Workflow Date  
06/14/2023

EAS Audit #

Comment

Transmittal #  
23000043  
Site Document

Created By  
Yonge, Marianne

Authorized By  
Yonge, Marianne

Create Date  
06/14/2023

Description  
22.23 ESTIMATED ACTUALS

Fu Rs Y Goal Func Obj Sch Mgmt  
01-0000-0-0000-9300-7619-910-OTGO

Debit  
70,000.00

Credit

Rel Doc Type

Rel Doc #

Line Notes/Warnings/Errors  
Warning: Expenditure Account Balance is less than amount for this Rolled up  
Acct: 010000000000007619000  
(Balance: \$52,000.00)

01 TO 17 TRAN 22.23  
22.23 BUDGET

17-0000-0-0000-9300-8919-910-0000  
01-0000-0-0000-9300-7619-910-OTGO

2,000.00

70,000.00

Warning: Expenditure Account Balance is less than amount for this Rolled up  
Acct: 010000000000007619000  
(Balance: \$52,000.00)

01 TO 17 TECH 22.23

17-0000-0-0000-9300-8919-910-0000

2,000.00

0.00

Fund 01 Total Expense  
Total Fund 01 Debits and Credits

(1000-7999)

72,000.00

0.00

Fund 17 Total Revenue  
Total Fund 17 Debits and Credits

(8000-8999)

0.00

72,000.00

Report Total

72,000.00

72,000.00

| Workflow | Description               | Assigned User Group | Approved By     | Approved Date        |
|----------|---------------------------|---------------------|-----------------|----------------------|
|          | District Authorized Agent | GLWFAUTHORIZEDAGENT | Yonge, Marianne | 6/14/2023 9:21:41 AM |
|          | COE Auditor               | GLWFCOE Auditor     |                 |                      |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
  2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
  3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.
- I, (we) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

05YONGEM - Yonge, Marianne

06/14/2023 9:21:41 AM

Trustee/Authorized Agent

Date

Examined, approved, and allowed per E.C. 42635 and E.C. 42636

Released to EAS

Signature, District Financial Services

Date

# INYO COUNTY SCHOOLS GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
Transaction Type: Interfund Cash Transfer

Transmittal: 23000044  
Description: COE District Transmittal  
COE Received Date:

Revision:  
Create Date: 06/16/2023

Fiscal YR: 2023  
Transmittal Status: OPEN  
Print Date: 06/16/2023

| Attached Documents | Type | Document # | Revision # | Description             | Create Date | Effective Date | Workflow Status | GL Status |
|--------------------|------|------------|------------|-------------------------|-------------|----------------|-----------------|-----------|
|                    | IFT  | 230348     |            | 22.23 FUND 1 TO FUND 14 | 06/14/2023  | 06/14/2023     | COE APPROVAL    | PENDED    |

|                                  | Debit       | Credit      |
|----------------------------------|-------------|-------------|
| Fund 01 Total Expense            | (1000-7999) |             |
| Fund 01 Total Debits and Credits | \$80,000.00 | \$0.00      |
| Fund 14 Total Revenue            |             | (8000-8999) |
| Fund 14 Total Debits and Credits | \$0.00      | \$80,000.00 |
| Report Total                     | \$80,000.00 | \$80,000.00 |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
  2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
  3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.
- I, (we) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

  
Trustee/Authorized Agent

6/16/2023

Date

Examined, approved, and allowed per E.C. 42635 and E.C. 42636

Released to EAS

Signature, District Financial Services

Date

# GL Transaction Report - Interfund Cash Transfer GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
(Continued...)  
05 Lone Pine Unified  
Document # 230348

Effective Date  
06/14/2023

Workflow Status  
COE APPROVAL

GL Status  
PENDING

Document Description  
22.23 FUND 1 TO FUND 14

Workflow Date  
06/14/2023

EAS Audit #

Comment

Document Type  
Interfund Cash Transfer

Transmittal #  
23000044

Site Document

Created By  
Yonge, Marianne

Authorized By  
Yonge, Marianne

Create Date  
06/14/2023

Transmittal: 23000044

Revision:

Fiscal YR: 2023

Fiscal YR: 2023

| Description                      | Fu | Rs   | Y | Goal | Func | Obj  | Sch | Mgmt | Debit       | Credit    | Rel       | Doc | Type | Rel | Doc | # | Line Notes/Warnings/Errors                                                                                                     |
|----------------------------------|----|------|---|------|------|------|-----|------|-------------|-----------|-----------|-----|------|-----|-----|---|--------------------------------------------------------------------------------------------------------------------------------|
| 22.23 BUDGET                     | 01 | 0000 | 0 | 0000 | 9300 | 7619 | 910 | OTGO | 30,000.00   |           |           |     |      |     |     |   | Warning: Expenditure Account Balance is less than amount for this Rolled up Acct: 010000000000007619000 (Balance: \$52,000.00) |
| 22.23 BUDGET                     | 14 | 0205 | 0 | 0000 | 9300 | 8919 | 000 | 0000 |             | 30,000.00 |           |     |      |     |     |   | Warning: Expenditure Account Balance is less than amount for this Rolled up Acct: 010000000000007619000 (Balance: \$52,000.00) |
| 22.23 ESTIMATED ACTUALS          | 01 | 0000 | 0 | 0000 | 9300 | 7619 | 910 | OTGO | 50,000.00   |           |           |     |      |     |     |   | Warning: Expenditure Account Balance is less than amount for this Rolled up Acct: 010000000000007619000 (Balance: \$52,000.00) |
| 22.23 ESTIMATED ACTUALS          | 14 | 0205 | 0 | 0000 | 9300 | 8919 | 000 | 0000 |             | 50,000.00 |           |     |      |     |     |   | Warning: Expenditure Account Balance is less than amount for this Rolled up Acct: 010000000000007619000 (Balance: \$52,000.00) |
| Fund 01 Total Expense            |    |      |   |      |      |      |     |      | (1000-7999) | 80,000.00 | 0.00      |     |      |     |     |   |                                                                                                                                |
| Total Fund 01 Debits and Credits |    |      |   |      |      |      |     |      |             | 80,000.00 | 0.00      |     |      |     |     |   |                                                                                                                                |
| Fund 14 Total Revenue            |    |      |   |      |      |      |     |      | (8000-8999) | 0.00      | 80,000.00 |     |      |     |     |   |                                                                                                                                |
| Total Fund 14 Debits and Credits |    |      |   |      |      |      |     |      |             | 0.00      | 80,000.00 |     |      |     |     |   |                                                                                                                                |
| Report Total                     |    |      |   |      |      |      |     |      |             | 80,000.00 | 80,000.00 |     |      |     |     |   |                                                                                                                                |

| Workflow | Description               | Assigned User Group | Approved By     | Approved Date        |
|----------|---------------------------|---------------------|-----------------|----------------------|
|          | District Authorized Agent | GLWFAUTHORIZEDAGENT | Yonge, Marianne | 6/14/2023 9:27:22 AM |
|          | COE Auditor               | GLWFCOE Auditor     |                 |                      |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.

I, (we) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

05YONGEM - Yonge, Marianne

06/14/2023 9:27:22 AM

Trustee/Authorized Agent

Date

Examined, approved, and allowed per E.C. 42635 and E.C. 42636

Released to EAS

Signature, District Financial Services

Date

# GL Transaction Report - Interfund Cash Transfer GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
(Continued...)  
05 Lone Pine Unified  
Document # 2300045  
Effective Date 06/14/2023

Workflow Status  
COE APPROVAL  
GL Status  
PENDING

Document: 230045  
Document Description  
[REVRI][REPL]:FUND 13 TO FUND 01

Transmittal: 23000045

Revision:

Fiscal YR: 2023  
Fiscal YR: 2023

Document Type Interfund Cash Transfer  
Workflow Date 06/14/2023  
EAS Audit #  
Comment [6/14/2023 9:29:45 AM 05YONGEM] REVERSED FROM DOCUMENT # AUTO # [REPL]:FUND 01 TO FUND 13

Transmittal # 23000045  
Site Document  
Created By Yonge, Marianne  
Authorized By Yonge, Marianne  
Create Date 06/14/2023

| Description                                       | Fu | Rs | Y | Goal | Func | Obj | Sch | Mgmt | Debit     | Credit      | Rel | Doc | Type | Rel | Doc | # | Line | Notes/Warnings/Errors |
|---------------------------------------------------|----|----|---|------|------|-----|-----|------|-----------|-------------|-----|-----|------|-----|-----|---|------|-----------------------|
| RETURN TO 1, DUE TO UNIVERSAL MEALS-STATE FUNDING |    |    |   |      |      |     |     |      | 20,000.00 |             |     |     |      |     |     |   |      |                       |
| RETURN TO 1, DUE TO UNIVERSAL MEALS-STATE FUNDING |    |    |   |      |      |     |     |      |           | 20,000.00   |     |     |      |     |     |   |      |                       |
| Fund 01 Total Expense                             |    |    |   |      |      |     |     |      |           | (1000-7999) |     |     |      |     |     |   |      |                       |
| Total Fund 01 Debits and Credits                  |    |    |   |      |      |     |     |      | 0.00      | 20,000.00   |     |     |      |     |     |   |      |                       |
| Fund 13 Total Revenue                             |    |    |   |      |      |     |     |      |           | (8000-8999) |     |     |      |     |     |   |      |                       |
| Total Fund 13 Debits and Credits                  |    |    |   |      |      |     |     |      | 20,000.00 | 0.00        |     |     |      |     |     |   |      |                       |
| Report Total                                      |    |    |   |      |      |     |     |      | 20,000.00 | 20,000.00   |     |     |      |     |     |   |      |                       |

| Workflow                  | Description | Assigned User Group  | Approved By     | Approved Date        |
|---------------------------|-------------|----------------------|-----------------|----------------------|
| District Authorized Agent | COE Auditor | GLWF:AUTHORIZEDAGENT | Yonge, Marianne | 6/14/2023 9:29:51 AM |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.

I, (we) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

05YONGEM - Yonge, Marianne  
Trustee/Authorized Agent  
Examined, approved, and allowed per E.C. 42635 and E.C. 42636  
Signature, District Financial Services  
Date 06/14/2023 9:29:51 AM  
Released to EAS  
Date

# INYO COUNTY SCHOOLS GL Transmittal Report - Interfund Cash Transfer

05 Lone Pine Unified  
Transaction Type: Interfund Cash Transfer

Transmittal: 23000045  
Description: COE District Transmittal  
COE Received Date:

Revision:  
Create Date: 06/16/2023

Fiscal YR: 2023  
Transmittal Status: OPEN  
Print Date: 06/16/2023

| Attached Documents | Type | Document # | Revision # | Description                      | Create Date | Effective Date | Workflow Status | GL Status |
|--------------------|------|------------|------------|----------------------------------|-------------|----------------|-----------------|-----------|
|                    | IFT  | 230349     |            | [REVR][REPL]: FUND 13 TO FUND 01 | 06/14/2023  | 06/14/2023     | COE APPROVAL    | PENDED    |

|                                  | Debit       | Credit      |
|----------------------------------|-------------|-------------|
| Fund 01 Total Expense            | (1000-7999) |             |
| Fund 01 Total Debits and Credits | \$0.00      | \$20,000.00 |
|                                  | \$0.00      | \$20,000.00 |
| Fund 13 Total Revenue            |             | (8000-8999) |
| Fund 13 Total Debits and Credits |             | \$20,000.00 |
|                                  | \$20,000.00 | \$0.00      |
| Report Total                     | \$20,000.00 | \$20,000.00 |

1. Print transmittal after an Authorized Agent has approved/released the Interfund Transfer document in the General Ledger Financial System.
  2. Send one copy of the Transmittal with the corresponding Auditable Interfund Transfer Documents and supporting documentation to: District Financial Services.
  3. Use this form to transfer monies from one fund/sub-fund to another district fund/sub-fund as legally authorized by said funds of the district, as per education codes 42603 and 42635.
- I, (We) as Trustee(s) of the School District or as an agent appointed by the Board of Education per Education Code 35160 and 35161, do hereby approve each, every, and all of the above transfers as proper and legal transactions for the designated funds of the above named school district.

6/16/2023

  
Trustee/Authorized Agent

Date

Examined, approved, and allowed per E.C. 42635 and E.C. 42636

Released to EAS

Signature, District Financial Services

Date

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT

JUNE 21, 2023 BOARD MEETING  
05 Lone Pine Unified

Fiscal Year: 2023

| Purchase Order | Vendor                      | Description                    | Ln | Fu | Rs   | Y | Goal | Func | Obj  | Sch | Mgmt | Encumbered |
|----------------|-----------------------------|--------------------------------|----|----|------|---|------|------|------|-----|------|------------|
| 230275         | SHI INTERNATIONAL CORP      | Remote for Polycom Studio X70  | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4340 | 910 | ESSR | 154.59     |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 154.59     |
| 230276         | DELL MARKETING L.P.         | Laptop/Gear for New Superinten | 1  | 01 | 0000 | 0 | 0000 | 7700 | 4340 | 910 | TECH | 540.18     |
|                |                             |                                | 2  | 01 | 0000 | 0 | 0000 | 7100 | 4490 | 910 | BD/S | 2,845.40   |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 3,385.58   |
| 230277         | SHI INTERNATIONAL CORP      | USB Items                      | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4340 | 910 | ESSR | 250.10     |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 250.10     |
| 230278         | U.S. BANK CORPORATE PAYMENT | Outdoor Projector/Sound/Screen | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4490 | 910 | ESSR | 3,311.63   |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 3,311.63   |
| 230279         | SYSICO VENTURA              | supplies on the fly            | 1  | 13 | 5316 | 0 | 0000 | 3700 | 4702 | 910 | CAFE | 216.81     |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 216.81     |
| 230280         | SYSICO VENTURA              | Supplies on the Fly            | 1  | 13 | 5310 | 0 | 0000 | 3700 | 4702 | 910 | CAFE | 115.36     |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 115.36     |
| 230281         | NANCY O'SULLIVAN            | Paint & Supplies               | 1  | 01 | 0000 | 0 | 0000 | 8110 | 4380 | 911 | MAIN | 500.00     |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 500.00     |
| 230282         | MOHAWK USA                  | Chromebook Cases               | 1  | 01 | 1100 | 0 | 1110 | 1000 | 4310 | 111 | IN L | 3,576.23   |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 3,576.23   |
| 230283         | DELL MARKETING L.P.         | 2023-2024 Chromebooks Lo-Inyo  | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4340 | 910 | ESSR | 15,178.20  |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 15,178.20  |
| 230284         | DELL MARKETING L.P.         | 2023-2024 LPHS Chromebooks     | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4340 | 910 | ESSR | 16,057.00  |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 16,057.00  |
| 230285         | DELL MARKETING L.P.         | 2023 Chromebooks for 3rd - 5th | 1  | 01 | 3010 | 0 | 1110 | 1000 | 4310 | 111 | T1   | 17,770.28  |
|                |                             |                                | 2  | 01 | 4127 | 0 | 1110 | 1000 | 4440 | 910 | T4   | 14,343.73  |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 32,114.01  |
| 230286         | U.S. BANK CORPORATE PAYMENT | Projector and audio items for  | 1  | 01 | 3213 | 0 | 1110 | 1000 | 4490 | 910 | ESSR | 3,327.23   |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 3,327.23   |
| 230287         | WEBSTAIRANT.COM             | Outdoor Freezer/Milk Cooler    | 1  | 01 | 7028 | 0 | 1110 | 3700 | 6400 | 910 | CAFE | 25,912.85  |
|                |                             | Total                          |    |    |      |   |      |      |      |     |      | 25,912.85  |

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT

05 Lone Pine Unified

Fiscal Year: 2023

Purchase Order 230288 Vendor SILVERLINE STRUCTURES

Description Hay Barn Building

| Ln    | Fu | Rs   | Y | Goal | Func | Obj  | Sch  | Mgmt     | Encumbered |
|-------|----|------|---|------|------|------|------|----------|------------|
| 1     | 01 | 7010 | 0 | 0    | 3800 | 1000 | 6400 | 456-AG   | 20,000.00  |
| 2     | 01 | 6387 | 0 | 0    | 6000 | 1000 | 6400 | 456-CTIG | 13,010.79  |
| Total |    |      |   |      |      |      |      |          | 33,010.79  |

Purchase Order Count: 14

Grand Total 137,110.38

The above Purchase Order(s) have been issued in accordance with the District's policies and procedures and are hereby recommended for approval.

| Fund Summary: |            |
|---------------|------------|
| Fund 01       | 136,778.21 |
| Fund 13       | 332.17     |

  
Authorized Agent

Board Approval \_\_\_\_\_

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000059-0 AUDIT

Reference Vendor  
PV231009-001 BISHOP VET HOSPITAL

Description Amount  
AG SUPPLIES 738.50  
Total Payment Amount 738.50

PO230265-001 DELL MARKETING L.P.

AC Adapters for Chromebooks an 371.08  
Total Payment Amount 371.08

PO230264-001 DELL MARKETING L.P.

Printer for Library at Lo-Inyo 797.54  
Total Payment Amount 797.54

PO230086-059 FRONTIER COMMUNICATIONS

Open PO for phone services -FY 80.32  
Total Payment Amount 80.32

PV231006-001 INYO CO OFFICE OF ED

FY21-22 SELPA INFANT PROGRAM 9,783.00  
Total Payment Amount 9,783.00

PO230087-066 INYO COUNTY WATER SYSTEMS

Monthly water fees for school 286.92  
Total Payment Amount 286.92

PV231005-001 NANCY O'SULLIVAN

WASC SUPPLIES 542.30  
Total Payment Amount 542.30

PO230240-001 PINCO

Tony Roberts 323.90  
Total Payment Amount 323.90

PV231012-001 SCHOOLS LEGAL SERVICES

FEE FOR LEGAL SERVICES 12,775.80  
Total Payment Amount 12,775.80

PV231013-001 SUSAN PATTON

MILEAGE FOR CSBA MEETING 582.95  
Total Payment Amount 582.95

PV231001-001 SYSCO VENTURA

CAFE SUPPLIES 1,791.99  
Total Payment Amount 1,791.99

Transmittal Total 28,074.30

Fund Summary: Fund 01 25,958.41

Fund 13 2,115.89

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 2300059-0  
Reference Vendor  
PV231011-001 AMERIGAS

Description  
PROPANE-OLANCHA  
Amount  
137.23  
137.23

PV231007-001 BISHOP VET HOSPITAL  
PV231008-001 BISHOP VET HOSPITAL  
PV231010-001 BISHOP VET HOSPITAL

AG SUPPLIES  
AG SUPPLIES  
AG SUPPLIES  
Total Payment Amount  
440.00  
881.00  
83.00  
1,404.00

PO230096-011 CALIFORNIA BROADBAND COOPERATI

Annual Estate Year Contract 7/2  
Total Payment Amount  
644.62  
644.62

PO230093-011 CANON FINANCIAL SERVICES INC

Annual Copier Leases  
Total Payment Amount  
2,190.38  
2,190.38

PO230086-060 FRONTIER COMMUNICATIONS  
PO230086-061 FRONTIER COMMUNICATIONS  
PO230086-062 FRONTIER COMMUNICATIONS  
PO230086-063 FRONTIER COMMUNICATIONS  
PO230086-064 FRONTIER COMMUNICATIONS

Open PO for phone services -FY  
Open PO for phone services -FY  
Open PO for phone services -FY  
Open PO for phone services -FY  
Open PO for phone services -FY  
Total Payment Amount  
158.31  
77.78  
295.01  
228.80  
79.54  
839.44

PO230232-002 GINNENE BRANCH  
PO230232-003 GINNENE BRANCH

Art Supplies for Art Class  
Art Supplies for Art Class  
Total Payment Amount  
156.30  
20.58  
176.88

PO230087-065 INYO COUNTY WATER SYSTEMS  
PO230087-067 INYO COUNTY WATER SYSTEMS  
PO230087-068 INYO COUNTY WATER SYSTEMS  
PO230087-069 INYO COUNTY WATER SYSTEMS  
PO230087-070 INYO COUNTY WATER SYSTEMS  
PO230087-071 INYO COUNTY WATER SYSTEMS  
PO230087-072 INYO COUNTY WATER SYSTEMS

Monthly water fees for school  
Monthly water fees for school  
Monthly water fees for school  
Monthly water fees for school  
Monthly water fees for school  
Monthly water fees for school  
Monthly water fees for school  
Total Payment Amount  
89.66  
573.84  
286.92  
286.92  
286.92  
89.66  
286.92  
1,900.84

PO230238-001 PINCO

Appe & Eve  
Total Payment Amount  
95.00  
95.00

PV231002-001 PRODUCERS DAIRY

MILK  
Total Payment Amount  
441.39

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000059-0

Total Payment Amount

441.39

Reference Vendor  
PV231003-001 QUILL CORPORATION  
PV231004-001 QUILL CORPORATION

Description  
DO OFFICE SUPPLIES  
DO OFFICE SUPPLIES

Amount  
14.64  
20.69

Total Payment Amount

35.33

PO230249-002 SHI INTERNATIONAL CORP

Polycam and TV Stuff for the b

Total Payment Amount

6,451.85  
6,451.85

Transmittal Total

14,316.96

Fund Summary: Fund 01  
Fund 13

13,780.57  
536.39

Transmittal Number: 23000060-0 AUDIT

PV231014-001 U.S. BANK CORPORATE PAYMENT

PUMP FOR POOL

Total Payment Amount

6,153.51  
6,153.51

Transmittal Total

6,153.51

Fund Summary: Fund 01

6,153.51

Transmittal Number: 23000060-0  
MV230088-001 ALICIA SOUTHEY

SOFTBALL REIMBURSEMENT MEALS

Total Payment Amount

90.02  
90.02

PV231016-001 ATKINSON, ANDELSON, LOYA, RUUD

ATTORNEY FEES

Total Payment Amount

2,892.75  
2,892.75

PV231018-001 CATA

REGISTRATION FEES

Total Payment Amount

460.00  
460.00

PV231015-001 NANCY O'SULLIVAN  
PV231017-001 NANCY O'SULLIVAN

GARDEN GRANT SUPPLIES  
WASC SUPPLY REIMBURSEMENT

Total Payment Amount

1,283.23  
278.84  
1,562.07

Transmittal Total

5,004.84

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000060-0

Fund Summary: Fund 01 5,004.84

Transmittal Number: 23000061-0 AUDIT

| Reference    | Vendor                         | Description                    | Amount     |
|--------------|--------------------------------|--------------------------------|------------|
| PO230067-012 | AMERICAN FIDELITY ASSURANCE CO | SDI Insurance for Classified E | 953.82     |
|              |                                | Total Payment Amount           | 953.82     |
| PV231065-001 | CALIFORNIA'S VALUED TRUST      | HEALTH AND WELFARE             | 101,308.84 |
|              |                                | Total Payment Amount           | 101,308.84 |
| PO230147-049 | DAVES AUTO PARTS               | Ag supplies                    | 7.24       |
| PV231061-001 | DAVES AUTO PARTS               | MAINTENANCE SUPPLIES           | 36.62      |
|              |                                | Total Payment Amount           | 43.86      |
| PV231024-001 | DEPT OF WATER AND POWER        | ELECTRICITY OLANCHA            | 519.95     |
| PV231027-001 | DEPT OF WATER AND POWER        | ELECTRICITY                    | 2,116.47   |
| PV231028-001 | DEPT OF WATER AND POWER        | ELECTRICITY                    | 178.66     |
| PV231029-001 | DEPT OF WATER AND POWER        | ELECTRICITY                    | 1,099.17   |
|              |                                | Total Payment Amount           | 3,914.25   |
| PO230018-067 | GARDNERS                       | Annual Maintenance Supplies-Op | 22.80      |
| PO230018-068 | GARDNERS                       | Annual Maintenance Supplies-Op | 143.70     |
| PO230018-069 | GARDNERS                       | Annual Maintenance Supplies-Op | 42.62      |
| PO230018-070 | GARDNERS                       | Annual Maintenance Supplies-Op | 159.52     |
| PO230018-071 | GARDNERS                       | Annual Maintenance Supplies-Op | 87.44      |
| PO230018-072 | GARDNERS                       | Annual Maintenance Supplies-Op | 13.45      |
| PO230018-073 | GARDNERS                       | Annual Maintenance Supplies-Op | 275.31     |
| PO230018-074 | GARDNERS                       | Annual Maintenance Supplies-Op | 31.24      |
| PO230018-075 | GARDNERS                       | Annual Maintenance Supplies-Op | 121.69     |
| PO230018-076 | GARDNERS                       | Annual Maintenance Supplies-Op | 107.73     |
| PO230018-077 | GARDNERS                       | Annual Maintenance Supplies-Op | 439.10     |
| PO230018-078 | GARDNERS                       | Annual Maintenance Supplies-Op | 21.54      |
| PO230018-079 | GARDNERS                       | Annual Maintenance Supplies-Op | 23.68      |
| PO230018-080 | GARDNERS                       | Annual Maintenance Supplies-Op | 27.99      |
| PO230018-081 | GARDNERS                       | Annual Maintenance Supplies-Op | 12.15      |
| PO230018-082 | GARDNERS                       | Annual Maintenance Supplies-Op | 163.23     |
| PO230018-083 | GARDNERS                       | Annual Maintenance Supplies-Op | 51.21      |
| PO230018-084 | GARDNERS                       | Annual Maintenance Supplies-Op | 134.47     |
| PO230018-085 | GARDNERS                       | Annual Maintenance Supplies-Op | 126.37     |
| PO230018-086 | GARDNERS                       | Annual Maintenance Supplies-Op | 21.55      |

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 2300061-0 AUDIT

| Reference            | Vendor              | Description                    | Amount   |
|----------------------|---------------------|--------------------------------|----------|
| PO230018-087         | GARDNER'S           | Annual Maintenance Supplies-Op | 19.36    |
| PO230018-088         | GARDNER'S           | Annual Maintenance Supplies-Op | 123.88   |
| PO230018-089         | GARDNER'S           | Annual Maintenance Supplies-Op | 19.16    |
| PO230018-090         | GARDNER'S           | Annual Maintenance Supplies-Op | 25.06    |
| PO230018-091         | GARDNER'S           | Annual Maintenance Supplies-Op | 14.51    |
| PO230018-092         | GARDNER'S           | Annual Maintenance Supplies-Op | 60.07    |
| PO230018-093         | GARDNER'S           | Annual Maintenance Supplies-Op | 44.17    |
| PO230018-094         | GARDNER'S           | Annual Maintenance Supplies-Op | 53.29    |
| PO230018-095         | GARDNER'S           | Annual Maintenance Supplies-Op | 109.29   |
| PO230018-096         | GARDNER'S           | Annual Maintenance Supplies-Op | 43.08    |
| PO230018-097         | GARDNER'S           | Annual Maintenance Supplies-Op | 27.99    |
| PO230018-098         | GARDNER'S           | Annual Maintenance Supplies-Op | 22.92    |
| PO230018-099         | GARDNER'S           | Annual Maintenance Supplies-Op | 59.23    |
| PO230018-100         | GARDNER'S           | Annual Maintenance Supplies-Op | 122.82   |
| PV231048-001         | GARDNER'S           | AG SUPPLIES                    | 240.53   |
| PV231049-001         | GARDNER'S           | AG SUPPLIES                    | 212.35   |
| PV231050-001         | GARDNER'S           | AG SUPPLIES                    | 336.26   |
| PV231051-001         | GARDNER'S           | AG SUPPLIES                    | 57.10    |
| PV231052-001         | GARDNER'S           | AG SUPPLIES                    | 40.84    |
| PV231053-001         | GARDNER'S           | AG SUPPLIES                    | 53.80    |
| PV231054-001         | GARDNER'S           | AG SUPPLIES                    | 33.01    |
| PV231055-001         | GARDNER'S           | AG SUPPLIES                    | 54.91    |
| PV231056-001         | GARDNER'S           | AG SUPPLIES                    | 41.96    |
| PV231057-001         | GARDNER'S           | AG SUPPLIES                    | 871.60   |
| Total Payment Amount |                     |                                | 4,713.98 |
| PV231032-001         | GRAINGER INC        | CUSTODIAL SUPPLIES             | 88.83    |
| PV231039-001         | GRAINGER INC        | CUSTODIAL SUPPLIES             | 90.23    |
| PV231047-001         | GRAINGER INC        | MAINTENANCE SUPPLIES           | 52.17    |
| Total Payment Amount |                     |                                | 231.23   |
| PV231020-001         | J RICO CONSTRUCTION | POOL REPAIRS-50% START UP      | 2,950.00 |
| Total Payment Amount |                     |                                | 2,950.00 |
| PV231070-001         | LINDA EMERSON       | SUB TEACH MILEAGE              | 347.41   |
| Total Payment Amount |                     |                                | 347.41   |
| PV231030-001         | PRODUCERS DAIRY     | MILK-CAFE SUPPLIES             | 439.32   |
| Total Payment Amount |                     |                                | 439.32   |

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000061-0 AUDIT  
Reference Vendor  
PV231068-001 SHERRY COSGROVE

| Description          | Amount |
|----------------------|--------|
| SUB TEACH MILEAGE    | 113.97 |
| Total Payment Amount | 113.97 |

PV231031-001 SYSCO VENTURA

|                      |          |
|----------------------|----------|
| CAFE SUPPLIES        | 1,721.38 |
| Total Payment Amount | 1,721.38 |

Transmittal Total 116,738.06

| Fund Summary: | Fund 01           |
|---------------|-------------------|
|               | 84,235.77         |
|               | Fund 13 5,238.26  |
|               | Fund 71 27,264.03 |

Transmittal Number: 23000061-0  
PV231023-001 A-Z BUS SALES INC

|                      |          |
|----------------------|----------|
| BUS SUPPLIES         | 1,317.51 |
| Total Payment Amount | 1,317.51 |

PV231025-001 BRADY INDUSTRIES  
PV231026-001 BRADY INDUSTRIES

|                      |          |
|----------------------|----------|
| CUSTODIAL SUPPLIES   | 402.85   |
| CUSTODIAL SUPPLIES   | 674.37   |
| Total Payment Amount | 1,077.22 |

PO230196-003 CSM CONSULTING INC

|                      |          |
|----------------------|----------|
| Erate Consultant     | 1,608.04 |
| Total Payment Amount | 1,608.04 |

PO230147-046 DAVES AUTO PARTS  
PO230147-047 DAVES AUTO PARTS  
PO230147-048 DAVES AUTO PARTS  
PO230147-050 DAVES AUTO PARTS  
PO230147-051 DAVES AUTO PARTS  
PO230147-052 DAVES AUTO PARTS  
PV231058-001 DAVES AUTO PARTS  
PV231059-001 DAVES AUTO PARTS  
PV231060-001 DAVES AUTO PARTS  
PV231062-001 DAVES AUTO PARTS  
PV231063-001 DAVES AUTO PARTS  
PV231064-001 DAVES AUTO PARTS

|                          |        |
|--------------------------|--------|
| Ag supplies              | 28.55  |
| Ag supplies              | 20.99  |
| Ag supplies              | 17.65  |
| Ag supplies              | 2.14   |
| Ag supplies              | 33.39  |
| Ag supplies              | 181.93 |
| AG SUPPLIES              | 9.97   |
| SEAT FOR TORO LAWN MOWER | 202.03 |
| TRANS SUPPLIES-DEF       | 193.35 |
| MAINTENANCE SUPPLIES     | 5.38   |
| MAINTENANCE SUPPLIES     | 133.06 |
| MAINTENANCE SUPPLIES     | 16.47  |
| Total Payment Amount     | 844.91 |

PV231067-001 DONNA CARSON

|                   |       |
|-------------------|-------|
| SUB TEACH MILEAGE | 55.02 |
|-------------------|-------|

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000061-0

| Total Payment Amount |                             | 55.02                         |
|----------------------|-----------------------------|-------------------------------|
| Reference            | Vendor                      | Description                   |
| PV231033-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231034-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231035-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231036-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231037-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231038-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231040-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231041-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231042-001         | GRAINGER INC                | CUSTODIAL SUPPLIES            |
| PV231043-001         | GRAINGER INC                | MAINTENANCE SUPPLIES          |
| PV231044-001         | GRAINGER INC                | MAINTENANCE SUPPLIES          |
| PV231045-001         | GRAINGER INC                | MAINTENANCE SUPPLIES          |
| PV231046-001         | GRAINGER INC                | MAINTENANCE SUPPLIES          |
| Total Payment Amount |                             | 2,299.26                      |
| PV231021-001         | INYO REGISTER               | JOB ANNOUNCEMENTS             |
| Total Payment Amount |                             | 330.16                        |
| PV231072-001         | JEFFREY O'BRIEN             | SUB TEACH MILEAGE             |
| Total Payment Amount |                             | 308.11                        |
| PV231073-001         | JON WALLASKY                | SUB TEACH MILEAGE             |
| Total Payment Amount |                             | 39.30                         |
| PO230165-005         | LINDE GAS & EQUIPMENT, INC. | Ag supplies for welding class |
| Total Payment Amount |                             | 524.94                        |
| PV231071-001         | MANDY KEMP                  | SUB TEACH MILEAGE             |
| Total Payment Amount |                             | 9.04                          |
| PV231066-001         | MARY CANADA                 | SUB TEACH MILEAGE             |
| Total Payment Amount |                             | 58.95                         |
| PV231069-001         | MCKENZIE DALE               | SUB TEACH MILEAGE             |
| Total Payment Amount |                             | 228.33                        |

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INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

| Transmittal Number: 23000061-0       | Vendor                        | Description                 | Amount    |
|--------------------------------------|-------------------------------|-----------------------------|-----------|
| Reference                            |                               |                             |           |
| PV231022-001                         | MOUNTAIN INVESTMENTS INC      | CERRO GORDO SITE RENT       | 315.28    |
|                                      |                               | Total Payment Amount        | 315.28    |
| PV231019-001                         | NANCY O'SULLIVAN              | WASC-SUPPLY REIMBURSEMENT   | 108.11    |
|                                      |                               | Total Payment Amount        | 108.11    |
| PV231074-001                         | PATRICK WARREN                | SUB TEACH MILEAGE           | 56.07     |
|                                      |                               | Total Payment Amount        | 56.07     |
| PO230268-001                         | QUILL CORPORATION             | Ink cartridges for teachers | 1,432.13  |
|                                      |                               | Total Payment Amount        | 1,432.13  |
| PO230254-002                         | SHI INTERNATIONAL CORP        | Polycorn Warranty and mount | 979.16    |
|                                      |                               | Total Payment Amount        | 979.16    |
| PO230071-008                         | SOUTHERN INYO HEALTHCARE DIST | Annual TB Test              | 25.00     |
|                                      |                               | Total Payment Amount        | 25.00     |
| PO230064-010                         | WEX BANK                      | Fuel Charges                | 1,728.05  |
|                                      |                               | Total Payment Amount        | 1,728.05  |
|                                      |                               | Transmittal Total           | 13,344.59 |
|                                      |                               | Fund Summary: Fund 01       | 13,344.59 |
| Transmittal Number: 23000062-0 AUDIT |                               |                             |           |
| PV231094-001                         | DAILY INDEPENDENT             | JOB ANNOUNCEMENTS           | 330.00    |
|                                      |                               | Total Payment Amount        | 330.00    |
| PO230232-005                         | GINNENE BRANCH                | Art Supplies for Art Class  | 60.63     |
|                                      |                               | Total Payment Amount        | 60.63     |
| PV231093-001                         | INYO REGISTER                 | JOB ANNOUNCEMENTS           | 126.13    |
|                                      |                               | Total Payment Amount        | 126.13    |
| PV231078-001                         | LIGHTHOUSE THERAPY LLC        | SPEECH/OT SERVICES          | 12,526.98 |
|                                      |                               | Total Payment Amount        | 12,526.98 |

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Transmittal Number: 23000062-0 AUDIT

Reference Vendor  
PV231092-001 PITNEY BOWES BANK INC

| Description          | Amount |
|----------------------|--------|
| POSTAGE              | 596.64 |
| Total Payment Amount | 596.64 |

PV231097-001 PRODUCERS DAIRY

|                      |        |
|----------------------|--------|
| MILK PURCHASES       | 234.98 |
| Total Payment Amount | 234.98 |

PO230275-001 SHI INTERNATIONAL CORP

|                               |        |
|-------------------------------|--------|
| Remote for Polycom Studio X70 | 147.14 |
| Total Payment Amount          | 147.14 |

PV231076-001 SYSCO VENTURA  
PV231098-001 SYSCO VENTURA

|                      |          |
|----------------------|----------|
| CAFE SUPPLIES        | 1,906.86 |
| CAFE SUPPLIES        | 1,619.40 |
| Total Payment Amount | 3,526.26 |

PO230094-011 TERMINIX

|                             |        |
|-----------------------------|--------|
| Pest Control Annual Service | 126.50 |
| Total Payment Amount        | 126.50 |

PO230273-002 U.S. BANK CORPORATE PAYMENT  
PV231106-001 U.S. BANK CORPORATE PAYMENT  
PV231109-001 U.S. BANK CORPORATE PAYMENT

|                           |        |
|---------------------------|--------|
| DISPENSER                 | 46.83  |
| MEET & GREET REFRESHMENTS | 65.69  |
| BUS DRIVER MEAL           | 12.25  |
| Total Payment Amount      | 124.77 |

Transmittal Total 17,800.03

|               |         |           |
|---------------|---------|-----------|
| Fund Summary: | Fund 01 | 13,991.96 |
|               | Fund 13 | 3,808.07  |

Transmittal Number: 23000062-0

PV231083-001 DEPT OF WATER AND POWER  
PV231084-001 DEPT OF WATER AND POWER  
PV231085-001 DEPT OF WATER AND POWER  
PV231086-001 DEPT OF WATER AND POWER  
PV231087-001 DEPT OF WATER AND POWER

|                      |          |
|----------------------|----------|
| ELECTRICITY          | 2,320.39 |
| ELECTRICITY          | 873.04   |
| ELECTRICITY          | 111.79   |
| ELECTRICITY          | 413.14   |
| ELECTRICITY          | 707.04   |
| Total Payment Amount | 4,425.40 |

PO230232-004 GINNENE BRANCH

|                            |        |
|----------------------------|--------|
| Art Supplies for Art Class | 211.87 |
| Total Payment Amount       | 211.87 |

MV230089-001 HANK TRUXILLO

|                |       |
|----------------|-------|
| CLASS SUPPLIES | 21.75 |
|----------------|-------|

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Transmittal Number: 23000062-0

| Reference    |  | Vendor                      | Description                    | Total Payment Amount | Amount   |
|--------------|--|-----------------------------|--------------------------------|----------------------|----------|
| PV231079-001 |  | INVO COUNTY WASTE MGMT      | WASTE MANAGEMENT               | 21.75                | 30.00    |
|              |  |                             | Total Payment Amount           |                      | 30.00    |
| PV231095-001 |  | JAYSON LOZIER               | NEGOTIATIONS LUNCH             | 99.83                | 99.83    |
|              |  |                             | Total Payment Amount           |                      | 99.83    |
| MV230090-001 |  | JOEY KINBERG                | SOFTBALL MEAL REIMBURSEMENT    | 74.82                | 74.82    |
|              |  |                             | Total Payment Amount           |                      | 74.82    |
| PV231090-001 |  | LONE PINE COMMUNICATIONS    | STUDENT INTERNET               | 633.00               | 633.00   |
| PV231091-001 |  | LONE PINE COMMUNICATIONS    | STUDENT INTERNET               | 124.67               | 124.67   |
|              |  |                             | Total Payment Amount           |                      | 757.67   |
| PV231082-001 |  | MCI                         | LONG DISTANCE PHONE            | 85.41                | 85.41    |
|              |  |                             | Total Payment Amount           |                      | 85.41    |
| PV231075-001 |  | PRODUCERS DAIRY             | MILK PURCHASES                 | 396.20               | 396.20   |
|              |  |                             | Total Payment Amount           |                      | 396.20   |
| PV231077-001 |  | RUDOLPH CONSTRUCTION        | DOOR REPLACEMENT MATERIALS     | 2,346.74             | 2,346.74 |
|              |  |                             | Total Payment Amount           |                      | 2,346.74 |
| PO230277-001 |  | SHI INTERNATIONAL CORP      | USB Items                      | 83.13                | 83.13    |
| PO230277-002 |  | SHI INTERNATIONAL CORP      | USB Items                      | 158.21               | 158.21   |
|              |  |                             | Total Payment Amount           |                      | 241.34   |
| PV231081-001 |  | THOMAS PETROLEUM LLC        | FUEL                           | 1,575.65             | 1,575.65 |
| PV231088-001 |  | THOMAS PETROLEUM LLC        | FUEL                           | 1,395.58             | 1,395.58 |
| PV231089-001 |  | THOMAS PETROLEUM LLC        | FUEL                           | 4,181.37             | 4,181.37 |
|              |  |                             | Total Payment Amount           |                      | 7,152.60 |
| PO230263-001 |  | U.S. BANK CORPORATE PAYMENT | Blank Books                    | 35.55                | 35.55    |
| PO230267-001 |  | U.S. BANK CORPORATE PAYMENT | Hotel Rooms for WASC Committee | 446.88               | 446.88   |
| PO230267-002 |  | U.S. BANK CORPORATE PAYMENT | Hotel Rooms for WASC Committee | 707.84               | 707.84   |
| PO230271-001 |  | U.S. BANK CORPORATE PAYMENT | 90 Degree adapters for Lo-Inyo | 527.79               | 527.79   |
| PO230272-001 |  | U.S. BANK CORPORATE PAYMENT | air curtain                    | 941.03               | 941.03   |

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Transmittal Number: 23000062-0

| Reference            | Vendor    | Description       | Amount   |
|----------------------|-----------|-------------------|----------|
| PO230273-001         | U.S. BANK | corporate PAYMENT | 101.94   |
| PV231099-001         | U.S. BANK | corporate PAYMENT | 303.33   |
| PV231100-001         | U.S. BANK | corporate PAYMENT | 21.74    |
| PV231101-001         | U.S. BANK | corporate PAYMENT | 66.27    |
| PV231102-001         | U.S. BANK | corporate PAYMENT | 2,327.93 |
| PV231103-001         | U.S. BANK | corporate PAYMENT | 77.36    |
| PV231104-001         | U.S. BANK | corporate PAYMENT | 27.98    |
| PV231105-001         | U.S. BANK | corporate PAYMENT | 85.50    |
| PV231107-001         | U.S. BANK | corporate PAYMENT | 28.02    |
| PV231108-001         | U.S. BANK | corporate PAYMENT | 61.88    |
| Total Payment Amount |           |                   | 5,761.04 |

PV231096-001 WYE RD FEED & SUPPLY

|               |         |                      |           |
|---------------|---------|----------------------|-----------|
| AG SUPPLIES   |         | Total Payment Amount | 56.25     |
| Fund Summary: |         | Transmittal Total    | 21,660.92 |
|               | Fund 01 | Fund 01              | 21,162.78 |
|               | Fund 13 | Fund 13              | 498.14    |

Transmittal Number: 23000062-1 AUDIT

PV231080-001 THOMAS PETROLEUM LLC

|               |         |                      |          |
|---------------|---------|----------------------|----------|
| FUEL          |         | Total Payment Amount | 2,058.70 |
| Fund Summary: |         | Transmittal Total    | 2,058.70 |
|               | Fund 01 | Fund 01              | 2,058.70 |

Transmittal Number: 23000063-0

|              |           |                   |        |
|--------------|-----------|-------------------|--------|
| PV231110-001 | U.S. BANK | corporate PAYMENT | 55.00  |
| PV231111-001 | U.S. BANK | corporate PAYMENT | 63.00  |
| PV231112-001 | U.S. BANK | corporate PAYMENT | 312.00 |
| PV231113-001 | U.S. BANK | corporate PAYMENT | 312.00 |
| PV231114-001 | U.S. BANK | corporate PAYMENT | 17.40  |
| PV231115-001 | U.S. BANK | corporate PAYMENT | 134.68 |
| PV231116-001 | U.S. BANK | corporate PAYMENT | 82.58  |
| PV231117-001 | U.S. BANK | corporate PAYMENT | 28.14  |
| PV231118-001 | U.S. BANK | corporate PAYMENT | 150.24 |

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Transmittal Number: 2300063-0

| Reference            | Vendor    | Description       | Amount   |
|----------------------|-----------|-------------------|----------|
| PV231119-001         | U.S. BANK | CORPORATE PAYMENT | 14.60    |
| PV231120-001         | U.S. BANK | CORPORATE PAYMENT | 27.14    |
| PV231121-001         | U.S. BANK | CORPORATE PAYMENT | 12.21    |
| PV231122-001         | U.S. BANK | CORPORATE PAYMENT | 27.29    |
| PV231123-001         | U.S. BANK | CORPORATE PAYMENT | 24.83    |
| Total Payment Amount |           |                   | 1,261.11 |
| Transmittal Total    |           |                   | 1,261.11 |

| Fund Summary:        |  | Fund 01  |
|----------------------|--|----------|
| Annual Copier Leases |  | 1,261.11 |
| Total Payment Amount |  | 2,818.79 |

Transmittal Number: 2300064-0 AUDIT  
PO230093-012 CANON FINANCIAL SERVICES INC

|                      |                   |                   |          |
|----------------------|-------------------|-------------------|----------|
| PV231142-001         | DAILY INDEPENDENT | JOB ANNOUNCEMENTS | 1,320.00 |
| Total Payment Amount |                   |                   | 1,320.00 |

|              |                  |                      |        |
|--------------|------------------|----------------------|--------|
| PV231147-001 | DAVES AUTO PARTS | AG SUPPLIES          | 17.58  |
| PV231148-001 | DAVES AUTO PARTS | AG SUPPLIES          | 47.39  |
| PV231149-001 | DAVES AUTO PARTS | AG SUPPLIES          | 38.46  |
| PV231150-001 | DAVES AUTO PARTS | AG SUPPLIES          | 191.61 |
| PV231151-001 | DAVES AUTO PARTS | AG SUPPLIES          | 24.83  |
| PV231152-001 | DAVES AUTO PARTS | AG SUPPLIES          | 6.95   |
| PV231153-001 | DAVES AUTO PARTS | AG SUPPLIES          | 181.93 |
| PV231154-001 | DAVES AUTO PARTS | AG SUPPLIES          | 3.62   |
| PV231155-001 | DAVES AUTO PARTS | AG SUPPLIES          | 176.44 |
| PV231156-001 | DAVES AUTO PARTS | AG SUPPLIES          | 117.75 |
| PV231157-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 66.12  |
| PV231158-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 3.40   |
| PV231159-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 60.32  |
| PV231160-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 53.31  |
| PV231161-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 7.13   |
| PV231162-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 23.68  |
| PV231163-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 9.87   |
| PV231164-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 19.64  |
| PV231165-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 16.36  |
| PV231166-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 68.94  |
| PV231167-001 | DAVES AUTO PARTS | MAINTENANCE SUPPLIES | 215.32 |

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| Transmittal Number: 2300064-0 AUDIT |                            |                                |          |
|-------------------------------------|----------------------------|--------------------------------|----------|
| Reference                           | Vendor                     | Description                    | Amount   |
| PV231168-001                        | DAVES AUTO PARTS           | MAINTENANCE SUPPLIES           | 20.46    |
| PV231169-001                        | DAVES AUTO PARTS           | TRANSPORTATION SUPPLIES        | 116.28   |
|                                     |                            | Total Payment Amount           | 1,487.39 |
| PO230086-070                        | FRONTIER COMMUNICATIONS    | Open PO for phone services -FY | 228.56   |
|                                     |                            | Total Payment Amount           | 228.56   |
| PV231126-001                        | GRAINGER INC               | MAINTENANCE SUPPLIES           | 39.91    |
| PV231130-001                        | GRAINGER INC               | CUSTODIAL SUPPLIES             | 183.37   |
|                                     |                            | Total Payment Amount           | 223.28   |
| PV231137-001                        | LIZ JONES                  | HOTEL REIMBURSEMENT            | 297.92   |
|                                     |                            | Total Payment Amount           | 297.92   |
| PO230281-001                        | NANCY O'SULLIVAN           | Paint & Supplies               | 466.49   |
|                                     |                            | Total Payment Amount           | 466.49   |
| PV231138-001                        | PRODUCERS DAIRY            | MILK CAFE                      | 70.10    |
| PV231139-001                        | PRODUCERS DAIRY            | MILK CAFE                      | 47.11    |
|                                     |                            | Total Payment Amount           | 117.21   |
| PO230095-023                        | SIERRA DISPOSAL            | Waste Services                 | 1,362.96 |
|                                     |                            | Total Payment Amount           | 1,362.96 |
| PV231134-001                        | SYSCO VENTURA              | CAFE SUPPLIES                  | 948.03   |
|                                     |                            | Total Payment Amount           | 948.03   |
| PO230065-010                        | VERIZON WIRELESS           | ANNUAL CELL PHONE SERVICE FOR  | 131.76   |
|                                     |                            | Total Payment Amount           | 131.76   |
|                                     |                            | Transmittal Total              | 9,402.39 |
| Fund Summary:                       |                            | Fund 01                        | 8,337.15 |
|                                     |                            | Fund 13                        | 1,065.24 |
| Transmittal Number: 2300064-0       |                            |                                |          |
| PV231133-001                        | AMERICAN BUSINESS MACHINES | TONER FOR LPHS                 | 15.00    |
|                                     |                            | Total Payment Amount           | 15.00    |

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| Transmittal Number: 2300064-0 | Vendor                         | Description                     | Amount   |
|-------------------------------|--------------------------------|---------------------------------|----------|
| Reference                     |                                | LEGAL FEES                      | 98.90    |
| PV231135-001                  | ATKINSON, ANDELSON, LOYA, RUUD | Total Payment Amount            | 98.90    |
| PO230096-012                  | CALIFORNIA BROADBAND COOPERATI | Annual Estate Year Contract 7/2 | 2,189.32 |
|                               |                                | Total Payment Amount            | 2,189.32 |
| PO230276-001                  | DELL MARKETING L.P.            | Laptop/Gear for New Superinten  | 2,637.53 |
|                               |                                | Total Payment Amount            | 2,637.53 |
| PO230086-065                  | FRONTIER COMMUNICATIONS        | Open PO for phone services -FY  | 80.32    |
| PO230086-066                  | FRONTIER COMMUNICATIONS        | Open PO for phone services -FY  | 80.32    |
| PO230086-067                  | FRONTIER COMMUNICATIONS        | Open PO for phone services -FY  | 158.31   |
| PO230086-068                  | FRONTIER COMMUNICATIONS        | Open PO for phone services -FY  | 77.70    |
| PO230086-069                  | FRONTIER COMMUNICATIONS        | Open PO for phone services -FY  | 299.16   |
|                               |                                | Total Payment Amount            | 695.81   |
| PV231124-001                  | GRAINGER INC                   | MAINTENANCE SUPPLIES            | 10.79    |
| PV231125-001                  | GRAINGER INC                   | MAINTENANCE SUPPLIES            | 82.18    |
| PV231127-001                  | GRAINGER INC                   | MAINTENANCE SUPPLIES            | 196.81   |
| PV231128-001                  | GRAINGER INC                   | MAINTENANCE SUPPLIES            | 215.85   |
| PV231129-001                  | GRAINGER INC                   | CUSTODIAL SUPPLIES              | 437.03   |
| PV231131-001                  | GRAINGER INC                   | TRANSPORTION SUPPLIES           | 28.09    |
| PV231132-001                  | GRAINGER INC                   | POOL SUPPLIES                   | 350.58   |
| PV231145-001                  | GRAINGER INC                   | MAINTENANCE SUPPLIES            | 13.54    |
|                               |                                | Total Payment Amount            | 1,334.87 |
| PV231144-001                  | JAMES SAVAGE                   | LIFEGUARD CERTIFICATION         | 425.00   |
|                               |                                | Total Payment Amount            | 425.00   |
| MV230091-001                  | JORDAN KINBERG                 | PER DIEM FOR AG LIVESTOCK SHOW  | 458.10   |
|                               |                                | Total Payment Amount            | 458.10   |
| PV231140-001                  | JOSTENS                        | GRADUATION ACCESSORIES          | 228.55   |
|                               |                                | Total Payment Amount            | 228.55   |
| PV231143-001                  | KIBS-FM                        | JOB ANNOUNCEMENTS               | 50.00    |
|                               |                                | Total Payment Amount            | 50.00    |

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|                                             |                                |                             |               |
|---------------------------------------------|--------------------------------|-----------------------------|---------------|
| <b>Transmittal Number: 23000064-0</b>       | <b>Vendor</b>                  | <b>Description</b>          | <b>Amount</b> |
| <b>Reference</b>                            |                                |                             |               |
| PV231141-001                                | MISSOULA CHILDRENS THTR INC    | CHILDREN'S THEATER          | 500.00        |
|                                             |                                | <b>Total Payment Amount</b> | 500.00        |
| PO230070-011                                | PITNEY BOWES                   | Postage Annual Rental & Fee | 369.42        |
|                                             |                                | <b>Total Payment Amount</b> | 369.42        |
| PV231146-001                                | QUILL CORPORATION              | OFFICE SUPPLIES             | 1,786.25      |
|                                             |                                | <b>Total Payment Amount</b> | 1,786.25      |
| PO230266-001                                | SCHOOL SERVICES OF CALIF. INC. | HR Leadership Webinar       | 195.00        |
|                                             |                                | <b>Total Payment Amount</b> | 195.00        |
| PO230095-024                                | SIERRA DISPOSAL                | Waste Services              | 164.06        |
|                                             |                                | <b>Total Payment Amount</b> | 164.06        |
| PV231136-001                                | STATE OF CALIFORNIA            | FINGERPRINTS                | 64.00         |
|                                             |                                | <b>Total Payment Amount</b> | 64.00         |
| PO230287-001                                | WEBSTAUFRANT.COM               | Outdoor Freezer/Milk Cooler | 26,762.99     |
|                                             |                                | <b>Total Payment Amount</b> | 26,762.99     |
|                                             |                                | <b>Transmittal Total</b>    | 37,974.80     |
|                                             |                                | <b>Fund Summary:</b>        |               |
|                                             |                                | <b>Fund 01</b>              | 37,974.80     |
| <b>Transmittal Number: 23000064-2 AUDIT</b> |                                |                             |               |
| PO230209-001                                | MOTOR CITY                     | Savana Vans                 | 44,960.73     |
| PO230209-002                                | MOTOR CITY                     | Savana Vans                 | 44,960.73     |
|                                             |                                | <b>Total Payment Amount</b> | 89,921.46     |
|                                             |                                | <b>Transmittal Total</b>    | 89,921.46     |
|                                             |                                | <b>Fund Summary:</b>        |               |
|                                             |                                | <b>Fund 01</b>              | 89,921.46     |
| <b>Transmittal Number: 23000065-0 AUDIT</b> |                                |                             |               |
| CM230008-001                                | U.S. BANK CORPORATE PAYMENT    | WASC COMMITTEE HOTEL RMS    | (113.12)      |
| PV231171-001                                | U.S. BANK CORPORATE PAYMENT    | WASC COMMITTEE HOTEL ROOMS  | 452.48        |
|                                             |                                | <b>Total Payment Amount</b> | 339.36        |

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Transmittal Number: 23000065-0 AUDIT

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

Fiscal Year: 2023

Transmittal Total 339.36

Fund Summary: Fund 01 339.36

Transmittal Number: 23000065-0  
Reference Vendor  
PV231170-001 J RICO CONSTRUCTION

Description Amount  
POOL REPAIRS-REMAINING 50% 2,950.00  
Total Payment Amount 2,950.00

Transmittal Total 2,950.00

Fund Summary: Fund 01 2,950.00

Transmittal Number: 23000066-0 AUDIT  
PV231193-001 BISHOP VET HOSPITAL

AG SUPPLIES 349.40  
Total Payment Amount 349.40

PV231195-001 DONNA CARSON 119.21  
SUB TEACH MILEAGE 119.21  
Total Payment Amount 119.21

PV231183-001 GARDNERS 22.61  
MAINTENANCE SUPPLIES 22.61  
Total Payment Amount 22.61

MV230092-001 PARISH WRIGHT 217.33  
BUS LICENSE COST REIMBURSEMENT 217.33  
Total Payment Amount 217.33

PV231173-001 SYSCO VENTURA 70.69  
PV231176-001 SYSCO VENTURA 31.07  
PV231178-001 SYSCO VENTURA 187.54  
Total Payment Amount 289.30

Transmittal Total 997.85

Fund Summary: Fund 01 708.55  
Fund 13 289.30

Transmittal Number: 23000066-0  
PV231191-001 BISHOP VET HOSPITAL  
PV231192-001 BISHOP VET HOSPITAL

AG SUPPLIES 379.66  
AG SUPPLIES 222.57

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000066-0

| Reference    |  | Vendor                     | Description                    | Total Payment Amount | Amount   |
|--------------|--|----------------------------|--------------------------------|----------------------|----------|
| PV231194-001 |  | BRITTS DIESEL & AUTOMOTIVE | TRANSPORTATION REPAIRS         |                      | 114.07   |
|              |  |                            | Total Payment Amount           |                      | 114.07   |
| PV231179-001 |  | EIDE BAILLY LLP            | 22.23 AUDIT CYCLE              |                      | 8,342.55 |
|              |  |                            | Total Payment Amount           |                      | 8,342.55 |
| PV231181-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 99.05    |
| PV231182-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 60.29    |
| PV231184-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 31.22    |
| PV231185-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 87.22    |
| PV231186-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 85.14    |
| PV231187-001 |  | GARDNERS                   | MAINTENANCE SUPPLIES           |                      | 579.65   |
| PV231188-001 |  | GARDNERS                   | AG SUPPLIES                    |                      | 46.20    |
| PV231189-001 |  | GARDNERS                   | AG SUPPLIES                    |                      | 268.10   |
| PV231190-001 |  | GARDNERS                   | GARDEN SUPPLIES                |                      | 231.97   |
|              |  |                            | Total Payment Amount           |                      | 1,488.84 |
| PV231197-001 |  | JAEL HOFFMAN               | SUB TEACH MILEAGE              |                      | 65.50    |
|              |  |                            | Total Payment Amount           |                      | 65.50    |
| PV231198-001 |  | JEFFREY O'BRIEN            | SUB TEACH MILEAGE              |                      | 205.41   |
|              |  |                            | Total Payment Amount           |                      | 205.41   |
| PV231199-001 |  | JENNIFER OLIN              | SUB TEACH MILEAGE              |                      | 8.65     |
|              |  |                            | Total Payment Amount           |                      | 8.65     |
| PV231202-001 |  | JON TURNER                 | SUB TEACH MILEAGE              |                      | 26.99    |
|              |  |                            | Total Payment Amount           |                      | 26.99    |
| MV230093-001 |  | KRISTIANA WRIGHT           | BUS LICENSE COST REIMBURSEMENT |                      | 217.33   |
|              |  |                            | Total Payment Amount           |                      | 217.33   |
| PV231201-001 |  | MARY CANADA                | SUB TEACH MILEAGE              |                      | 19.65    |
|              |  |                            | Total Payment Amount           |                      | 19.65    |
| PV231200-001 |  | PATRICK WARREN             | SUB TEACH MILEAGE              |                      | 56.07    |

JUNE 21, 2023 BOARD MEETING

INYO COUNTY SCHOOLS  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 06/21/2023

05 Lone Pine Unified

Fiscal Year: 2023

Transmittal Number: 23000066-0

| Total Payment Amount |                 | 56.07                   |
|----------------------|-----------------|-------------------------|
| Reference            | Vendor          | Description             |
| PV231180-001         | PINCO           | MONTHLY EXP/TRANS COSTS |
| Total Payment Amount |                 | Amount                  |
|                      |                 | 1,022.86                |
|                      |                 | 1,022.86                |
| PV231196-001         | SHERRY COSGROVE | SUB TEACH MILEAGE       |
| Total Payment Amount |                 | 229.91                  |
|                      |                 | 229.91                  |
| PO230158-002         | SYSO VENTURA    | ELOP snacks             |
| PO230158-003         | SYSO VENTURA    | ELOP snacks             |
| PV231172-001         | SYSO VENTURA    | CAFE SUPPLIES           |
| PV231175-001         | SYSO VENTURA    | CAFE SUPPLIES           |
| PV231177-001         | SYSO VENTURA    | CAFE SUPPLIES           |
| Total Payment Amount |                 | 111.52                  |
|                      |                 | 758.95                  |
| Transmittal Total    |                 | 13,159.01               |
| Fund Summary:        |                 |                         |
|                      |                 | Fund 01                 |
|                      |                 | 11,814.53               |
|                      |                 | Fund 13                 |
|                      |                 | 1,344.48                |

Payment Count: 121 Transmittal Count: 17 Grand Total: 381,157.89

The above Payable transactions have been issued in accordance with the District's policies and procedures.  
It is recommended that the Board of Trustees approve them.

Authorized Agent



Board Approval