

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 21st 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**

September 20, 2023

4:30 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: Krista Sullivan from, 731 Lakeview St South Lake Tahoe, CA. 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
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 recess to closed session to discuss the following items:

- 1) PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT (G.C. Sec. 54957)
- 2) PUBLIC EMPLOYMENT APPOINTMENT/EMPLOYMENT (Gov. Code sec. 54957)
 - a. Noon Duty Aide
 - b. Grounds/Maintenance Worker
 - c. District Bookkeeper
 - d. Director of Finance
 - e. Substitutes
 - f. Food Service Worker/Assistant
- 4) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)
District Employees: SITA and CSEA
District Negotiator: Edward Campbell

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

3.1 Moved by _____ and seconded by _____ that the Board reconvene into 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 Student Report – Gustavo Rosas, Rissa Fogarty, and Anthony Valladolid

4.2 Lo-Inyo Principal Report – David McCabe

4.3 LPHS Student Report – Sierra Kingsford

4.4 LPHS Principal Report – Ms. O’Sullivan

4.5 SITA and/or CSEA Representative Reports

4.6 WASC Report – Ms. Maybury

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. *The board may vote to waive the second reading and approve these items after the first read.*

1) BP 5141.5, Mental Health

2) BP 5141.6, School Health Services

3) BP/E 5145.6, Parent/Guardian Notifications

4) BP 6146.4, Differential Graduation and Competency Standards for Students with Disabilities

5) BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education

6) BP 6173.4, Education for American Indian Students **NEW POLICY**

7) BP 6174, Education for English Learners

8) BB 9322, Agenda/Meeting Materials

11) DELETE AR 6173.4, Title VI Indian Education Program

5.2 Moved by _____ and seconded by _____ to approve the regular minutes of August 16, 2023, as presented to the Board.

6. PERSONNEL

NON CONSENT

6.1 Moved by _____ and seconded by _____ that the Board approve the District’s application to the Commission on Teaching Credentialing for the Multiple Subject Provisional Internship Permit (PIP) for Jennifer Olin. Mrs. Olin is recommended to be employed, on the basis of PIP, as Elementary Teacher for Lo-Inyo Elementary School for the 2022-23 school year.

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 6.2 to 6.12.

6.2 Approve probationary employment of Melissa Reinig to serve as Noon Duty Aide for 2 hours per day, effective November 17, 2023. Compensation shall be Range 10 Step I, as specified on the 2022-23 Classified Salary Schedule.

- 6.3** Approve temporary employment of James Dawson to serve as Middle School Volleyball Coach for the 2023-24 school year. Compensation shall be as specified on the Extra Duty Pay Schedule.
- 6.4** Approve probationary employment of James Dawson to serve as Grounds/Maintenance for 2 hours per day, effective September 18, 2023. Compensation shall be Range 10 Step I, as specified on the 2022-23 Classified Salary Schedule.
- 6.5** Approve an increase of one hour for two (2) One-to-One Specialized Instructional Aides to serve students at Lo-Inyo Elementary School.
- 6.6** Approve probationary employment of Mandy Kemp to serve as shared Elementary Teacher at Lo-Inyo Elementary School, effective August 28, 2023. Compensation shall be Column II, Step 1 (\$24,783.00) on the Certificated Salary Schedule.
- 6.7** Approve resignation of Viviana Hernandez as Food Service Assistant and Food Service Worker, effective August 21, 2023.
- 6.8** Approve to reinstate District Bookkeeper on the District Office Salary Schedule.
- 6.9** Approve Beth Blodgett-Peck to the list of substitute teachers.
- 6.10** Approve revised Confidential job description for Director of Finance.
- 6.11** Approve probationary employment of Dawn Crouch to service as Food Service Worker for 2.50 hours per day, effective September 14, 2023. Compensation shall be Range 2 Step I, as specified on the 2022/23 Classified Salary Schedule.
- 6.12** Approve probationary employment of Dawn Crouch to service as Food Service Assistant for 1.50 hours per day, effective September 14, 2023. Compensation shall be Range 1 Step I, as specified on the 2022/23 Classified Salary Schedule.

7. CURRICULUM & INSTRUCTION

CONDUCT A SPECIAL HEARING RELATED TO THE SUFFICIENCY OF TEXTBOOKS ALIGNED TO THE STANDARDS-BASED INSTRUCTIONAL MATERIALS PROGRAM

The Board President will open a public hearing for interested staff and community members to comment on the sufficiency of textbooks and instructional materials, in accordance with Education Code Section 60119. The Governing Board is required to determine whether sufficient textbooks and instructional materials will be provided to each student, including English Learners, in mathematics, science, history-social science, and English Language Arts, including the English language development component of an adopted program, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for the 2023-24 school year.

NON-CONSENT AGENDA

- 7.1** Moved by _____ and seconded by _____ that the Board adopt Resolution No. 2022-23-01, certifying compliance with Education Code 60119 that all students, including English learners, have, or will have, sufficient textbooks and instructional materials in each subject for the 2023-24 school year, and that these materials are aligned with content standards adopted by the State Board of Education, as outlined in the Resolution presented in Appendix A.

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 to 7.9.

- 7.2** Approve the Lone Pine Unified School District list of textbooks for the 2023-24 school year, as presented to the Board.
- 7.3** Approve field trip for Brenda Lacey, Jill Patton, Sheyanne Quilter, and 27 high school students to attend the FFA Greenhand Conference in Bakersfield on October 11, 2023. Transportation will be by vans.
- 7.4** Approve the list of school-wide fundraiser activities for the 2023-24 school year, as presented to the Board.

- 7.5** Approve attendance of Brenda Lacey, Jill Patton, Julie Berry and 36 high school students to attend Opening & Closing Public Speaking Contest in Bakersfield on October 27, 2023. Cost includes transportation by bus and will be paid for by Lone Pine FFA Chapter or AG Booster Club account.
- 7.6** Approve the Lone Pine High School Basketball Schedule for 2023-24, as presented to the Board.
- 7.7** Approve the Middle School Volleyball and Flag Football Schedule for 2023-24, as presented to the Board.
- 7.8** Approve overnight participation of Autumn Tyerman and 16 5th grade students to the Outdoor Science Camp in Big Pine from October 23 to 27, 2023.
- 7.9** Approve to move Friday, October 13, 2023, minimum day, to Friday, October 6, 2023.

8. BUSINESS AND FINANCE

BUDGET REPORT – Marjianne Yonge

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 8.1 to 8.5.

- 8.1** Approve the 2022-23 Unaudited Financial Report, as presented to the Board.
- 8.2** Approve Resolution No. 2023-24-02, adopting the GANN Limit, which establishes the District's Gann Limit for the 2023-24 school year, as presented in Appendix B.
- 8.3** Declare a surplus of Bus 8, 2005 Ford VIN#1FDXE45P95HB26683
- 8.4** Approve the updated Amendments to the Partners in Nutrition Cooperative (PINCO) Joint Powers Agreement (JPA).
- 8.5** Approve Purchase Orders and Warrants.

ITEMS FROM THE SUPERINTENDENT

- A.** Transportation Update
- B.** Cafeteria Update
- C.** Facilities Update
- D.** Miscellaneous

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)

- **Fri. Sept 22** - California Native American Day - No School
- **Wed. Oct 18** - Regular Board Meeting 4:30 p.m. (Closed) 5:15 p.m. (Open) DCR

8 ADJOURNMENT



COMMISSION MEMBERS

R. DAVID GAUDI JR., Ed.D.

Chairperson
Hawaii Association of Independent
Schools

ODIE J. DOUGLAS
Vice Chairperson
Association of California School
Administrators

MICHAEL ALVAREZ
Western Catholic Educational Association

CUAUHTEMOC AVILA, Ed.D.
Association of California School
Administrators

GRANT BENNETT
Association of California School
Administrators

JANICE BLABER
Hawaii State Department of Education

DANNY BLAS
California Teachers Association

KEVIN COLLINS, Ed.D.
Association of California School
Administrators

MICHAEL COLLINS
California Association of Private School
Organizations

GREGORY DHUYVETTER
Western Catholic Educational Association

LEE DUNCAN, Ed.D.
Association of Christian Schools
International

TOBY ELMORE
California Association of Private School
Organizations

JUAN A. FLECHA
Association of California School
Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

CAROL GREEN
California Congress of Parents and
Teachers, Inc. (PTA)

GREGORY HEDGER, Ed.D.
East Asia Regional Council of Schools

ESTHER KANEHAILUA
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

KAWENA MARTINEZ
Hawaii State Teachers Association

MONIQUE MCWAYNE
California Department of Education

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

CHRISTOPHER OASE, D.A.
California School Boards Association

DOREEN OLESON, Ed.D.
California Association of Independent
Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School
Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day
Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School
Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

June 28, 2023

Nancy O'Sullivan, Principal
Lone Pine High School
P. O. Box 159
Lone Pine, California 93545

Dear Nancy O'Sullivan:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2023 Commission Meeting. The ACS WASC Commissioners have determined Lone Pine High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.

Lone Pine High School is required to prepare an in-depth progress report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Lone Pine High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Lone Pine High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
LONE PINE HIGH SCHOOL

538 S. Main Street
Lone Pine, CA 93545
Lone Pine Unified School District

May 8-10,2023

Visiting Committee Members

Robert Slaby, Ed.D.Chairperson
Adjunct Associate Professor/retired Superintendent

Mrs. Nikki Frazier
Academic Coach, Woodlake Union High School

Mr. Brendon Coles
Center Administrator, Mojave River Academy

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).
3. The gathering and analyzing of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.

The leadership and staff were committed to do a comprehensive self-study involving parents, community stakeholders and the entire staff. Since the last midterm review in 2018 the staff have engaged in discussing the WASC procedures and recommendations. Commencing in 2021-2022 and this school year the staff meetings became a "committee-of-the- whole". Data from all programs, processes, budgets, student data, assessments, social emotional student needs, previous WASC recommendations, and achievement results were collected and analyzed. Sources included the Local Control Accountability Plan (LCAP), California School Dashboard, and the LPHS School Accountability Report Card (SARC). Data was additionally analyzed in relationship to the mission statement and schoolwide learner outcomes. A prioritized Areas of Growth Needs from categories A through E (*Quality of the School's Program*) were identified. As the self-study continued and preparation of the report began, the staff member in charge of the process would work individually with a staff member(s) to ensure that there was alignment with the findings and the school's report and ultimately with the school-wide action plan /SPSA.

The staff is very caring, positive, dedicated and has demonstrated a willingness to examine all aspects of the school's programs, make effective recommendations, and implement the necessary changes.

Parents and stakeholders were involved throughout the entire process through group meetings, focus group meetings, 1:1 meetings, surveys, special events and home studies.

Three major critical student needs, the longer effects on students of the pandemic, staffing needs and the significant need to improve achievement in mathematics were identified. All these needs are addressed in the school-wide action plan/SPSA.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The staff is thoroughly engaged in the WASC self-study process. All of the previous recommendations from the previous visitation have been addressed. The entire staff has conducted a rigorous and detailed Self-Study involving parents and community stake-holders. The Action Plan is directly linked to the Critical Learning Needs identified and is directly linked to student achievement growth.



Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.

- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

The self-study identified *eight* areas of progress and addressed all the recommendations from the last WASC full visitation and the midterm review.

1. **Increase and maintain grade level proficiency in the core content areas.**(previous WASC recommendation) The staff continuously analyzes the CAASPP results at both the group and individual level as well as examines performance of students in specialized areas. This review has resulted in changes in pedagogy, curriculum materials and staffing. Changes have been made to increase student contact for the EL coordinator. A new math teacher has been hired. There are new curricular offerings in both mathematics and English. The Integrated Math curriculum has been implemented in both classroom and online learning. In English there are new literature materials, a worktext, as well as online learning. While math scores have been greatly affected by both the pandemic and a significant change in the curriculum, the English score achieved an *all-time high* of 77% for 11th graders.
2. **Low performing students will show growth in content areas.** Student Study/Success Teams coordinate with school staff and families to address individual academic and social emotional learning of low performing students. In addition to increasing the EL coordinator's time with students, with a Title VI grant, a Native American Liaison position has been implemented. The liaison also works directly with families, There is also a Tribal Temporary Assistance for Needy Families/Owens Valley Career development Center and additional tribal assistance for social-emotional and cultural support. The Inyo County Probation Department has two officers offering on a regular basis social-emotional support and counseling.
3. **All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.**The Sierra Alternative Learning Academy has been re-established for credit recovery and more individualized instruction for low performing students. LPHS usually has a 100% graduation rate. However last year it dipped to 84.8%.
4. **All students will graduate from high school ready and able to serve society with 21st century communication skills, technology savvy, have global competencies, civic minded, empathic and inclusive of our diverse society.** Professional development was provided by the county office to staff on Social and Emotional Learning Community of Practice. This PD provided strategies to implement CASEL's strategies, identified SEL needs and gaps and developed opportunities for students to work more beneficially and harmoniously with the community.
5. **Increase the percentage of students meeting the UC/CSU A-G requirements.** (previous WASC recommendation) All freshmen are allowed to take Spanish 1. Online college courses for concurrent credit are available. College visits have resumed. There is increased staff contact with parents to discuss academic progress.

6. **Increase the percentage of students demonstrating proficiency and growth in English Language Arts .** In addition to many of the activities described above, PD was offered for the multi-tiered system support (MTSS). The process allows for more individualized and specific assistance in academics.
7. **Increase the percentage of students demonstrating proficiency and growth in mathematics.** (previous WASC recommendation) Please see item #1 above.
8. **Increase the number of English language Learner students transitioning to Fluent English Proficient (FEP)** (previous WASC recommendation) In addition to more student time for the EL coordinator there are two instructional aides. Technology is also utilized in that Chromebooks provide online resources and Google Classroom assists in classroom assignments.

While not mentioned as one of the eight main in the school's progress, a previous WASC recommendation dealt with increased PD with technology usage in the classroom. The district has allocated a Chromebook for each student. The staff therefore, was able to utilize technology by providing the opportunity for dual credit college classes online, implementing technology in classroom instruction, assisting students to meet homework deadlines, placing Smart boards in core subject classrooms and providing additional online resources. The effective usage of technology has enhanced the instructional programs.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The principal and staff addressed and implemented to varying degrees all the previous WASC recommendations. The staff constantly monitors classroom academic progress and yearly it is measured on the California Dashboard. Their progress has resulted in improved academic performance, except in mathematics. It has also identified critical student needs.



Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable.

Mission:

We are committed to providing an environment which gives students the opportunity to learn...

- To reach their full potential
- To thrive in their present and future world

Expected Schoolwide Learning Results:

Empowered and Effective Communicators

Active and Ambitious Team Members

Globally Conscious and Locally Involved

Lifelong Learners

Employable Individuals

Socially and Emotionally Healthy Adults

From the Self-Study Three Identified Major Student Learner Needs:

1. Improve academic achievement and English proficiency of English Language Learners
2. Improve the academic transition to high school for freshmen
3. Continue to address the social emotional needs of students

Located in a small, relatively isolated rural community in southern California, the high school has approximately 103 students. The nearest large towns are located between 60 and 80 miles from Lone Pine.

Data from the 2022 California School Dashboard indicate that 16.8% of the students are classified as English Learners (EL), 58.8 are Socioeconomically Disadvantaged and there are no foster youth. Compared to the 2020 Dashboard, the student population has *increased* by 25 students, 26.6 %, the socioeconomically disadvantaged have *increased* by 9.3% and ELs have *increased* by 2.3 %. Note that there are foster youth who are living with relatives other than parents, but the state does not classify them as foster students. This school year LPHS served 12 RSP students, 3 SDC students, and 14 EL's. Alternative Educational Services are provided by the Sierra Alternative Learning Center and currently serves 7 high school students. Demographics of the student body indicate that 61% are Hispanic, 24% are White 9% are Native Americans and 4% belong to two or more racial/ethnic categories. All other racial/ethnic categories are 1% or less.

The student body tends to reflect the demographics of the community. The population of Lone Pine is approximately 2000 residents. The educational attainment of a bachelor's degree or higher and the median household income are all below the California state average. The largest employers are the school district, hospital, social services and agriculture, forestry, fishing and hunting and mining.

There is one administrator, the principal. However, the principal also serves as a special education teacher. There are eight teachers, but only six are full time (7.0 FTE), since two teach at other schools. One vocational teacher is employed by the county office of education. There are five classified positions, 4.06 FTE. These classified positions include, school secretary, an attendance clerk, a custodian, and two instructional aides.

SCHOOL PERFORMANCE OVERVIEW CALIFORNIA SCHOOL DASHBOARD 2022

Lone Pine High

Student Population

Enrollment 119

Race

Hispanic 58.8%

White 23.5%

American Indian 10.9%

Socioeconomically Disadvantaged 58.8%

English Learners 16.8%

Students with Disabilities 10.9%

Academic Performance

English Language Arts 46 points above standard (No performance level)

Mathematics 102.3 pints below standard (No performance level)

English Learner Progress 66.7% making progress towards English Language Proficiency (No performance level)

College/Career Not Reported 2022

Academic Engagement

Graduation Rate 84.8% graduated

Conditions & Climate

Suspension Rate 2.5% suspended at least one day

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

LPHS has clear mission and vision statements that are congruent with the student/community profile data. Based on the Self-study and visit findings, there's a strong belief that all students can learn and the principal and staff take pride in helping students succeed at achieving high academic levels and addressing the needs of low-performing students. The ESLRs serve as an

embodiment of what students should be able to know and demonstrate as they matriculate through high school.

There is evidence of effectively utilizing a variety of processes for stakeholders to have a voice in the planning and ongoing development and revision of the school's mission, and ESLRs. Opportunities include parent meetings, surveys, LCAP meetings, and district board meetings. However, there is no site council. The ESLRs were approved by the school board.

The identified growth goals are derived from self-study and aligned with the academic plan. There is ample evidence of systematic application of beliefs, structure and pedagogical practices to support the ESLRs as the core of LPHS daily operations.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: LPHS has a clear mission statement that is congruent with the student/community profile data. Based on the Self-study and visit findings there's a strong belief that all students can learn and the school takes pride in helping students succeed at achieving high academic levels. There is ample evidence of systematic application of beliefs, structure and pedagogical practices to support the ESLRs are at the core of LPHS daily operations.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

All of the site's academic and co-curricular programs and operations are in alignment with the school district's policies, rules, regulations, and procedures. Board policies and administrative regulations are clearly stated on the district's website. Board meeting dates, times and minutes are posted on the district's website. Community members may provide public comments at the

board meetings. Community stakeholders are encouraged to participate in site governance through advisory boards and committees. The Self-Study report confirms that there are several opportunities for parent and community input via surveys.

LPUSD has a well defined complaint process with a uniform policy for complaints to be followed for any of the following: Complaints against school, office or employee, and complaints regarding equity and nondiscrimination.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: All of the site's academic and co-curricular programs and operations are in alignment with the school district's policies, rules, regulations, and procedures. There is effective communication between the district and the site.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

Leadership effectively makes a concerted effort to address the indicators implementing a student-centered approach, and examining multiple measures and has a broad-based, inclusive collaborative planning process in place to ensure a continuous improvement cycle.

The Self-Study report confirms reports that there are several opportunities for parent and community input via surveys or participation in school activities. There is effective open communication between the staff and leadership.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Leadership effectively makes a concerted effort to address the indicators implementing a student-centered approach, and examining multiple measures and has a broad-based, inclusive collaborative planning process in place to ensure a continuous improvement cycle.

There is open communication between the parents, community stakeholders, faculty and leadership.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

Being in a small, rural and isolated area has created a challenge to find Highly Qualified staff. The district has been aggressive in seeking candidates, but gaps still exist. Currently, teachers in math and science, and special education are serving under intern or emergency credentials. All three of the teachers are engaged in programs to secure the appropriate credential. In addition, a staff member from an elementary school in the district teaches drama and the district assigns a CTE teacher to the site.

Professional development is provided by the district. However, teachers do not feel the PD offered meets their instructional strategies needs. Multi-Tiered Strategies for Success (MTSS) have been conducted during the last two years. Based on focus group feedback, teachers are looking for more site specific PD to support existing programs, an opportunity to retrain, review,

and allow new staff the opportunity to have proper training. In addition, the staff has requested more PD on social emotional learning to facilitate increased implementation. A staff member has obtained an advanced degree while on a district approved sabbatical.

Teacher evaluations are conducted as per the negotiated agreements. There is a school handbook that details clear expectations, policies, and procedures.

Staff: *Qualified and Professional Development* that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The district continues to make significant efforts to secure highly qualified staff. The location of the school is providing barriers. While the district offers PD, the faculty feels it does not meet their instructional needs.

Evaluations are conducted as negotiated agreements. There is ample communication between the district and staff, via handbooks, meetings and district website to inform staff of district policies, procedures, and expectations.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Visiting Committee Comments

There is effective, appropriate, sufficient utilization of the human, material, physical, and financial resources to support students in accomplishing the mission, ESLRs, and academic standards. The school leadership and staff are involved in decisions about resource allocations aligned with the school's academic and co-curricular programs. Instructional materials, travel, conferences, services and operations, repairs and improvements are determined by staff requests.

The site's budget is developed by an elaborate 5- step process. There is a yearly audit.

The school is safe, secure, and clean. There is a conducive learning environment. The facility is usually well maintained, but recent staff shortages in maintenance have created issues.

Every student has a Chromebook. The usage of Chromobooks has aided in instruction, provided a "one stop shop" for student's assignments, and enhanced access to educational resources. The site's Wi-Fi is excellent. Classrooms for core subjects have a SMART board.

There is a daily after school tutoring program for Native Americans. While initially highly successful, it is virtually non-existent.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: There is effective and sufficient utilization of the human, material, physical, and financial resources and utilizes effectively and appropriately to support students in accomplishing the mission, ESLRs, and academic standards.

There is effective usage of technology which has enhanced the instructional programs.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. For the principal and staff for conducting a comprehensive self-study that examined all aspects of the school's programs and operations which identified critical learner needs and has resulted in an effective action plan with a focus of improving academic achievement.
2. For the principal and staff for conducting student centered decision making processes with a continuous improvement philosophy that is focused on academic achievement and for the attainment of each graduate the characteristics of the ESLRs.
3. The principal and faculty for implementing technology in the daily instructional program which has improved academic achievement and provided for future technology skills.
4. For the classified staff that provides timely communication to parents and for the custodian that maintains a safe and clean campus, both of which enhance the learning environment.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. **For leadership to conduct an annual survey of graduates one, five and ten years after graduation to determine their college experience/success and career choices to determine the effectiveness of their career guidance and the instructional program.**
2. For the leadership to coordinate with the district to align professional development activities to the instructional and assessment needs of the faculty to improve classroom instruction.
3. For the district and leadership to examine alternatives to re-establish a tutoring program for Native Americans (and others) to improve their academic performance.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. LPHS has clear mission and vision statements that are congruent with the student/community profile data.
2. All of the site's academic and co-curricular programs and operations are in alignment with the school district's policies, rules, regulations, and procedures.
3. Being in a small, rural and isolated area has created a challenge to find Highly Qualified staff. There are 8 teachers, two are part time and two are still pursuing their credential.
4. Every student has a Chromebook which has enhanced instruction.
5. The site's Wi-Fi is excellent.
6. Classrooms for core subjects have a SMART board.
7. The site's budget is developed by an elaborate 5- step process.
8. There is a yearly audit.
9. Professional development is provided by the district. However, teachers do not feel the PD offered meets their instructional strategies needs.
10. The school is safe, secure, and clean. There is a conducive learning environment. The facility is usually well maintained, but recent staff shortages in maintenance have created issues.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Visiting Committee Comments

An effective modern curriculum in all of the classes has been implemented that supports current academic standards. Changes have been made to the instructions program to offer an A-G track which will allow for all students to qualify to apply to a Cal St. or UC upon graduation. The VT has observed that preparing students for college readiness has been one area of academic focus which has been successfully achieved. Three staff teach Dual Enrollment classes as part of the master schedule through Cerro Coso Community College. These classes are primarily offered to Seniors only, but all students are encouraged to sign up for dual enrollment classes offered from the local community college.

While meeting with the parent committee they were proud of the robust agricultural program. Over 80% of Lone Pine's students participate in at least one agricultural class. The agricultural teachers work closely with other teachers to integrate English, math, and economics into the career and technical education agricultural program.

During the classroom observations the visiting committee was able to talk to students while they were creating their presentations for their required Senior Project. The students shared that this project provided them with tools and skills that will help them operate in the community during their post-high school education and career.

The staff works with various community shareholders to promote their students' achievement through a variety of programs, relationships, fundraisers, and grants.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The staff intentionally provides a rigorous and relevant curriculum that is college and career focused. The teacher and other staff members work hard to provide their students with opportunities in the field of dual enrollment and agriculture. Before students graduate every student has a career plan and has been taught skills and provided with tools to be a successful community member. LPHS is an integral part of this community.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

The instructional program offers a variety of educational options that prepare students for a range of college and career opportunities. Opportunities to learn different careers is limited to primarily an Agriculture program. The Visiting committee heard the student address concerns that they do not have other career/elective options at their school. Students do have access to a variety of extra curricular activities such as sports, clubs, and field trips, with staff and community support.

During the parent and student committee meetings the parents and students were grateful for the passion and hard work that the teachers provide their students. Both groups were frustrated with the lack of parental and student involvement in the development of school programs funding and general decision making. Both committees were also frustrated in the lack of communication of events and academic status pertaining to grades and other indicators. Both groups were also frustrated that there is not one on one support available for guidance in how to navigate college and various postsecondary routes.

Despite not having the resources allocated for a one on one designated counselor, the school and staff have put together a program to facilitate transition to college and other postsecondary options. During the 2022-2023 school year the student group recounted seven college and university field trips. The school this year also hosted three field trips to cultural experiences, e.g. Opera and ballet. Arrangements were made for third party representatives to come to the

school to provide help filing for the FAFSA and apply to dual/concurrent enrollment courses through Cerro Coso Community College.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

All students have access to a curriculum that supports high achievement. There not a full range of choices to a variety of career programs provided to the students. Students are provided with opportunities to transition a postsecondary options, but the parents and students do not feel that these opportunities are available to all students.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Teachers focus on developing lessons that are relevant and rigorous to the students college and career readiness goals which will prepare the students for postsecondary opportunities.
2. The Senior project required to complete in order to graduate provides students with tools and skills to be better prepared for post secondary education and being an adult in the community.
3. The Agricultural program provides real-world career skills and creates experiences and opportunities for the students.
4. Dual enrollment classes taught by their high school teachers provide students with an excellent start into a college pathway that will help them have a strong start at the college/university level.

Growth Areas for Continuous Improvement for Curriculum:

1. Use programs and committees to increase the effectiveness of the staff's communication and collaboration with other stakeholders. e.g. SSC, DELAC, PTA, and ASB to improve involvement in the decision making process.
2. For leadership and faculty to provide a wider range of classes and interventions that support a full range of college and career options that will provide for readiness upon graduation.
3. For the district and leadership to provide a amore dedicated support for guidance to prepare students for college and career options.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. California A-G requirements met.
2. Dual Enrollment availability on the school site, from high school teachers, through Cerro Coso Community College.
3. Exceptional FFA/Agriculture program.
4. 5 Week cross-curricular Senior Personal Finance Project.

5. Students personal plans for after high school shared by the students during the WASC visit.
6. Lack of parent and student involvement in decision making bodies.
7. Lack of variety of electives.
8. No designated staff member to support students with college and career guidance.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

The instructional program provides a comprehensive course of study for its students with concentrated efforts to embed technology and is a 1:1 Chromebook device school. Investment in educational applications that will foster deeper understanding and application for student learning is a cornerstone of the staff's teaching and learning platforms. In addition to typical course offerings, recently honors English course and an honors Statistics course were added and has also partnered with Cerro Coso Community College in order to offer both dual enrollment and concurrent enrollment courses for its students. Additionally, as an extension of the school day, an after-school dual enrollment opportunity was created in the area of health.

Students are presented with a comprehensive syllabus for each course that is shared with parents describing course expectations and grading parameters. Students have access to many online digital assessment platforms that are utilized in a variety of courses which allow for immediate feedback on assessments. As an Aeries school students and parents have on demand access to the most updated grades for each course. In addition, teachers regularly use the comment feature on Aeries to not only make notes for students but to also provide them feedback. Google Classroom is also heavily utilized by all teachers for not only assignments but for grading, feedback, communication of course expectations, content, and communication.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The instructional program is providing opportunities for students to engage in challenging and relevant learning experiences while also providing avenues for students to understand the learning expectations of the courses with syllabi and access to Google Classroom for all courses. The visiting team commends and appreciates the effort to offer technology-based opportunities for the learning experiences of the students at LPHS while also providing opportunities to advance their course of study through dual-enrollment and concurrent enrollment courses.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

Within the course of study, teachers facilitate learning and provide differentiated instruction to meet the needs of its diverse learners. The utilization of technology aids in the differentiation and exposure students have to a wide variety of resources. For example, the science department uses technological apps to provide simulated lab experiences while the social studies department can differentiate the Lexile level of the textbook to meet the varying reading levels of its students. ELD instruction utilizes the Achieve 3000 program in order to offer targeted designated English language development to English language learners as well as support to SPED students for differentiated learning opportunities. Senior students participate in a Senior exit process that is a graduation requirement. Students are required to prepare a presentation about their next steps in the postsecondary world and also participate in an exit interview.

Students demonstrate creative and critical thinking within their course of study by utilizing instructional materials to demonstrate learning and acquired skills throughout their courses with a heavy emphasis on technology. For example, in math students utilize Delta Math which allows them to run graphing simulations of real-world scenarios and observe instant results. In addition, students are exposed to a variety of real-world applicable situations where they have the opportunity to authentically respond to current events and global situations where they are encouraged to share their own perspectives and points of view.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The significant focus on technology-based applications offers a multitude of learning experiences for students. The purposeful integration of technology platforms in courses of study have truly expanded the educational reach, especially when considering the rural setting. A possible area of growth and a recommendation for an instructional focus is to establish a greater emphasis on

purposeful and intentional student collaboration and structured opportunities for academic discourse within all content areas. Several focus groups identified apathy as a concern over student learning and engagement. Additional efforts toward purposeful and frequent engagement of students could be a way to combat those occurrences. In addition, the visiting team recommends establishing a school-wide focus on the integration of purposeful and intentional daily learning intentions and corresponding daily success criteria woven into each course of study. This research-based integration will provide more clarity for students on how they may show a demonstration of knowledge in any subject for each day. Research supports the intentional integration of strategies that center on teacher clarity have a significant likelihood to positively impact student academic achievement. In addition, these efforts have the potential to yield tremendous growth in the area of fostering more student agency and self-efficacy as well as helping to develop more self-regulation and self-assessment skills.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Staff utilizes several technology tools including Chromebooks, Smartboards, Google Classroom, Aeries, as well as several technological apps integrated throughout various courses in order to engage students in relevant and rigorous courses of study.
2. The school offers both dual enrollment and concurrent enrollment opportunities with Cerro Coso Community College in order to expand the academic reach of students offering them expanded educational opportunities.
3. The Senior Project ensures that students must demonstrate an understanding of relevant post-secondary skills that will enhance opportunities for future employability.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. For staff to integrate structured and intentional academic discourse and student collaboration opportunities in order to increase engagement and critical thought about academic content.
2. For the district office and site leadership to offer expanded professional learning opportunities in research-based student engagement strategies to enable staff to expand their instructional practice.
3. For staff to integrate purposeful and intentional daily learning intentions and corresponding success criteria to enhance clarity for students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. The instructional program provides a comprehensive course of study for its students with concentrated efforts to embed technology and is a 1:1 Chromebook device school.
2. Honors English and honors Statistics courses were added and has also partnered with Cerro Coso Community College in order to offer both dual enrollment and concurrent enrollment courses for its students.

3. Classroom observations yielded the evidence of Chromebooks, Smartboards, Google Classroom, LANSchool, etc. being utilized by teachers.
4. Focus group interviews coborted the implementation and utilization of Cerro Coso Community College for dual and concurrent enrollment.
5. Focus group interviews confirmed efforts and intentions made with the Senior Project as a graduation requirement for students.
6. Students are presented with a comprehensive syllabus for each course that is shared with parents describing course expectations and grading parameters.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

The Visiting Committee observed that the faculty uses a variety of effective and equitable formative and summative assessment processes. The staff provided evidence from each class that multiple assessments were collected, analyzed, graded, and feedback given to students. The staff did not feel that the monthly staff meeting/professional development provided by the district was effective in analyzing their assessment data. Therefore, teachers feel that the district provided professional development did not benefit them in improving their teaching practices.

Leadership and staff have made changes to its master schedule and have adopted new curriculums to meet new California Standards and A-G requirements. The staff use student assessments to determine the effectiveness of these classes and have made changes to the master schedule and are continuing to make changes as new needs are assessed. The most recent math changes were made to accommodate 8th graders that come from the feeder school. These 8th graders were determined to be ready for Integrated Math 1, but the feeder school does not offer an IM1 class. Changes were made so that those students could take IM1 in 8th grade and IM2 in 9th grade. The eighth graders now are taking the IM1 at the high school with the ninth graders.. Other examples of data determining the master schedule are the Senior Dual Enrollment classes and the Next Generation Science Standards and the A-G requirements for science.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The leadership and faculty utilizes student data to determine the scope of classes. The school leadership and instructional staff are very intentional in using a variety of data and standards to determine what classes are offered and in what order they are offered in.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Visiting Committee Comments

The Visiting Committee observed that staff utilizes a variety of effective and equitable formative and summative assessment processes. Evidence was provided from each class that indicates multiple assessments were collected, analyzed, graded, and feedback given to students. The staff have a great deal of autonomy in determining the method of assessing students. These assessments are relevant, rigorous, and varied to the content areas standards.

Lone Pine's teachers reported during their interview that each teacher's method of providing feedback to the students varies slightly, but each teacher uses Aeries to provide grades to students and parents as well as four progress reports and four report cards a year. Parents expressed that they struggle to access the parent portal through Aeries and felt that it should be easier to access their students' grades.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

LPHS uses student data to direct individual student instruction and interventions in the classroom. Teachers use a variety of effective and engaging methods to collect student data in the forms of formative and summative assessment. The teachers provide feedback to students and allow the students to retake assignments with this feedback. LPHS provides consistently up to date progress through grades in Aeries' Parent Portal, progress reports, and report cards.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Student assessment data is used by the administrator when deciding which courses to be offered on the master schedule; this allows students to take courses that are challenging to them at their academic level.
2. Teachers have the ability to decide how to best assess the students' learning of curriculum's state standards with the parameters of the school grading policy to engage students in meaningful learning and assessment.
3. Seniors produce a cross-curricular Personal Finance Plan that is required for graduation. This project assesses a student's basic understanding of expenses, income, and communication skills. It also helps students organize documents needed for job and college applications.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Parents training to understand how to access feedback from the teacher to increase student, parent, staff accountability and collaboration.
2. Administrator to provide teachers with professional development to improve teachers ability to use data to create a wider variety of interventions and support for students not meeting the standards.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Teachers feel that the district provided professional development did not benefit them in improving their teaching practices.
2. Evidence was provided from each class that indicates multiple assessments were collected, analyzed, graded, and feedback given to students.
3. Assessments are relevant, rigorous, and varied to the content areas standards.
4. Changes to the Master Schedule
5. Feedback provided to the students through Aeries, Google Classroom, individual assignments, progress reports, and report cards.
6. Panel feedback from Senior Personal Finance project opportunities about retakes to show mastery.
7. Parent frustration with the schools communication through Aeries and Parent Square
8. Professional Development is only offered once a month during district staff meetings.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

Efforts are made by the leadership and staff to communicate school events and garner parent involvement within the educational community. Along with a school website, Facebook is utilized and data indicates that there are 835 followers. The school calendar has a comprehensive list of school events listed and is easily accessible via the website. In addition, as seen in multiple examples within Appendix M, there is a robust system in place for weekly events calendars that are distributed to students and staff via email and through Parent Square. Efforts for larger parental input were sought using a digital Google form survey as well as a mailed home hard copy.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

While a concerted effort to reach parents is being implemented, many of those avenues are not yielding as effective of results as they have potential. The visiting team recommends a more vigorous and active focus on establishing a presence on social media as well as an updated and more robust school website. In addition, advertisements for each should exist on all platforms to increase awareness and circulation. Further, the visiting team recommends seeking additional means to both promote and garner parent feedback about the school and school services such as establishing a school site council or similar advisory group specifically for the high school.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school develop a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

It is evident that leadership and faculty recognizes the need for infrastructure support and the need for an immediate plan of action to address critical needs. A partnership and communication pathway with certificated and classified staff exists to address the maintenance of classroom environments as needed and vigilance by all staff is employed to monitor campus infrastructure. Efforts are made by all staff in a collaborative effort to curb vandalism within the school by increasing staff supervision and visibility in common areas as well as a more vigilant awareness of teachers regarding students being out of class (i.e. bathroom breaks). There is an Acceptable Use Agreement regarding internet and technology use by students annually and LANSchool monitoring software is also employed for teacher use for ongoing monitoring of student technological activity while logged into Chromebooks.

Additional efforts to foster a more inclusive school environment exist in the form of a newly enacted GSA club on campus. The newly formed club has already seen an increase in attendance from 1 to 6 students since its inception in March of 2023 and is currently undergoing efforts to draft a mission statement and seek charter status as an official ASB club.

Focus group discussions yielded abundant evidence to support the healthy and professional atmosphere within the campus. School staff and administration work well together in a professional manner that emphasizes mutual respect. The principal has made it her mission to lead with an “all of us together” approach where she regularly seeks feedback from her staff and refrains from making unilateral decisions in a more “top-down” approach.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Evidence indicates that leadership and staff are vigorous in pursuing efforts to establish a safe, well-maintained, positive, and inclusive learning environment for both staff and students. A focused effort on open communication and professionalism also displays ongoing efforts to support staff ideas and concerns that will ultimately benefit the learning experiences of LPHS

students. The visiting team recommends efforts be made at the district level for a more timely and transparent process for school maintenance and infrastructure updates that also seek input from the staff for a critical needs assessment. The constraints of a small school are evident as there are more hats than bodies to wear them. The staff recognizes that it is an all hands-on deck situation to provide meaningful learning experiences for its students and works to establish a professional environment that encourages and supports volunteer participation with adjunct duties, activities, supervision, etc.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow other students to become advocates for their own needs and supports.

Visiting Committee Comments

Teachers offer lunch and after-school sessions for individualized instruction and support for students. Instructional delivery support such as Smartboards, laptops, and learner-paced programs are also utilized to provide academic support to students. As student need arises, SSTs are held for students requiring more services and/or resources. Utilizing the Aeries platform, teachers update grades on a weekly basis and those grades are accessible to both parents and students. Hard-copy progress reports are sent home to student families approximately every 5 weeks during the school year. Additional academic support in the area of remedial classes in English, as well as an honors English option, is available to students while skill level-based groupings for Math are provided to support each individual student's learning needs.

SSTs are implemented throughout the school year as student needs arise and includes a variety of stakeholders and resources as determined by the needs of the student. Staff have recently (March 2023) began training regarding MTSS grade-level support and a MTSS committee has been established district-wide where participants including the Superintendent/K-8 Principal, the LPHS Principal, teachers from throughout the district as well as instructional aides investigate avenues to provide additional and more intensive MTSS training for staff. The focus of the

committee is to uncover additional ways by which more comprehensive MTSS procedures and systems can be enacted at both school sites and aims to create protocols that will support the whole child while utilizing data to inform any implementation of additional multi-tiered systems of support. Staff work closely and collaboratively with each other and are very aware of student needs and progress. The small staff and student body offer opportunities for well-rounded support as well as frequent review and evaluation of student progress in academic courses. As needs arise, there is communication with appropriate personnel regarding concerns about student well-being.

The organization partners with outside local agencies to provide both academic and co-curricular activities for their students. Partnering with Inyo County students have been able to participate in local festivals as well as provide election support for primary and general elections. Partnering with local artists, a mural was created in the quad that included student participation. As a small rural school, they do have challenges in offering a full range of activities however they strive to pursue and engage students in as many activities as possible. FFA is a dominant presence on campus and 83% of the student body is involved with FFA. Throughout the year FFA has a variety of activities that involve both the school and the community. One example is the Blue and Gold fundraiser where student-created projects are auctioned off and proceeds go to the FFA program. The FFA is also heavily involved with Lone Pine's annual Western Film Festival. In addition, there are currently 49 students enrolled in a sport for the 2022-2023 school year resulting in a 25% participation rate of the student body in the athletics program.

In the classroom, staff aim to support and encourage student involvement and provide enriching academic and co-curricular experiences for them. The science department as well as FFA regularly utilize the greenhouse to grow and eventually sell plants at local community events while the math department capitalizes on the FFA farm animals in order to run statistical analysis on livestock to demonstrate rigorous mathematical and statistical concepts. The English department provides students with opportunities to attend field trips to the Los Angeles area to see symphonies, operas, and ballet performances. Outside the classroom, students have access to school-sponsored activities and clubs in order to keep involved. The newly formed GSA club strives to provide opportunities for students to discuss underrepresented groups within U.S. society and meets weekly at lunch so that all students have an equal opportunity to participate and attend. In addition, the school offers a talent show hosted by the theater class that was open to the community. Students are also afforded the opportunity to participate in field trips taking them to nearby Independence and also volunteer at the Inyo County Office of Education Outdoor Education Program where they can earn community service hours. The school also provides a Workability I (WAI) state-funded grant program where eligible students are matched and employed by local community businesses.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Despite its small size and rural location, the organizational body vigorously pursues opportunities for its students. Experiences both in the academic and co-curricular realm are provided for students

in the classroom and out of the classroom allowing them to broaden their horizons and life experiences during their formative high school years. As the school, community, and geographic location will always be a variable as well as a constraint. The visiting team recommends continuing to pursue opportunities that are viable and authentic to this community in order to serve its students in a wide array of opportunities. It was abundantly clear through multiple focus groups that a clear need for an academic and SEL counselor are needed for students. It is the recommendation of the visiting team for the school to vigorously pursue efforts to obtain an academic and SEL counselor for its student body. In addition, in an effort to support student voice, the visiting team recommends the principal make an effort to seek feedback on the instructional practices of teachers via the student body in order to help ensure and continuously maintain a positive learning environment for students.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- 1. To the leadership, faculty, and classified staff for establishing and maintaining a positive and professional learning environment as demonstrated with positive and caring staff-student relationships.**
2. The leadership, faculty, and staff have a prominent presence within the community and during local events which maintains and continuously nurtures its partnership with the surrounding community.
3. Students are heavily involved within the community and their presence is shown in a variety of ways, primarily through participation in FFA which has allowed them to have relevant real-world and varied experiences surrounding agricultural education.
4. The leadership, faculty, and classified staff has maintained continuous efforts to provide, reach, and support all students with co-curricular activities that expand the opportunities for academic and social growth.
5. Staff exudes professionalism and has well established lines of communication with each other.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- 1. For the leadership to consider establishing a parent, student, and community advisory board to assist in developing the direction and culture of the school to promote a more positive learning environment.**
2. For the leadership and staff to pursue a more robust communication effort in order to establish a more prominent and effective partnership with all stakeholder groups.
3. For the leadership staff to procure a more dominant presence on social media as well as revamp and continuously maintain the school website in order to keep the community at large informed about events and notifications.
4. For the district to pursue and establish a more targeted focus on SEL health for all students and vigorously pursue efforts to bring an academic and SEL counselor on staff

to provide more information regarding college and career choices and to improve SEL environment.

5. For the district to partner with the school to establish more proactive communication and to establish critical needs assessments for infrastructure and maintenance that is timely and effective to improve the learning environment.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Along with a school website, Facebook is utilized and data indicates that there are 835 followers.
2. The school calendar has a comprehensive list of school events listed and is easily accessible via the website.
3. There is a robust system in place for weekly events calendars that are distributed to students and staff via email and through Parent Square.
4. Focus group discussions yielded abundant evidence to support the healthy and professional atmosphere within the campus.
5. School staff and administration work well together in a professional manner that emphasizes mutual respect.
6. The principal has made it her mission to lead with an “all of us together” approach where she regularly seeks feedback from her staff and refrains from making unilateral decisions in a more “top-down” approach.
7. Instructional delivery support such as Smartboards, laptops, and learner-paced programs are also utilized to provide academic support to students.
8. Staff offer after-school tutoring opportunities for all students with targeted outreach to its Native American students every day after school utilizing Title IV funding sources and a Native American liaison who also communicates with teachers to receive updates about student academic progress as well as provides support strategies.
9. SSTs are implemented throughout the school year as student needs arise and includes a variety of stakeholders and resources as determined by the needs of the student.
10. FFA is a dominant presence on campus and 83% of the student body is involved with FFA.
11. There is a 25% participation rate of the student body in the athletics program.



Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. For the principal and staff for conducting a comprehensive self-study that examined all aspects of the school's programs and operations which identified critical learner needs and has resulted in an effective action plan with a focus of improving academic achievement.
2. For the principal and staff for conducting student centered decision making processes with a continuous improvement philosophy and developing a very cohesive team, that is focused on academic achievement and for the attainment of each graduate the characteristics of the ESLRs.

3. The principal and faculty for implementing technology in daily instructional practices which has improved academic achievement and promoted dual enrollment which will provide for future technology skills.
4. The principal for creating a college and career driven learning environment that will enhance career opportunities for the students.
5. For the eight member faculty that teaches at least five preparations daily that created an effective learning environment and promoted success for *all* students.
6. To the leadership, faculty, and classified staff for establishing and maintaining a positive and professional learning environment as demonstrated with positive and caring staff-student relationships.
7. For the agricultural faculty for creating a comprehensive and nationally recognized FFA program with a 12 acre farm in which over 80% of the student body is engaged.
8. For the classified staff that provides timely communication to parents and for the custodian that maintains a safe and clean campus, both of which enhance the learning environment.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

1. **For the leadership and selected staff to implement articulation meetings with the middle school and develop a freshman orientation class that will enhance success for freshman as they transition to high school.**
2. ***For the district and site leadership to hire a full time counselor or alternatively for a designated staff member to provide part-time guidance and career counseling to improve academic achievement and enhance post graduation awareness and options. (This was the major concern of both parents and students.)***
3. **For the leadership and faculty to increase services for English language learners and to create an English newcomer class to increase English proficiency, enhance the transition to English and increase academic achievement.**
4. **For leadership and mathematics faculty to improve mathematics instruction, restructure the curriculum, increase tutoring options, and continue/increase college level dual enrollment classes to improve academic performance in mathematics.**
5. **For the district and leadership to explore varied professional development opportunities which are course specific, enhance pedagogy, and are individualized to improve instructional strategies and academic content.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

6. **For the principal to conduct an annual survey of graduates one, five and ten years after graduation to determine their college experience/success and career choices to determine the effectiveness of their career guidance and the instructional program.**
7. **For the leadership to consider establishing a parent, student, and community advisory board to assist in developing the direction and culture of the school to promote a more positive learning environment.**

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

Based on a thorough examination through the self-study process, five objectives were developed for the action plan. As stated earlier, all three critical learner needs are addressed. The five objections can be summarized as follows: 1) assist freshmen to achieve a more successful transition to high school 2) improve guidance and counseling services for *all* students 3) improve services for English learners 4) Improve mathematics instruction and 5) provide additional PD in pedagogy and instructional curriculum areas. (Please review Chapter IV for a more detailed description is desired.)

- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

In small rural towns, the school district is often a focal point of the community. This is true in Lone Pine. The district is one of the largest employers. Many of the residents are graduates so there is a connection to the school. They will not permit the school to fail. Fortunately for the adolescents of Lone Pine, the staff of LPHS is very caring, positive, and dedicated and has demonstrated a willingness to examine all aspects of the school's programs, make effective recommendations, and implement the necessary changes to improve academic achievement.

The principal is dedicated to the overall improvement of the school. The staff is doing an outstanding job in addressing student needs. There is a strong personal and professional commitment to the well-being of the students. There is a significant focus on improving instructional strategies. The principal and staff are focused on the needs of the whole child. The principal has demonstrated a student-centered approach, continuous school improvement, an instructional focus, an effective monitoring of the school's programs, listening to stakeholder voices and developing an atmosphere of collaboration. A major instructional issue is that there are only eight teachers, six of which are full time.. Each is the sole teacher for that subject area(except for agriculture) and each full time teacher has five preparations.

Through the plan there is a design for professional development for staff to understand the correlation with student data and student achievement and to deepen their understanding of how the curriculum and instructional strategies and social-emotional learning impact student learning.

The Action Plan is comprehensive and "user friendly". Each goal is delineated with strategies, action steps, person(s) responsible, timelines and measurement of progress. There are no major impediments to implementing the plan. The staff is supportive of the initiatives in the plan.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: LPHS is making acceptable progress in academic achievement, except in mathematics. The staff is desiring an increase in social emotional learning. A significant number of parents would like an increase in college awareness and college academic planning.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The plan addresses the critical student learner needs as identified by the comprehensive need assessment and the self-study.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The action plan is comprehensive and "user friendly". Each goal is delineated with strategies, action steps, person(s) responsible, timelines and measurement of progress. There are no major impediments to implementing the plan. The plan, through its collaborative effort in its development, is supported by the staff.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	XX			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	XX			
Vision and Purpose (A1)		XX		
Governance (A2)	XX			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	XX			
Staff: Qualified and Professional Development (A4)			XX	
Resources (A5)	XX			
Resources (Charter only) (A6) N/A				
Rigorous and Relevant Standards-Based Curriculum (B1)	XX			
Equity and Access to the Curriculum (B2)		XX		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		XX		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		XX		
Reporting and Accountability Processes (D1)		XX		
Use of Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		XX		
Parent and Community Engagement (E1)			XX	
School Culture and Environment (E2)		XX		
Personal, Social-Emotional, and Academic Student Support (E3)		XX		
Acceptable Progress by All Students		XX		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	XX			
The capacity to implement and monitor the schoolwide action plan/SPSA	XX			

TO: Board of Trustees

FROM: Edward Campbell, Superintendent

SUBJECT: Board Meeting of September 20, 2023

The following policies are presented 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.

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 5141.5 - Mental Health Policy updated to expand the first philosophical paragraph and reflect the U.S. Surgeon General's NEW GUIDANCE regarding the importance of social connection and the impact of social media on health and well-being. Policy also updated to reflect NEW LAW (SB 14, 2021) which requires the California Department of Education (CDE) to recommend best practices and identify training programs to address student behavioral and mental health, including common psychiatric conditions and substance use disorders, safely deescalating crisis situations involving students with a behavioral health disorder, linking students with referrals, and providing instruction on how to maintain student privacy and confidentiality. Policy also updated to reflect that districts are required to notify students and parents/guardians twice a year about how to access mental health services, NEW LAW (AB 748, 2022) which requires each school site serving students in any of grades 6-12 to create a mental health poster, and NEW LAW (AB 167, 2021) which requires CDE to develop guidelines for the use of telehealth technology in schools.

Board Policy 5141.6 - School Health Services Policy updated to expand the first philosophical paragraph to include the unique position of districts to increase health equity and the utilization of telehealth as a method to deliver health care services in schools. Policy also updated to provide for preventative programming and intervention strategies as types of health services to be provided by districts.

Policy 5145.6 - Parent/Guardian Notifications Policy updated to reflect Health Care Services Policy and Procedures letter No. 21-017R and No. 23-004 which require districts to develop a plan to meet alternative formatting requirements for individuals with disabilities to enable individuals with speech, vision, and hearing disabilities to effectively communicate and participate in the Medi-Cal program.

Exhibit(1) 5145.6 - Parent/Guardian Notifications Exhibit updated to add parent/guardian notifications related to (1) the manner in which district-established graduation requirements and career and technical education courses satisfy college entrance A-G course criteria, (2) California's child access prevention laws and laws related to the safe storage of firearms, (3) transfer of coursework and credits for highly mobile student populations, (4) how to access mental health services at school and/or in the community, (5) the online distribution of a digitized mental health poster, (6) type 1 diabetes information, (7) the opportunity to submit written comments on the local control and accountability plan, (8) student's participation in state assessments and option to request an exemption from testing, (9) information related to the district's food service programs, (10) upcoming eye examinations at school site and option to opt-out of eye examinations, (11) potential eligibility for services or accommodations pursuant to Section 504 or an individualized education program, (12) limitations on disenrollment of a child in a preschool or child care program, including expulsion and suspension, including how to file an appeal in the event of expulsion or suspension, (13) program plan for maintaining a child's safe participation in a preschool or child care program when a child exhibits persistent and serious challenging behaviors, (14) receipt of a "Notice of Action, Recipient of Services," prior to suspending or expelling a child in a preschool program, (15) the provision of a suspension and expulsion notice, manifestation determination notice, involuntary transfer notice, and related information to a foster

youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, (16) findings from an evaluation of participating in an independent study course when satisfactory education progress is not being met, (17) exemption from district-established graduation requirements for students with disabilities, (18) requirement to stock and make available an adequate supply of menstrual products free of cost, (19) posting of child care license, and (20) requirement to post rates, discounts and scholarship options at child care facilities. exhibit also updated for conforming changes.

Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities

Policy updated to reflect NEW LAW (AB 181, 2022) which (1) requires districts to exempt an eligible student with a disability from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements and award such student a high school diploma, and (2) provides that any such exempted student is eligible to participate in any graduation ceremony and school activity in which a student of similar age without a disability would be eligible to participate.

Board Policy 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education

Policy updated to reflect a December 2022 Davis Joint Unified School District Resolution Agreement with the U.S. Department of Education, Office for Civil Rights, regarding the use of seclusion and restraint as it relates to a free appropriate public education for students with disabilities placed in nonpublic schools.

NEW - Board Policy 6173.4 - Education for American Indian Students

New policy addresses legal implications and best practices for the education of American Indian students, including a philosophical statement which recognizes the unique cultural, language, and educational needs of Indian students and the ways those needs may be addressed, the importance of culturally relevant curriculum for all students related to local American Indian tribes, and the practice of implementing strategies necessary for the improvement of the academic achievement of American Indian students. Policy also provides for the involvement of a California Indian Education Task Force as encouraged by NEW LAW (AB 1703, 2022), the identification of and related supports for American Indian students most at-risk of not meeting state academic standards, the additional protections for American Indian students prior to a suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school in accordance with NEW LAW (AB 740, 2022), the provision of programs to facilitate the successful transition of American Indian students to post-secondary education and employment, professional development to assist those working with students regarding the unique needs of American Indian students, and annual reporting to the Governing Board regarding the outcomes of American Indian students. Additionally, policy includes a section entitled, "Title VI Indian Education Program," with material moved from deleted Administrative Regulation 6173.4 - Title VI Indian Education Program, and reflects major requirements for districts that receive Title VI Indian education funding.

Board Policy 6174 - Education for English Learners Policy updated to remove outdated material and reflect NEW LAW (SB 941, 2022) which permits a district to enter into an instruction collaboration agreement with another school district, county office of education, or charter school to offer the same or similar courses and coursework to students who have been impacted by teacher shortages, disruptions, or cancellations to science, technology, engineering, and mathematics classes, or dual language immersion programs.

Board Bylaw 9322 - Agenda/Meeting Materials Bylaw updated to move material regarding public comments to be with content related language, amend language to be more closely aligned with code language, add material regarding the means for in-person and remote public comments, and reflect NEW LAW (AB 2449, 2022), which requires boards to maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation to board meetings for individuals with disabilities. Bylaw also updated to provide that each agenda for a regular meeting is required to list the address designated by the Superintendent or designee for public inspection of documents related to records of a statement threatening litigation against the district to be discussed in closed session, in addition to documents related to open session, when such documents have been distributed to the Governing Board less than 72 hours before a Board meeting, clarify that the Board president and Superintendent decide when an item is placed on the agenda, include that public records under the Public Records Act and which relate to an agenda item which contain a claim or written threat of litigation which will be discussed in closed session are required to be made available to the public, in addition to documents which relate to an agenda item scheduled for the open session of a regular meeting, and NEW LAW (AB 2647, 2022) which clarifies how districts can, without opening their offices after normal business hours, comply with the portion of the Brown Act that requires writings or documents distributed to a majority of a local legislative body less than 72 hours before a meeting to also be distributed to the public.

DELETE - Administrative Regulation 6173.4 - Title VI Indian Education Program Regulation deleted as unnecessary with material moved to new Board Policy 6173.4 - Education for American Indian Students.

MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health **contribute are critical** to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to **reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build students' resiliency skills, help students including digital resilience, increase social connections, and cope with life challenges, and reduce the stigma associated with mental illness.**

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff with information and training to recognize the early signs **and symptoms** of an emerging mental health condition **or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse**, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, **safely deescalate crisis situations involving students with a behavioral health disorder**, and link students with effective services, **referrals, and supports. Such training shall also provide instruction on how to maintain student privacy and confidentiality. Behavioral health information and training** may also be provided to parents/guardians, **students**, and families.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health

MENTAL HEALTH

services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280)

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

- 5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating**

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

Mental health and behavioral health services for students on campus may be provided by way of telehealth technology. (Education Code 49429)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Policy

Adopted: October 21, 2020

Revised: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT

Lone Pine, California

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SCHOOL HEALTH SERVICES

The Governing Board recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health services. **The Board further recognizes that schools are uniquely positioned to increase health equity and to help ensure that all students have access to necessary health care services.** The district may provide access to health services at or near district schools through the establishment of a school health center and/or mobile van(s) that serve multiple campuses, **and may utilize telehealth as a delivery mechanism to increase access to health care services in schools.**

The Board and the Superintendent or designee shall collaborate with local and state agencies and health care providers to assess the health needs of students in district schools and the community. Based on this needs assessment and the availability of resources, the Superintendent or designee shall recommend for Board approval the types of health services to be provided by the district, **including preventative programming and intervention strategies to address students' physical, mental, and behavioral health needs.**

The Board may employ or contract with health care professionals or partner with community health centers to provide the services under the terms of a written contract or memorandum of understanding.

Board approval shall be required for any proposed use of district resources and facilities to support school health services. The Superintendent or designee shall identify funding opportunities available through grant programs, private foundations, and partnerships with local agencies and organizations.

The Superintendent or designee may coordinate the provision of school health services with other student wellness initiatives, including health education, programs that address nutrition and physical fitness, and other activities designed to create a healthy school environment. The Superintendent or designee may encourage joint planning and regular communications among health services staff, district administrators, teachers, counselors, other staff, and parents/guardians.

Consent and Confidentiality

The Superintendent or designee shall obtain written parent/guardian consent prior to providing services to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-692930, **Health and Safety Code 124260**, or other applicable laws.

The Superintendent or designee shall maintain the confidentiality of student health records in accordance with law.

Payment/Reimbursement for Services

The Superintendent or designee ~~shall establish procedures for billing public and~~ **may bill** private insurance programs and other applicable programs for reimbursement of services as appropriate. ~~The Board desires that costs not be a barrier to student access to services.~~ Services may be provided free of charge or on a sliding scale in accordance with law.

The district shall serve as a Medi-Cal provider to the extent feasible, comply with all related legal requirements, and seek reimbursement of costs to the extent allowed by law.

To further encourage student access to health care services, the Superintendent or designee may develop and implement strategies to assist in outreach and enrollment of eligible students from low-to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not be limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.

Program Evaluation

In order to continuously improve school health services, the Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The Superintendent or designee shall provide the Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; changes in student outcomes such as school attendance or achievement; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

Policy

Adopted: September 15, 2010

Revised: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT

Lone Pine, California

PARENTAL NOTIFICATIONS

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians all notifications required by law and any other notifications the Superintendent or designee believes will promote parental understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, the student's parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

When necessary, the district shall provide notifications to qualified individuals with disabilities in alternative formats, such as braille, large front, or audio recordings, to enable such individuals to effectively participate in any program, service, or activity, as required by law.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

PARENTAL NOTIFICATIONS (continued)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Policy

Adopted: September 15, 2010

Revised: November 20, 2019

Revised: November 18, 2020

Revised: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT

Lone Pine, California

Students

E 5145.6(a)

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide products, active ingredients, internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school	Education Code	AR 5145.7	Copy of sexual harassment

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
year	48980, 231.5; 5 CCR 4917; 34 CFR 106.8		policy as related to students; contact information for Title IX coordinator
Beginning of each school year	Education Code 48980, 32255- 32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school Year	Education Code 48980, 51225.3	AR 6146.1	How district established graduation requirements do or do not satisfy College entrance A-G course Criteria; district's CTE courses that satisfy A-G course criteria
Beginning of each school Year	Education Code 48986, 49392	AR 0450	Information and laws related to the safe storage of firearms and California's child access prevention laws
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures available appeals, civil law, remedies, coordinator, complaints about student fees and local control and accountability plan
Beginning of each school	Education Code AR 5125 49063 AR 5125.3		Challenge, review, and year expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year	Education Code 49069.5, 51225.1	AR 6173 6173.1 6173.3 6175	Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students,

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
			children of military family, migrant family, migrant students and students participating in a newcomer program
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	BP 5141.5	How to access mental health services at school and/or in community
Beginning of each school year in schools serving students in grades 6-12	Education Code 49428.5	BP 5141.5	Distribution of digitized mental health poster online
Beginning of each school year or upon enrollment	Education Code 49452.6	AR 5141.3	Availability of type 1 diabetes informational materials developed by the California Department of Education
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
When developing LCAP and during the annual update of the LCAP	Education Code 52062	BP 0460	Opportunity to submit written comments regarding specific actions and expenditures in proposed plan or annual update
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 60615, 5 CCR 852	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
Beginning of each school year	USDA FNS Instructions 113-1	BP 3555	Information related to the district's food service programs
Beginning of each school year	USDA SP-23-2017 46-2016	AR 3551	District policy on meal payments
II. At Specific Times During the Student's Academic Career			
Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers	Education Code 32390, 48980	AR 5142.1	Fingerprinting program

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
a fingerprinting program			
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course Prior to satisfy graduation requirement providing an eye examination	Education Code 48980, 51225.3 49455.5	AR 6146.1 5141.3	How each graduation requirement does
When a parent/guardian request for district designation of volunteers is received for training on emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation			or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Before grade 12	Education Code 51225.8	AR 6143	Completion and submission of FAFSA and CADAA
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143 BP 6178	UC and CSU College admission requirements, UC and CSU web sites that list certified

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
			courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release student's name, address, and phone number to military recruiters without prior written consent
III. When Special Circumstances Occur			
In the event of a breach of security of district records,	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
to affected persons			incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment
Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
Before early entry to transitional kindergarten or kindergarten, if early entry offered	Education Code 48000	AR 5111 AR 6170.1	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2	Student has been excluded from school
Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer	Education Code	AR 6184	Right to request meeting prior

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PARENTAL NOTIFICATIONS

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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
to continuation school	48432.5		to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When a foster youth or an Indian child receives a suspension, expulsion, manifestation determination, or involuntary transfer	Education Code 48853.5	AR 6173.1 6173.4	Suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information to a foster youth's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, the child's county social worker
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school into the district	Education Code 49068	AR 5125	Right to receive copy of student's record and a hearing to challenge content of student's record
When parent/guardian's challenge of student record is	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
denied and parent/guardian appeals			of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
Annually to parents/guardians of student athletes	Education Code 49476	AR 6145.2	Opioid fact sheet
Within 30 days of foster youth, homeless youth student, experiencing homelessness	Education Code 51225.1	BP 6146.1 AR 6173	Exemption from local graduation requirements, effect

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12		AR 6173.1 AR 6173.3 AR 6175	on college admission, option for fifth year of high school, transfer opportunities through California Community Colleges
When satisfactory educational progress in one or more independent study courses is not being made by student under 18	Education Code 51749.5	BP 6158	Findings from evaluation to determine if it is in student's best interest to remain in independent study or whether student should be referred to an alternative program
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857; 22 CCR 101218.1	AR 5148	Parent/guardian right to enter and inspect facility and other rights as specified
When a licensed child care center has a building constructed before January	Health and Safety Code 1597.16	AR 5148	The requirement to test the facility, and the results of the test

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
1, 2010 and has drinking water tested for lead			
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures
When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies regarding excused and unexcused absences
Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
At least 14 days before change in service or other intended action, upon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children	20 USC 7704; 34 CFR 222.94	AR 3231	Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison; public notice

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to receive records and an opportunity for hearing upon request
When student complains of sexual harassment	34 CFR 106.44, 106.45	AR 5145.7	Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
IV. Special Education Notices			
Prior to a student with disabilities Beginning tenth grade	Educational Code 51225.31	BP 6146.1	Exemption from local graduation requirements
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or	Education Code 56521.1	AR 6159.4	Emergency intervention

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices (continued)			
serious property damage			
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards
V. Classroom/Facility Notices			
In all district schools and offices, including staff lounges and student government meeting rooms	Education Code 234.1	AR 1312.3	Uniform complaint procedures board policy and administrative regulation
In each classroom used for license-exempt California State Preschool Program	Education Code 82128235.5	AR 1312.3 E 1312.3	Health and safety requirements for preschool programs; where to get complaint form
~~In each classroom in each school~~	~~Education Code 35186~~	~~AR 1312.4 E 1312.4~~	~~Complaints subject to Williams uniform complaint procedures~~
In any school serving any of grades 6-12, in a prominent and conspicuous location in every restroom required to stock menstrual products	Education Code 35292.6	AR 3517	Requirement to stock and make available free of cost an adequate supply of menstrual products that includes email address and telephone number for a designated individual responsible for maintaining requisite supply of

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. Classroom/Facility Notices			
In a licensed child care and development center at a location accessible to parents/guardians	Health and Safety Code 1596.857	AR 5148	menstrual products Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

SCHOOL HEALTH SERVICES

The district shall serve as a Medi-Cal provider to the extent feasible, comply with all related legal requirements, and seek reimbursement of costs to the extent allowed by law.

To further encourage student access to health care services, the Superintendent or designee may develop and implement strategies to assist in outreach and enrollment of eligible students from low- to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not be limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.

Program Evaluation

In order to continuously improve school health services, the Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The Superintendent or designee shall provide the Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; changes in student outcomes such as school attendance or achievement; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

Policy

Adopted: September 15, 2010

Revised: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT

Lone Pine, California

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 – High School Graduation Requirements. However, a student with a disability may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation 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**

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with **disabilities a disability** may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

the student as identified in ~~his/her~~ **the student's** IEP

2. Satisfactorily met ~~his/her~~ **the student's** IEP goals and objectives during high school as determined by the IEP team

3. Satisfactorily attended high school, participated in the instruction as prescribed in ~~his/her~~ **the student's** IEP, and met the objectives of the statement of transition services

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

No district student **with a disability** shall be **referred to, or** placed in an NPS/A unless the student's individualized education program (IEP) team has determined **that an appropriate public education alternative does not exist and** that placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A **pursuant to the contract**. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

BP 6159.2(b)

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL
EDUCATION** (continued)

Policy
Adopted: September 15, 2010
Revised: August 19, 2020
Reviewed: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT
Lone Pine, California

EDUCATION FOR AMERICAN INDIAN STUDENTS

The Governing Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

The Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students.

In order to discuss, gain a shared understanding of, and develop curriculum for use within the district, and to identify the extent and nature of any achievement gaps between American Indian students and other district students, and strategies to address any such gaps, the district may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within the district that include tribal experiences and perspectives
2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans
3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force
4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391)

The Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before- or after-school services, and summer learning programs.

EDUCATION FOR AMERICAN INDIAN STUDENTS

Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities), and 6184 – Continuation Education.

The Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs in accordance with Labor Code 3074.2, mentorship programs, and counseling services.

As needed, the Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students.

At least annually, the Superintendent or designee shall report to the Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates.

Title VI Indian Education Program

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program

EDUCATION FOR AMERICAN INDIAN STUDENTS

3. Early childhood and family programs that emphasize school readiness
4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards
5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement
6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship
7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse
8. The acquisition of equipment that is essential to achieve program goals
9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program
10. Family literacy services
11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors
12. Dropout prevention strategies for American Indian students
13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs

EDUCATION FOR AMERICAN INDIAN STUDENTS

and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The Superintendent or designee shall periodically assess the progress of all American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)

EDUCATION FOR ENGLISH LEARNERS

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas-

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner ~~may be denied participation in any such course if the student~~ **who** has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, ~~and~~ **may be denied participation in any such course, if** the course of study provided to the student is designed to remedy academic deficits incurred during participation and **reasonably calculated** to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above
3. Other courses that meet the "A-G" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR ~~854.1 854.3 853~~. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR ~~854.1 854.3 853~~)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students

EDUCATION FOR ENGLISH LEARNERS (continued)

on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

EDUCATION FOR ENGLISH LEARNERS (continued)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Until July 1, 2029, the Superintendent or designee may, with Board approval, and as specified in BP 5117 – Interdistrict Attendance, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school to offer the same or similar courses and coursework to students who have been impacted by teacher shortages, disruptions, or cancellations, or teacher shortages to dual language immersion programs. (Education Code 48345)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to Items #1-6 above

EDUCATION FOR ENGLISH LEARNERS (continued)

8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Policy
adopted: September 15, 2010
Revised: May 20, 2020
Reviewed: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT
Lone Pine, California

AGENDA/MEETING MATERIALS

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. ~~However, the~~ **The agenda for a regular meeting shall also provide members of the public an opportunity to address the Board regarding matters within the subject matter jurisdiction of the Board which are not on the agenda. (Education Code 351.45.5; Government Code 54954.3)**

The agenda does not need ~~not to~~ provide an opportunity for public comment ~~when the agenda on~~ **an item that** has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. ~~(Government Code 54954.3)~~

~~The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 351.45.5; Government Code 54954.3)~~

The notice and agenda shall describe the means available for the public to access the meeting and provide public comment in-person and, if a Board member is appearing remotely due to an emergency circumstance or for just cause pursuant to Government Code 54953, through an internet-based service or call-in option. (Government Code 54953)

~~Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)~~

The agenda shall include information regarding how, when, and to whom a request disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting **as well as the procedure for receiving and resolving such requests as required by law. (Government Code 54954.2)**

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item, or for

AGENDA/MEETING MATERIALS (continued)

records of a statement threatening litigation against the district to be discussed in closed session, when such documents have been distributed to the Board less than 72 hours before the meeting. (Government Code 54956.9, 54957.5)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. **Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.**

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action **during a Board meeting** to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, **and whether the item should be an action item subject to Board vote or an information item that does not require immediate action, and when the item is placed on the agenda.**

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a **regular separate** agenda item.

AGENDA/MEETING MATERIALS (continued)

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

~~Any agenda~~ **Agenda** and related materials distributed to the Board shall be made available to the public upon request without delay. ~~Only~~ **However, only** those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting **or which contain a claim or written threat of litigation which will be discussed in closed session** shall be made available to the public. (Government Code 54957.5)

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. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that

AGENDA/MEETING MATERIALS (continued)

platform shall take the user directly to the website with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a **document writing** which relates to an open session agenda item **of or which contains a claim or written threat of litigation which will be discussed in closed session during** a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the **document writing** is distributed to all or a majority of the Board. **(Government Code 54957.5)**

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a website link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Policy

adopted: September 10, 2010

Revised: April 27, 2022

Reviewed: September 20, 2023

LONE PINE UNIFIED SCHOOL DISTRICT

Lone Pine, California

UNADOPTED

**LONE PINE UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
MINUTES
August 16, 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 @ 4:32 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
Edward Campbell, Superintendent and 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 Lutze and seconded by Trustee Yourgules that the Board recess to closed session to discuss the following items:

- 1) PUBLIC EMPLOYEE DISCIPLINE/DISMISAL/RELEASE/REASSIGNMENT
- 2) PUBLIC EMPLOYMENT APPOINTMENT/EMPLOYMENT (Gov. Code sec. 54957)
 - a. Director of Finance
 - b. Elementary Teachers
 - c. Resource Teacher
 - d. Elective Teacher
 - e. AG Mechanics Teacher
 - f. Art Elective Teacher
 - g. Utility Maintenance Worker
 - h. Clerk Typist
- 3) CONFERENCE WITH LABOR NEGOTIATOR (G.C. Sec. 54957.6)
 - a. District Employees: SITA & CSEA
 - b. District Negotiators: Edward Campbell

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

3.1 Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board return to open session at 5:18 p.m.

3.2 Pledge of Allegiance was led by President Patton.

3.3 Moved by Trustee Lutze and seconded by Trustee Yourgules that the Board approve the agenda order as presented with correction to item 5.4 to add 3 periods. Motion passed 4-0 with Trustee Kemp absent.

3.4 Trustee Patton reported that no action was taken in Closed Session will resume after regular meeting.

PUBLIC PARTICIPATION (HEARING SESSION)

No one addressed the Board.

4. GENERAL FUNCTIONS OF THE BOARD

NON-CONSENT AGENDA

4.1 Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board adopt the following revised and/or updated Board Policy and/or Administrative Regulation as presented to the Board. *The board may vote to waive the second reading and approve these items after the first read.* Trustee Sullivan moved and Trustee Yourgules seconded to approve as second read. Motion passed 4-0 with Trustee Kemp absent.

- 1) BP/E 1113 – District and School Web Sites
- 2) BP/AR 4112.2 Certification

- 3) E 4112.9/4212.9/4312.9 – Employee Notifications
- 4) BP 4140/4240/4340 – Bargaining Units
- 5) AR 4161.1/4361.1 – Personal Illness/Injury Leave
- 6) AR 4261.1 – Personal Illness/Injury Leave
- 7) AR 4161.2/4261.2/4361.2 – Personal Leaves
- 8) AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave
- 9) BP 5117 – Interdistrict Attendance

- 4.2 Moved by Trustee Lutze and seconded by Trustee Sullivan to approve the regular minutes of June 21, 2023 and special minutes of June 14, 2023, as presented to the Board. Motion passed 4-0 with Trustee Kemp absent.

5. PERSONNEL

NON-CONSENT AGENDA

- 5.1 Moved by Trustee Yourgules and seconded by Trustee Sullivan that the Board approve the Declaration of Need for Fully Qualified Educators for the 2023-24 school year, as presented to the Board. This is an estimated number of Emergency and/or Limited Assignment Permits that may be needed in the event that there is an insufficient number of certificated persons who meet the District's specified employment criteria for the 2023-24 school year. Motion passed 4-0 with Trustee Kemp absent.
- 5.2 Moved by Trustee Lutze and seconded by Trustee Sullivan that the Board approve the District's application to the Commission on Teacher Credentialing for a Short-Term Waiver for Donna Carson. Mrs. Carson is recommended to be employed as the Part-Time Resource teacher at Lone Pine High School for the 2023-24. Compensation shall be appropriate placement on the Certificated Salary Schedule. Motion passed 4-0 with Trustee Kemp absent.
- 5.3 Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board approve the District's application to the Commission on Teacher Credentialing for a Short-Term Waiver for Hank Truxillo. Mr. Truxillo is recommended to be employed as the Special Day Class teacher at Lo-Inyo Elementary School for the 2023-24. Compensation shall be appropriate placement on the Certificated Salary Schedule. Motion passed 4-0 with Trustee Kemp absent.
- 5.4 Moved by Trustee Lutze and seconded by Trustee Yourgules that the Board approve the District's application to the Commission on Teacher Credentialing for a Short-Term Waiver for Margaret Keener. Mrs. Keener is recommended to be employed to teach three periods of an Art Elective teacher at Lone Pine High School for the 2023-24. Compensation shall be appropriate placement on the Certificated Salary Schedule. Motion passed 4-0 with Trustee Kemp absent.

CONSENT AGENDA

Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board approve consent agenda items 5.5 to 5.13. Motion passed 4-0 with Trustee Kemp absent.

- 5.5 Approve the list of certificated and classified substitute employees for the 2023-24 school year, as presented to the Board.
- 5.6 Approve probationary employment of Leslie Rowan to serve as Elementary teacher, for Lo-Inyo Elementary School, effective August 28, 2023. Compensation shall be Column III, Step 13 (\$70,640) on the Certificated Salary Schedule.
- 5.7 Approve probationary employment of Sarah Fogarty to serve as shared Elementary Teacher at Lo-Inyo Elementary School, effective August 28, 2023. Compensation shall be Column III, Step 15 (\$36,335.04) on the Certificated Salary Schedule.
- 5.8 Approve to reclassify the Utility Maintenance Worker work year from 10 months to 12 months.
- 5.9 Approve probationary employment of Brandon Perkins to serve as Utility Maintenance Worker. Compensation shall be Range 8, Step II (\$19.96) as specified on the 2022-23 Classified Salary Schedule.
- 5.10 Approve resignation of Brandon Perkins as 2 hour Grounds/Maintenance Worker, 2 hour Noon Duty Aide, and .25 Crossing Guard, effective July 12, 2023.
- 5.11 Ratify employment of David Southey as summer lifeguard for the 2023 swim season.

5.12 Approve resignation of Sara Jefferson as Lead Bus Driver, effective August 1, 2023.

5.13 Authorize to reinstate the Lead Transportation position.

6. CURRICULUM & INSTRUCTION

NON-CONSENT AGENDA

6.1 Moved by Trustee Lutze and seconded by Trustee Yourgules that the Board approve overnight trip for Coach Joseph and 20 student athletes to participate in the Cal City Volleyball Tournament from September 15-16, 2023, as presented in the itinerary to the Board. Motion passed 4-0 with Trustee Kemp absent.

7. BUSINESS AND FINANCE

CONSENT AGENDA

Moved by Trustee Yourgules and seconded by Trustee Sullivan that the Board approve consent agenda items 7.1 and 7.9. Motion passed 4-0 with Trustee Kemp absent.

7.1 Approve the Williams Quarterly Uniform Complaint Report for April-June, 2023.

7.2 Declare a surplus of Bus 9, 2008 Bluebird VIN#1BABNBXA59F257437.

7.3 Declare a surplus of 1992 GMC Pick-Up Truck VIN#1GTFC24KXNZ518967.

7.4 Declare a surplus of 2001 GMC Astrovan VIN#1GKDM19W21B514185.

7.5 Approve purchase of new school bus from AZ Bus Sales for a 2023 Bluebird 60 passenger bus under the terms of the 2021 statewide piggyback bid with Waterford Unified School District, to be paid from Fund 17 in the amount of \$205,899.19.

7.6 Approve the purchase of a 2023 Ford Transit Connect Cargo Van, not to exceed \$55,000, to be paid from Kitchen Infrastructure and Training (KIT) Funds.

7.7 Approve Agricultural Career Technical Education Incentive Grant 2023-24 Application for Funding, as presented to the Board.

7.8 Approve Memorandum of Understanding between the District and Inyo County Office of Education to provide Speech and Language services from BlazerWorks. Aliza Klein will provide teletherapy services to students 25/hours/week at the rate of \$125/hr. for 40 weeks, shall not exceed \$125,000.

7.9 Approve Purchase Orders and Warrants.

ITEMS FROM THE SUPERINTENDENT

A. Other – Mr. Campbell reported on events for District welcome back kickoff and teacher return. Transportation update; the district has one bus driver at the time, there is a new route schedule, there are two possible drivers that are trying to finish up and hoping to be completed by the end of September. Teacher update; primary grades have high enrollment, the district has two options, first option we have a teacher that will do long term and if that does not work out then primary would need to do combo classes. Budget update; the district has some ESSR III monies – need to modernize the HVAC system at Lo-Inyo, room 17 is in need of a new roof, HS does need new heaters, and possible salary augmentation. The district will be applying BP 1330-Facility Use this year and fees will be applied if necessary. Nancy stated FFA will be hosting the Kern Inyo Chapter Leadership Conference on August 29th. Mr. Campbell also mentioned that Mrs. Lacey will be applying for Career Technical Education Grant by the end of September.

ITEMS FROM THE BOARD

Trustee Lutze commented that she is excited about the upcoming school year, will be very positive and thanked Mr. Campbell for his forward thinking from the beginning and presenting to the board as choices, also looking forward to working with Mr. McCabe. Trustee Patton welcomed everyone back and high hopes for a successful school year. Trustee Sullivan thanked all the students for being on their best behavior at the Livestock Fair and thanked all the parents who stepped up to help Mrs. Lacey out.

UPCOMING DATES AND REMINDERS (See District Calendar at www.lpusddist.org)

- Thurs. Aug. 24 - Teacher Contract Day

- **Fri. Aug. 25** - **Teacher Contract Day**
- **Mon. Aug. 28** - **First Student Attendance Day**
- **Tues. Aug 29** - **LPFFA Hosting Kern Inyo Chapter Officer Leadership Conference**
- **Wed. Sept. 20** - **Regular Board Meeting**

8. RETURN TO CLOSED SESSION

8.1 Moved by Trustee Sullivan and seconded by Trustee Lutze that the Board reconvene into closed session at 5:57 p.m. to discuss the following items. Motion passed 4-0 with Trustee Kemp absent.

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

- a. District Employees: SITA & CSEA
- b. District Negotiators: Edward Campbell

9. OPEN SESSION

9.1 Moved by Trustee Yourgules and seconded Trustee Sullivan that the Board reconvene into open session at 7:08 p.m. Motion passed 4-0 with Trustee Kemp absent.

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

10. ADJOURNMENT @ 7:10 P.M.

Respectfully Submitted,

Edward Campbell, Superintendent and
Secretary to the Board

LONE PINE UNIFIED SCHOOL DISTRICT
CONFIDENTIAL JOB DESCRIPTION

I. POSITION TITLE: DISTRICT BOOKKEEPER

II. SUPERVISED BY: SUPERINTENDENT

III. BRIEF DESCRIPTION OF THE POSITION:

Responsible to the Superintendent, under the general supervision of the Chief Business Officer to assist with a variety of accounting and clerical tasks as required.

IV. GENERAL DUTIES AND RESPONSIBILITIES:

- 1) Acts as receptionist for the District Office; answers telephone.
- 2) Provides information to the public regarding the District.
- 3) Sorts and routes daily mail.
- 4) Prepares and types correspondence, reports and other related typing for the District and may prepare reports for other agencies.
- 5) Processes requisitions and purchase orders, including preparation of bid documents for large purchases.
- 6) Receives and inventories materials and equipment.
- 7) Maintains employee records including absences, vacation, sick leave, insurance, etc.
- 8) Assists with all district accounting duties, including entering data in computer system pertaining to budget, general and cafeteria funds, and adult education.
- 9) May assist with the processing of payroll and related information.
- 10) May assist with the preparation of monthly attendance reports.
- 11) May assist the Superintendent with matters pertaining to District safety.
- 12) Maintains master calendar for district-wide facility use.
- 13) Counts money and makes bank deposits.
- 14) Audits invoices and processes for payment.
- 15) Assists with coordination of adult education class scheduling.
- 16) Xeroxing, sorting and filing as assigned.
- 17) Other related duties as assigned.

V. REQUIRED QUALIFICATIONS:

Knowledge of modern office methods; business English including vocabulary and punctuation; accounting practices; care and operation of modern office equipment, micro computer systems and their applications.

Ability to perform responsible clerical and accounting work with accuracy and speed; type accurately from clear copy at a rate of not less than 45 WPM; use a computer for word

processing, data entry, data retrieval and spreadsheet applications; learn specific rules, laws and policies and apply them with good judgment; work cooperatively with other employees; meet and work with the

public in a tactful, courteous manner; carry out oral and written directions. Must be able to pass a District examination assessing clerical and accounting skills.

Education and Experience:

High School diploma or equivalent. Two years of experience in responsible clerical and accounting work requiring frequent contact with the public, preferably in a school district.

- VI. LICENSE OR CERTIFICATE REQUIRED: Possession of a valid California Motor Vehicle Operator's License.
- VII. PHYSICAL REQUIREMENTS: Dexterity of hands and fingers to operate standard office equipment including a typewriter or computer to type letters, reports and other documents; bending, reaching to maintain files; hearing to answer telephones; speaking to exchange information, and sitting and operating a keyboard to enter data into a computer terminal for extended periods of time. Ability to lift 25 pounds and carry 25 pounds.
- VIII. SALARY RANGE: See District Office Salary Schedule.

The above statements are intended to describe the general nature and level of work being performed. They are not to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

Adopted: March 11, 2015

LONE PINE UNIFIED SCHOOL DISTRICT
DISTRICT OFFICE SALARY SCHEDULE

2022/2023

POSITION	STEP 1	STEP II	STEP III	STEP IV	STEP V	STEP VI	STEP VII
District Office Bookkeeper	\$24.64	\$25.43	\$26.28	\$27.13	\$28.05	\$29.01	\$29.97
Hourly>260 Days							
Daily>	\$197.12	\$203.46	\$210.10	\$217.06	\$224.38	\$232.07	\$239.75
Monthly>	\$4,270.95	\$4,408.27	\$4,552.22	\$4,703.03	\$4,861.62	\$5,028.15	\$5,194.68
Annual>	\$51,251.40	\$52,999.24	\$54,626.64	\$56,436.36	\$58,339.44	\$60,337.80	\$62,336.16

POSITION	STEP 1	STEP II	STEP III	STEP IV	STEP V	STEP VI	STEP VII
EXECUTIVE SECRETARY/PERSONNEL	\$30.77	\$32.03	\$33.35	\$34.75	\$36.20	\$37.20	\$38.27
Hourly>260 Days							
Daily>	\$246.15	\$256.23	\$266.83	\$277.98	\$289.58	\$297.61	\$306.15
Monthly>	\$5,333.15	\$5,551.56	\$5,781.32	\$6,022.83	\$6,274.31	\$6,448.23	\$6,633.23
Annual>	\$63,997.77	\$66,618.67	\$69,375.80	\$72,273.92	\$75,291.71	\$77,378.81	\$79,598.76
DIRECTOR OF FINANCE	\$32.95	\$34.08	\$35.77	\$37.60	\$39.53	\$41.55	\$43.20
Hourly>260 Days							
Daily>	\$263.61	\$272.67	\$286.20	\$300.84	\$316.23	\$332.38	\$361.59
Monthly>	\$5,711.46	\$5,907.67	\$6,200.99	\$6,518.18	\$6,851.69	\$7,201.60	\$7,834.48
Annual>	\$68,537.57	\$70,894.48	\$74,411.94	\$78,218.16	\$82,220.24	\$86,419.19	\$94,013.79

Unit members who have earned a Master's Degree shall receive a 3% increase in base salary.
Based on 260 days.

ANNUAL LONGEVITY RATE:	YEARS	ANNUAL	MONTHLY	HOURLY
Based on 12mo/hour employee	7	\$1,774.80	\$147.90	\$0.85
	11	\$3,570.48	\$297.54	\$1.71
	14	\$5,345.28	\$445.44	\$2.66
	18	\$7,099.20	\$591.60	\$3.40
	21	\$8,674.00	\$739.50	\$4.25
	25	\$10,669.68	\$889.14	\$5.11
	28	\$12,444.48	\$1,037.04	\$5.96

Leap Year Salary would Increase	261
Days	
Hours	2,088

Normal Fiscal Years	260
Days	
Hours	2,080

Effective date pending approval: July 1, 2022
Board Approval: 4/19/2023

LONE PINE UNIFIED SCHOOL DISTRICT

CONFIDENTIAL JOB DESCRIPTION

POSITION TITLE: DIRECTOR OF FINANCE

EXEMPT STATUS: SENIOR MANAGEMENT (E.C. SECTION 45100.5)

GENERAL: Under the supervision of the District Superintendent, the Director of Finance will be responsible for planning, organizing, directing, administering and evaluation functions of business services including fiscal services, collective bargaining, facility planning and development, operations and maintenance, transportation, information services, warehouse and purchasing, child nutrition services and risk management and loss control programs, coordinating the provision of legal services and managing the development of short and long range goals and objectives consistent with the Superintendents Goals and District plans.

EXAMPLES OF DUTIES:

1. Prepares the development of budgets based upon direction from the superintendent and input from principals.
2. Preparation and maintenance of all payrolls, required payroll reporting, including voluntary deductions and Tax-Sheltered Annuities. Oversees deductions for sick leaves, vacations, compensatory time and other absences.
3. Prepares and reconciles health and welfare monthly payments and properly allocates costs of health, vision, dental and life insurance programs.
4. Process weekly accounts payable and payments of all district debt obligations for all funds. Approves purchase requisition for processing.
5. Prepare and assist in the preparation of a variety of reports mandated by state and federal agencies. (LCAP, LCFF, Cafeteria Reports, etc.)
6. Reviews and balances computer printouts of financial statements. Reconciles purchases expenditures with budget and accounts for all funds including but not limited to the general, cafeteria, deferred maintenance, capital facility, lease purchase and special reserve funds.
7. Prepares and maintains GASB 45/75 requirements such as Actuarial Reports, set up budget expense based on current years ARC or contribution.
8. Prepares cash deposits and transfer of funds from district's fees and deposits account to the county office. Prepares accounts receivable and accounts payable annual ending balances.
9. Prepares monthly attendance report for county office. Compiles attendance reports for summer school. Prepares and submits attendance reports for P-1, P-2 and the Annual reports to the county office.
10. Develops a wide variety of reports on financial matters including the annual transportation, continuation education, consolidated application grants, other grant annual reporting requirements, special projects, budget and interim financial reports.
11. Prepares monthly Cafeteria's free and reduced reimbursement claims. Prepares CNIPS beginning and year ends reports – Application Packet, Verification Reports, Food

Lone Pine Unified School District
Confidential Job Description: Director of Finance

- Safety Inspections, Agency Agreement, Annual Audit Status Certification, etc. Compare free and reduced applications with Etrition, Aeries and CalPads.
12. Utilizes a computer to compile information and various software to develop programs for in-house use, uses programs available through on-line system with the San Bernardino County Superintendent of Schools Office concerning financial statements, budget controls, payroll and numerous other necessary reports.
 13. Maintains a working relationship with County Office of Education. - Budget, attendance, payroll, special projects, accounts payable, various annual trainings, deposits, wire transfers, etc.
 14. Develop and maintain fixed assets schedule.
 15. Perform complex accounting functions in various AB 1200 problem areas
 16. Identify, analyze and solve or recommend solutions to potential financial problems to prevent district insolvency and fiscal problems.
 17. Prepare cash flow analysis, multi-year projections and commitments, enrollment projections and accuracy of ADA, comparative budget analysis and other sophisticated analyses as needed.
 18. Prepare and assist independent auditors in the conduct of annual and special audits.
 19. Maintain knowledge of current legislation to ensure school district compliance.
 20. Monitors contracts between the district and other agencies, maintains maintenance agreements for service and repair of district-owned office equipment. Oversees, district equipment inventory by serial numbers, date of purchase, costs and site location, prepared by technology department.
 21. Maintains the district's cash revolving fund account by writing checks, distribution of costs, prepares necessary paperwork for reimbursement through the account payable.
 22. Prepare monthly Board narratives, warrant listings, purchase order listings, budget transfers for the Governing Board and Superintendent.
 23. May train and supervise new employees, evaluate employees as determined by the Superintendent.
 24. Act as District LEA Coordinator for MediCal programs including reimbursement, annual reporting requirement, 2 meetings, training, etc.
 25. Perform other related essential functions as assigned.

MINIMUM ~~PERFERED~~ QUALIFICATIONS:

1. Earned Bachelor's Degree in Accounting or related field and two (2) years of increasingly responsible financial accounting experience, or
2. ~~Five (5)~~ **Three (3)** or more years of increasingly responsible financial accounting experience and knowledge of school and district environment. This includes knowledge of school financial reports, budget development and school terminology and procedures.
3. Ability to operate office machines.
4. Ability to layout and utilize Excel computer spreadsheets, database and word processing programs.
5. Ability to read and interpret technical material related to school finance.
6. Ability to perform complex accounting and bookkeeping functions.

Lone Pine Unified School District
Confidential Job Description: Director of Finance

DESIRED QUALIFICATIONS:

1. Bachelor's Degree in Accounting or related field.
2. More than three (3) years of responsible experience in school business or related work.
3. Experience and knowledge of school finance and district environment
4. Knowledge of Local Control Funding Formula and Local Control and Accountability Plan.
5. Ability to estimate District income.
6. Knowledge of principles and practices of school budgeting and accounting procedures, including the legal requirements of Fiscal management and Accountability committee (FMAC).
7. Utilize the latest technology involved in the fiscal management of the Business Office, including computer principals and applications to business and accounting functions.

WORK HOURS: 40 hours per week, exempt status.

SALARY: See District Office Salary Schedule

Adopted: November 15, 2017

Pending Board Approval: September 20, 2023

**LONE PINE UNIFIED SCHOOL DISTRICT
IN THE COUNTY OF INYO, STATE OF CALIFORNIA**

RESOLUTION NO. 2023-24-01

***Education Code Section 60119*
Resolution on Sufficiency of Instructional Materials**

**RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF
INSTRUCTIONAL MATERIALS:**

Whereas, the Governing Board of the Lone Pine Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 15, 2021, at 5:15 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:

Whereas, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

The definition of sufficient textbooks or instructional materials no longer includes the phrase “to complete required homework assignments.” Students must now be able to take their instructional materials home.

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program.

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2023-24 school year, the Lone Pine Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Therefore, it is resolved that this certification was approved by the local Governing Board at a public meeting held on September 20, 2023.

Ayes:

Noes:

Absent:

Susan Patton, President of the Board

Attest:

Krista Sullivan, Clerk to the Board

**Lone Pine Unified School District
K-8 Standards Based Textbooks and
Grades 9-12 Board Approved Textbooks**

Grades K-8

Subject	Title	Publisher	Adoption Year	Adoption Expires	Grades
Language Arts	Benchmark Adv	Benchmark Edu	2015	2023	TK-5
Language Arts	Collections	Houghton Mifflin	2015	2024	6-8
Mathematics	Envision	Savvas	2023	2029	K-8
Social Studies	Impact California	McGraw Hill	2018	2026	TK-8
Science	Amplify Science California	Amplify	2020	2026	TK-8
ELD	Benchmark Adv	Benchmark Edu	2015		TK-5
ELD	Collections	Houghton Mifflin	2015		6-12

Grades 9-12

Subject	Title	Publisher	Adoption Year	Adoption Expires	Grades
English Language Arts	myPerspectives California	Pearson	2017	2025	9-12
English	Writing and Reading Across the Curriculum	Pearson	2019		Dual Enroll
Math	Envision Alg 1, Alg 2, Geometry	Savvas	2023	2029	9-12
Math	Precalculus	Pearson			9-12
Government	California Impact	McGraw Hill	2018	2026	12
Economics	California Impact	McGraw Hill	2018	2026	12
World History	California Impact	McGraw Hill	2018	2026	10
U.S. History	California Impact	McGraw Hill	2018	2026	11
Physics	CA Physics in the Universe	Houghton Mifflin	2020	2026	10-12
Chemistry	CA Chemistry in the Earth System	Houghton Mifflin	2020	2026	10-12
Biology	CA The Living Earth	Houghton Mifflin	2020	2026	10-11
LANGUAGES					
Spanish	Autentico 1	Pearson	2018		9-12
Spanish	Autentico 2	Pearson	2018		9-12

OTHER (NON-CORE SUBJECT) TEXTBOOKS				
Course	Title	Publisher	Year	Grades
CTE (Formerly called ROP)				
Agriculture Mechanics	Agriculture Mechanics	Delmar Cengage	2010	9-12
Welding	Welding	Delmar Cengage	2012	9-12
Floral Design	Art Of Floral Design 3 rd Edition	Delmar Cengage	2015	9-12
Ag Construction	Carpentry & Building Construction	Glencoe	2010	9-12
Ag Construction	Carsage Learning labs/DVD/Manuals Plumbing-Electrical-Cement	Glencoe	2011	9-12
Ag Intro/Ag/Ag Leadership↓	Modern Agriculture	SWI	1989	9-12
“	The Illustrated Guide to Animal Science Terminology	Thomson/Delmar Learning	2008	9-12
“	Agriscience Fundamentals & Applications	Delmar Thomson Learning	2004	9-12
“	Official FFA Manual	National FFA Organization	2020	9-12
“	Agriscience Fundamentals & Applications	Delmar Thomson Learning	2007	9-12
“	Plant & Soil Science	Delmar Cengage	2010	9-12
“	Handbook of Livestock Management	Pearson Prentice Hall	2007	9-12
“	Agribusiness	Delmar Cengage	2009	9-12
“	The Official FFA Student Handbook	National FFA Organization	2011	9-12
“	Floriculture Designing & Merchandise	Delmar Thompson Learning	2002	9-12
“	Modern Livestock & Poultry Production	Delmar Cengage	2004	9-12

Pending Board Approval: September 20, 2023
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FFA Greenhand Conference

1. 10/11/2023
2. 3 school vans
3. N/A
4. Brenda Lacey/ Jill Patton/Sheyanne Quilter
5. Names of students will be provided as the trip is planned.
6. All expenses for the trip will be paid for by the FFA Chapter and Ag Grants

About Greenhand Conference

Freshman year is full of New Beginnings. Everything is new; new school, new teachers, new teams, new clubs. The list can go on. It might be too much "new" all at once or it might be the "new" you have been craving. Either way, GLC is for you!

This is no ordinary leadership conference! This action-packed day is sure to be a fun way to get to know yourself and meet new people as we explore the new world of Agricultural Education (Ag Ed). Ag Ed and FFA is a home away from home for all and will help as you start to navigate this new beginning. You will spend the day diving into what makes you, YOU! and discovering ways the FFA can help you make the most out of your high school experience.

LONE PINE UNIFIED SCHOOL DISTRICT 2023-24 FUNDRAISER ACTIVITIES

Background:

Annually, a variety of fundraising activities and events are scheduled throughout the District to support student trips, activities and events. Fundraising activities support clubs, sports, ASB and class activities and events. To date, the following fundraiser activities are submitted for ratification and approval for the 2023-24 school year.

Lo-Inyo School

7 th Grade Catalina Trip:	Catalog sales
8 th Grade Catalina Trip:	Fall Catalog Sales; Pizza Factory Card & Fundraising Dinner Nights; Soda Sales at Film Festival
8 th Grade Promotion:	Halloween Carnival Cake Walk; Basketball Marathon; Candy Grams.
ASB:	Yearbook sales; Sock Sales
CAASPP/Principal's Award:	Read-A-Thon; Book Fair, Popcorn Sales; Little Caesar Pizza Sales; Fall Festival
RIF/Renaissance:	Uncle Jerry's T-Shirt Sale, Book Fair
M.S. Girls Basketball:	
M.S. Volleyball:	
Other:	St. Jude's Math-a-thon (benefits cancer research)

Lone Pine High School

ASB:	Sports Concession and gate; Candy Grams; dances; and spirit store.
Cheerleaders:	Film Festival Arts & Crafts space rentals
Class of 2024:	Christmas See's Candy; Spirit Sweatshirts; Bake Sale; Pizza Factory Sales; Prom;
Class of 2025:	Hot Chocolate Sales; Car Wash; Pizza Factory on Senior Nights
Class of 2026:	Car Wash; Community Dinner; AG Mech Sale; Letter Writing; Krispy Kreme Donut Sale
Class of 2027:	Valentine's See's Candy; Spring Sports Awards Dinner
FFA:	Pumpkin Sale; Haunted Farm; Flocking and wood sales; floral sales; spring plant sales; various other agriculture fundraisers
Girls Basketball:	Christmas Decoration Contest; Halloween Decorating Contest; Yard/Bake Sale; Shirt Sales
Boys Basketball:	Half Court Shooting; Pizza Factory Fundraiser
Volleyball:	Indian Taco Sales, T-Shirt/Sweatshirt Sales; Spaghetti Dinner; Pizza Factory Fundraiser
Football:	Hamburger/Food sales; Pizza Factory Fundraiser; T-Shirt/Sweatshirt Sales
Softball:	Hamburger Dinner; Hot Dog Cart and Snack Sales
Baseball:	Baseball Clinic/Camp; Food Sales; Crowdfunding
Yearbook:	Senior Pages; Parent Messages & Community Advertisements
CSF:	Bake sale; catalog sales; drink sales; jewelry sales
Principal's Club:	Student Store Sales; Spirit Wear Sales

All activities are pending verification of insurance liability coverage as necessary.

Fundraising activities may be added as approved by administration

Pending Board Approval: September 20, 2023

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Opening and Closing FFA Contest

1. Depart on 10/27,2023 at 8:00 am and return at 9:00 pm
2. School Bus
3. N/A
4. Brenda Lacey/ Jill Patton / Julie Berry
5. Names of students will be provided as the trip is planned
6. All expenses for the trip will be paid for by the FFA Chapter

FFA Opening and Closing Ceremony Event Guidelines

Purpose: This leadership development event is designed to emphasize the importance and purpose of having regular, organized and effective chapter meetings, as well as the significance of the duties of chapter officers. It is hoped this event will lead FFA members and advisors to have future interest in participation in the Conduct of Chapter Meetings and Senior Parliamentary Procedure CDEs.

Lone Pine High School
2023-2024 Basketball Schedule

First Practice: October 23

First Contest: November 10

First Scrimmage: November 3

Last Contest: February 9

Date	Day	Opponent	V Girls	V Boys	Dismiss	Leave
Dec 1-2	Fri-Sat	Mammoth Tournament	X	TBA	TBA	TBA
Dec 1	Fri	Mammoth	5:30pm	X		
Dec 5	Tue	@Bishop	6pm	7:30pm	3pm	3:30pm
Dec 9	Sat	@Coleville	1pm	2:30pm	TBA	TBA
Jan 9	Tue	*Immanuel Christian	5pm	6:30pm		
Jan 11	Thur	*Mojave	5pm	6:30pm		
Jan 16	Tue	*@Lee Vining	X	6:30pm	2:15pm	2:30pm
Jan 18	Thur	*Big Pine	X	6:30pm		
Jan 19	Fri	*Trona	5pm	6:30pm		
Jan 23	Tue	*Lee Vining	X	6:30pm		
Jan 25	Thur	*Baker Valley	5pm	6:30pm		
Jan 26	Fri	*@Immanuel Christian	5pm	6:30pm	2:30pm	2:45pm
Jan 30	Tue	*@Trona	5pm	6:30pm	2:15pm	2:30pm
Feb 1	Thur	*@Big Pine	X	6:30pm	2:15pm	2:30pm
Feb 2	Fri	*@Baker Valley	5pm	6:30pm	11:15am	12pm
Feb 6	Tue	*@Mojave	5pm	6:30pm	2:15pm	2:30pm
Feb 13	Tue	Boy's 1 st Round Playoff				
Feb 14	Wed	Girl's 1 st Round Playoff				
Feb 15	Thur	Boy's 2 nd Round Playoff				
Feb 16	Fri	Girl's 2 nd Round Playoff				

Board Approved:

*Denotes League Games

Varsity Girls Coach: Shelia Suleski/Nicole Howe

Principal: Nancy O'Sullivan

Varsity Boys Coach: Garrett Sullivan

Athletic Director: Jordan Kinberg

Lo-Inyo Middle School
Volleyball Schedule
2023-2024

Date	Day	Opponent	Location	Time	Dismiss	Depart
9/18	Monday	Saint Ann	Ker McGee	3:30	1:15	1:30
9/20	Wednesday	Big Pine	Big Pine	3:30	1:30	1:45
9/25	Monday	Lee Vining	Lone Pine	4:00		
9/28	Thursday	Monroe	Lone Pine	3:30		
10/4	Wednesday	Mammoth	Lone Pine	3:30		
10/5	Thursday	Saint Ann	Lone Pine	3:30		
10/9	Monday	Mammoth	Mammoth	3:30	1:00	1:15
10/11	Wednesday	Big Pine	Lone Pine	3:30		
10/12	Thursday	Bishop	Lone Pine	3:30		
10/16	Monday	Lee Vining	Lee Vining	4:00	1:00	1:15
10/18	Wednesday	South Fork	Lone Pine	3:30		
10/23	Monday	Bishop	Bishop	3:30	1:45	2:00
10/26	Thursday	Monroe	Monroe	3:30	1:15	1:30

Awaiting Board Approval

Coach: Lamonte Dawson (760) 382-5262

Athletic Director: Joey Kinberg (760) 876-5581

One Time Travel Permission Slip

For your convenience, we have included a one-time travel permission slip

I give _____ permission to travel by school bus or van to and from the above athletic contests.

Parent Signature _____

Student Signature _____

Date: _____

Lo-Inyo Middle School Flag Football Schedule 2023-2024

[illegible]

APPENDIX B

RESOLUTION NO. 2023-24-02

**LONE PINE UNIFIED SCHOOL DISTRICT
RESOLUTION FOR ADOPTING THE “GANN” LIMIT**

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2022-23 fiscal year and a projected Gann Limit for the 2023-24 fiscal year in accordance with the provision of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2022-23 and 2023-24 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the budget for the 2022-23 and 2023-24 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

ADOPTED this 20th day of September, 2023 by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

Susan Patton, President of the Board

Krista Sullivan, Clerk of the Board

P.I.N.C.O.

PARTNERS IN NUTRITION COOPERATIVE

JOINT POWERS AGREEMENT FOR

THE OPERATION OF

SCHOOL FOOD SERVICE

PURCHASING COOPERATIVE

SEPTEMBER 1, 1992

OCTOBER 21, 2010

DECEMBER 6, 2017

DECEMBER 5, 2018

JOINT POWERS AGREEMENT FOR THE OPERATION OF
SCHOOL FOOD SERVICE PURCHASING COOPERATIVE

OCTOBER 21, 2010

Pursuant to the provision of Title 1, Division 7, Chapter 5, Article 1 of the Government Code of the State of California (commencing with Section 6500) relating to the joint exercise of common powers, Agreement is entered into among those public educational agencies which are or may hereafter become parties to this Agreement for the purposes set forth herein.

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WITNESSETH

WHEREAS, the public interest requires and it is to the mutual benefit of the parties hereto to join together to establish and operate a cooperative program to be known as the Partners in Nutrition Cooperative (PINCO) (hereinafter referred to as the "cooperative" or "PINCO"), a separate legal entity, to purchase food service related materials, supplies, equipment, and services; and

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WHEREAS, it is in the mutual interest of the parties to this Agreement to coordinate their acquisition of U.S.D.A. commodities and other related foodstuffs and to coordinate and cooperate in arranging and contracting for storage, processing and distribution of raw and processed commodities and foodstuffs; and

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WHEREAS, each of the public educational agencies which is a party to this agreement has the power to purchase food service related to materials, supplies, equipment, and services pursuant to one or more of the following: Education Code Sections 35160, 35160.1, 39873, and 39644, and Public Contracts Code Sections 20111 et seq. 20118, and 20650, et seq; and

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WHEREAS, Title 1, Division 7, Chapter 5 of the California Government Code (commencing with Section 6500) authorizes the joint exercise by two or more public agencies of any power which is common to each of them;

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NOW, THEREFORE, for and in consideration of the mutual benefits, promises and agreements set forth herein, the parties hereto AGREE as follows:

SECTION 1. DEFINITIONS

Unless otherwise stated herein, the following shall have the meanings stated:

A. "Fiscal Year" means the one year period of time commencing on July 1 and ending on the following June 30.

B. "Party" means a public educational agency/school district which is a party to this Agreement.

C. "Member District" means a party to this Agreement.

1. "Administrative School District for PINCO" means the district designated as the assignee under the "Assignment of USDA Donated Food." The "Lead District" is designated as the Administrative School District for PINCO.

2. "Assignment" means the "Assignment of USDA Donated Food" entered into between the Lead District and all member district which assignments are required by the Food Distribution Program (FDP) of the California Department of Education (CDE). The Lead District is referred to as the "assignee". Member Districts are referred to as the "assignors".

D. "Commodity" and "commodities" mean food items distributed to the Lead District for PINCO on behalf of the member district under the terms of the "assignment" and Title 7 of the Code of Federal Regulations (CFR) parts 250 and 252 in conjunction with agreements between the CDE, Food and Nutrition Services Division (FNS) and FDP, and the Lead District for PINCO and Member Districts.

Each member district's "Fair Share" of commodities is determined by CDE based on prior year Average Daily Participation (ADP). The total of the member district's ADP is PINCO's entitlement.

E. "Agreement" means this Joint Powers Agreement (JPA) and any amendments thereto.

F. "PINCO Governing Board" means the elected Board of Trustees of the Lead District. This is the Official PINCO Governing Board to take action and ratify all Board of Trustees items presented on behalf of the PINCO member Members.

G. "Governing Board" means the Governing Board of a member district.

H. "Advisory Committee" means the committee comprised of the representatives of each member district as designated by such member district's governing board.

I. "Executive Committee" means the representative of the Lead District to the

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Advisory Committee and the representatives elected by the Advisory Committee pursuant to Section 7.B. of this Agreement.

J. "Appendices I, II, and III" means the component parts of this Agreement which set forth the duties and responsibilities of the contractors for Management, Storage, and Distribution Services.

"Appendix IV" means the component part of this Agreement which lists the six geographic areas of the PINCO ~~member~~Member districtDistricts.

"Appendix V" lists PINCO as the Management Services Contractor.

"Appendix VI" supercedes Section 7B to amend voting rights.

"Appendix VII" supercedes Section 5A to clarify who is the PINCO Governing Board.

"Appendix VIII" is the procedure of Execution of the JPA between ~~member~~Member districtDistricts with the PINCO Governing Board.

"Appendix IX" supercedes Section 6 to designate the Lead DistrictDistrict and govern the procedure to elect a Successor Lead DistrictDistrict.

K. List of State abbreviations:

Partner's in Nutrition Cooperative - PINCO

United States Department of Agriculture - USDA

California Department of Education - CDE

Food and Nutrition Services Division - FNS

Food Distribution Program - FDP

Average Daily Participation - ADP

Code of Federal Regulations - CFR

National School Lunch Program - NSLP

National School Breakfast Program - NSBP

California Retail Food Code - CalCode

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SECTION 2. PURPOSE

The purpose of this Agreement is to exercise the powers to purchase food service related materials, supplies, equipment and services jointly by combining the purchasing requirements of each of the parties and thereby enabling them to order materials, supplies, and/or services from contracts awarded pursuant to this Agreement. This purpose will be accomplished and said common powers exercised in the manner set forth in this Agreement.

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SECTION 3. TERM OF AGREEMENT.

The term of this Agreement shall commence as of May 1, 1988, and shall continue from fiscal year to fiscal year thereafter, unless terminated by agreement of the parties pursuant to Section 10. A school ~~district~~District or public educational agency not a party to this Agreement may be added as a party to this agreement without affecting the term of this Agreement. In the event of a reorganization of any party, successors in interest to the obligations of any such reorganized ~~district~~District shall be substituted as a party or as parties to this Agreement.

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SECTION 4. ASSIGNMENT OF USDA DONATED FOOD.

The Lead ~~District~~District for PINCO and each ~~memberMember district~~District shall enter into an Assignment as required by the FDP of the CDE. The Assignment shall assign to the Lead ~~District~~District the ~~memberMember district~~District's entitlement to, and fair share of, the ~~memberMember district~~District's USDA Donated Commodity Foods, based on the ~~memberMember district~~District's Average Daily Participation (ADP).

A. RESPONSIBILITIES OF ~~MEMBERMEMBER DISTRICT~~DISTRICTS.

Each ~~memberMember district~~District shall:

1. Execute an Assignment assigning its entitlement to and fair share of USDA Donated Commodity Foods to the Lead ~~District~~District.
2. Remain eligible for the receipt of USDA Donated Commodity Foods as determined by the CDE, FNS and FDP.
3. Reimburse the Lead ~~District~~District, according to deadlines established by the Lead ~~District~~District, for any and all payments made by the Lead ~~District~~District on the ~~memberMember district~~District's behalf for FDP charges for shipping, handling, and any other associated cost incurred for the delivery or diversion of USDA Donated commodity Foods.
4. Comply with all applicable USDA and CDE, FNS and FDP policies and regulations relating to USDA Donated Commodity Foods.

B. RESPONSIBILITIES OF LEAD ~~DISTRICT~~DISTRICT.

The Lead ~~District~~District for PINCO Shall:

1. Execute an Assignment with each ~~memberMember district~~District.
2. Remain eligible for the receipt of USDA Donated Commodity Foods as determined by CDE, FNS and FDP.
3. Assume responsibility for the ordering, receiving, storing, and distribution of all USDA Donated Commodity Foods on behalf of the ~~memberMember district~~Districts, according to policy and regulation as designated by the CDE, FNS, FDP and the USDA.
4. Direct and supervise the Management Services contractor (PINCO) in the maintenance of an inventory management system that will fully account for all USDA Donated Commodity Foods, including all raw food items in storage and raw processed products held at a processor.
5. Be responsible to the FDP and/or USDA for the fair market value of any USDA Donated Foods lost due to theft, spoilage, or in any other manner. Nothing in this provision shall be construed to preclude the Lead ~~District~~District from requiring the ~~memberMember district~~Districts or PINCO contractors or subcontractors to pay the fair market value of any

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such USDA Donated foods lost due to that party's negligent acts, errors, or omissions, or to preclude the Lead ~~District~~District from seeking indemnification from the ~~member~~Member ~~district~~Districts or PINCO contractors or subcontractors for any payments made for any USDA Donated foods which are lost due to theft, spoilage, or any other manner. The Lead ~~District~~District shall have the responsibility of ensuring that the loss of any USDA Donated Commodity Foods is reported.

6. Enforce compliance with all applicable USDA, CDE, FNS and FDP policies and regulations.

7. Notify the FDP in writing in the event that any Assignment is terminated.

SECTION 5. SCOPE OF POWERS

A. PINCO GOVERNING BOARD – Section 5A is revoked and superceded by Appendix VII attached hereto.

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The official PINCO Governing Board shall be the Board of Trustees of the Lead ~~District~~District. PINCO Governing Board shall conduct a monthly meeting in conjunction with the Lead ~~District~~District's "Regular Meeting of the Board of Trustees". All PINCO meetings shall be called, noticed, held and conducted in accordance with the provisions of the Ralph M. Brown Act (Government Code Section 54950, et. seq.).

This is the Official PINCO Governing Board to take action and ratify all Board of Trustees items presented on behalf of the PINCO ~~member~~Members.

B. LEAD ~~District~~DISTRICT

There shall be a Lead ~~District~~District with the duties, powers and responsibilities set out below.

The Lead ~~District~~District shall be responsible for disseminating information and soliciting input from the PINCO Advisory Committee; coordinating the efforts of the ~~member~~Member ~~district~~Districts relative to this Agreement; the direction, monitoring, supervision and evaluation of the Management Services Contractor in such Contractor's responsibilities which are delineated in this Agreement, for the day-to-day operation of PINCO, PINCO recordkeeping and the maintenance of PINCO records, and the maintenance by the Management Services Contractor of necessary records for audit per CDE, FNS and FDP requirements. The Management Services Contractor shall be directly responsible for monitoring, directing, supervising and evaluating other PINCO contractors and subcontractors.

1. GENERAL RESPONSIBILITIES

The Lead ~~District~~District shall:

Receive each ~~District~~District's Board approved signature page approving the amendment "Appendix V" to the JPA clarifying that PINCO is the Management Services Contractor for the Partners In Nutrition Cooperative and will be administered by the Lead ~~District~~District. Appendix V is attached to this Agreement and hereby made a part of this Agreement.

(a) Prepare specifications for the Management Services Contractor (PINCO) in the manner required by law.

Direct the Management Services Contractor to prepare specifications for all other PINCO contractors and subcontractors in the manner required by law. Such specifications are subject to review by the Executive Committee. A simple majority of the PINCO Advisory Committee shall be required to approve such specifications.

(b) Select PINCO contractors and subcontractors in the manner prescribed by law and in accordance with Lead ~~District~~District policies and procedures and standard practices.

(c) Prepare bids and bid specifications, for commodities, goods, and service contracts

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in the manner required by law and direct the Management Services Contractor to obtain quotes for goods, commodities, and services, and obtain quotes for the processing of goods and commodities.

^a(d) Monitor, direct, supervise, and evaluate the Management Services Contractor.

^a(1) Monitor, direct, supervise, and evaluate the Management Services Contractor in the ordering, receiving, storing, and distribution of all USDA Donated Commodity Foods as provided by the Assignment and according to rules, regulations, and policies as designated by CDE, FNS, FDP and the USDA.

^a(2) Monitor, direct, supervise, and evaluate the Management Services Contractor in the maintenance of an inventory management system which will fully account for all USDA Donated Commodity Foods according to rules, regulations, and policies of the CDE, FNS, FDP and the USDA.

^a(e) Monitor, direct, supervise, and evaluate the Management Services Contractor in its responsibility to monitor, direct, supervise, and evaluate the successful contractor/bidders for Storage and Distribution Services pursuant to Appendices I, II, and III, which Appendices are attached to this Agreement and hereby made a part of this Agreement.

^a(f) Certify records, documents, and reports prepared by the Management Services Contractor on behalf of PINCO if such certification is required by law.

^a(g) Maintain originals or copies of PINCO documents and records, as it may deem necessary and/or required by law.

^a(h) Maintain liaison with CDE and forward reports on inter-districtDistrict exchange of commodities to CDE, except as otherwise provided by law or regulation. At its discretion, the Lead DistrictDistrict may direct the Management Services Contractor to maintain liaison with CDE and/or to forward reports on inter-districtDistrict exchange to CDE.

^a(i) Make such changes in the duties and responsibilities of the Management Services Contractor, and other PINCO contractors and subcontractors as it deems necessary for the efficient operation of PINCO.

^a(j) No memberMember districtDistrict shall request that any PINCO contractor or subcontractor make any additions, changes, or modifications to the services provided to PINCO by any contractors or subcontractors under the terms of this JPA without prior written approval of the Lead DistrictDistrict.

^a2. DISPUTES

^aThe Lead DistrictDistrict shall mediate any dispute which may arise between any of the memberMember districtDistricts and any successful bidder or contractor and disputes that

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may arise between memberMember districtDistricts. In addition, the Lead DistrictDistrict shall notify memberMember districtDistricts in writing of,

(a) Actions of a memberMember districtDistrict which represent a memberMember districtDistrict's

(1) Failure or refusal to abide by this Agreement,

(2) Failure or refusal to pay any debts, obligations, liabilities, and/or assessments provided for in this Agreement,

(b) Any actions needed on the part of the memberMember districtDistrict to remedy noted deficiencies,

3. MANUAL OF PROCEDURES

The Lead DistrictDistrict Shall:

Direct the Management Services Contractor to prepare and submit to the Lead DistrictDistrict for approval a manual outlining the accounting methods to be used in tracking USDA Donated Commodity Foods, including raw food items held in storage and raw and processed products held at a processor for PINCO.

The accounting method so outlined shall conform with all applicable USDA and FDP requirements, rules and regulations for USDA Donated Commodity Foods, and shall provide for the tracking of commodities delineated by memberMember districtDistricts and Fair Share,

Such manual shall include a description of the organizational and decision-making structure established to ensure a timely response to the FDP ordering process for direct shipment,

At the Lead DistrictDistrict's direction, the Management Services Contractor shall prepare any other manuals deemed necessary by the Lead DistrictDistrict,

The Management Services Contractor shall update the PINCO Manual of Procedures on all changes in procedure and on all changes in the JPA. Such updates shall be submitted to the PINCO Governing Board for approval before being sent to the memberMember districtDistricts,

4. REVOLVING FUND/GENERAL FUND

(a) The Lead DistrictDistrict shall establish a Revolving Fund/General Fund in the County School Service Fund of Los Angeles County in which shall be placed all monies received pursuant to this Agreement. Only bona fide and appropriate costs in performing the purposes and services hereunder shall be charged to and expensed against such Revolving Fund/General Fund. The Lead DistrictDistrict further agrees to make an annual

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accounting to each of the memberMember districtDistricts of activity in and status of this Revolving Fund/General Fund and provide annually for an independent audit of the Revolving Fund/General Fund. If a successor to the initial Lead DistrictDistrict operates in a county other than Los Angeles County, the Lead DistrictDistrict agrees to transfer funds, upon the request of the successor Lead DistrictDistrict, from the Revolving Fund/General Fund in the County School Service Fund of Los Angeles County to the corresponding Revolving Fund established in the Successor Lead DistrictDistrict's county.

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(b) Under no circumstances shall the Revolving Fund/General Fund pay for the State service and handling charges for commodities ordered on behalf of the memberMember districtDistricts by the Lead DistrictDistrict; each memberMember districtDistrict is responsible for the payment of such charges and shall promptly reimburse the Lead DistrictDistrict on the memberMember districtDistrict's behalf.

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(c) The Lead DistrictDistrict shall determine the funding requirements for each memberMember districtDistrict, making adjustments on an annual basis. The Lead DistrictDistrict may make adjustments and/or assessments at more frequent intervals if necessary to ensure sufficient and efficient cash flow in the Revolving Fund/General Fund.

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(d) Under no circumstances shall purchases be made for any memberMember districtDistrict if there are insufficient funds in the Revolving Fund/General Fund sub-account of such memberMember districtDistrict.

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(e) The Lead DistrictDistrict shall process payment for all purchase orders issued by PINCO memberMember districtDistricts from the Revolving Fund/General Fund, taking advantage of all discounts wherever possible.

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(f) The Lead DistrictDistrict shall receive, deposit, and account for payments to and from the Revolving Fund/General Fund.

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5. PINCO ADVISORY COMMITTEE AND ALTERNATE

The Representative of the Lead DistrictDistrict shall serve as the President of the PINCO Advisory Committee and as President of the PINCO Executive Committee established pursuant to Section 7 herein below.

The alternate representative designated by the Lead DistrictDistrict shall ~~may~~ participate in Advisory Committee and Executive Committee meetings ~~in the absence of as the sole voting member of the Lead DistrictDistrict's representative and shall have the right to vote as a member of said PINCO Executive and Advisory Committees.~~

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6. APPLICABLE LAW

All purchasing under the terms of this agreement shall be carried out in compliance with the applicable provisions of the California Education Code and California Public Contract Codes, and in accordance with the Lead DistrictDistrict policies and procedures and

standard practices and any other applicable statutes, and shall be made only after competitive bidding, as required by law. Advertisement of such bids ~~shall be inserted in a newspaper of general circulation~~ **shall be competitive and in accordance with PINCO's approved procurement policies and procedures. in accordance with law.**

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Other acts which are required to be performed under this Agreement shall be carried out in compliance with applicable provisions of the California Education Code and California Public Contract Code and other statutes and laws of the State of California pertaining thereto and in accordance with Lead ~~District~~District policies and procedures and standard practices. The statutes and laws of the State of California shall govern and are controlling in the interpretation of this Agreement unless superseded by statutes of the United States of America.

7. MANAGEMENT SERVICES

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The Lead ~~District~~District shall contract for, supervise, direct, monitor, and evaluate management services; develop specifications, solicit and evaluate candidates, and award such contract. However, management services specifications shall be approved by a simple majority of the Advisory Committee.

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The Lead ~~District~~District shall enter into the Management Services contract in its name on behalf of all PINCO ~~member~~Member ~~district~~districts and shall pay for such

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services from the Revolving Fund/General Fund, taking advantage of all discounts possible. The Management Services Contractor shall prepare and issue invoices to each ~~member~~Member ~~district~~District ~~in order so~~ that the Lead ~~District~~District may obtain reimbursement from the Revolving Fund/General Fund for each ~~member~~Member ~~district~~District's proportional cost of ~~the services of~~ management services. The formulas for allocation of costs are described in Section 5.C.2 (h).

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C. PARTIES

1. GENERAL RESPONSIBILITIES

Each ~~member~~Member ~~district~~District shall be responsible for actively participating ~~as needed~~ to promote the efforts of the Cooperative and secure the benefits thereto. They are required to:

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(a) Each member district's representative or alternate shall be required to attend a minimum of (a) ~~Designate a representative and an alternate/alternates, not to exceed two alternate(s)~~ to the PINCO Advisory Committee described in Section 6, each of whom shall be approved by the Governing Board of the respective ~~member~~Member ~~district~~District, and shall be willing and able to attend PINCO Advisory Committee meetings, to vote as needed, and to inform the ~~member~~Member ~~district~~District of relevant proceedings.

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(b) Place orders for all commodities according to deadlines established by the Lead ~~District~~District, and inform the Lead ~~District~~District and the Management Services

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Contractor of quantities and types of products which the ~~member~~Member district~~District~~ wishes to purchase through bids advertised by the Lead ~~District~~District, or on its behalf.

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(c) Place orders for all commodities according to procedures established by the Management Services Contractor on behalf of the Lead ~~District~~District, including signing **and returning** proper forms ~~and returning forms~~ per established schedules and deadlines to the Management Services Contractor and Lead ~~District~~District as required.

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(d) Submit payment for all purchases, debts, obligations, assessments, and liabilities according to deadlines established by the Lead ~~District~~District.

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(e) Engage in product testing to ensure that all goods purchased pursuant to this Agreement are acceptable to the ~~member~~Member district~~District~~.

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(f) Check and reconcile all shipping, receiving, inventory, and verification documents, invoices, purchase orders, and payment instruments relating to PINCO transactions involving the ~~member~~Member district~~District~~ in a timely manner.

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(g) Cooperate with the Management Services Contractor and Lead ~~District~~District, in a timely manner, by providing requested documents and information, reviewing the operation of the contractors and/or successful bidders engaged pursuant to this Agreement, and initiating such action as may be needed to fully accomplish the purposes of this Agreement.

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(h) Execute necessary agreements, including the Assignment required by the CDE, to maintain participation in the NSLP, FDP, and where applicable, with the NSBP.

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(i) Verify ADP figures sent from CDE and if necessary, send a copy of any forms, such as the October State Reimbursement Claim for NSLP and NSBP, which are required by CDE to establish entitlement factors used in the Direct Shipment Program. Ensure that such forms are received by the Lead ~~District~~District within the time deadlines established by the Lead ~~District~~District.

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(j) It is understood and agreed by the Parties that the Lead ~~District~~District is not responsible or obligated to pay debts or obligations incurred by other parties to this Agreement or PINCO except to the extent expressly set forth in this Agreement. It is the intention and commitment of all parties that Lead ~~District~~District funds shall not be utilized to finance PINCO operations or underwrite the obligations or expenditures of other ~~member~~Member district~~Districts~~. Consequently, each party covenants and agrees to maintain a sufficient balance each month in the Revolving Fund/General Fund to cover its commodity and other purchases for that month, and the ~~member~~Member's proportional share of all fees, costs, and expenditures.

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(k) All payment vouchers authorizing payment for commodities ordered by a ~~member~~Member district~~District~~ drawn on a ~~member~~Member district~~District's~~ fund in the Revolving Fund/General Fund shall be executed by the Lead ~~District~~District and ~~member~~Member district~~District~~ authorizing the draw.

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(1) No ~~member~~Member ~~district~~District shall request that any PINCO contractor or subcontractor make any additions, changes, or modifications to the services provided to PINCO by any contractors or subcontractors under the terms of this JPA without prior written approval of the Lead ~~District~~District.

2. COSTS AND EXPENSES

(a) Commodities

Each ~~member~~Member ~~district~~District is responsible for paying FDP charges for shipping, handling, and any other associated costs incurred for the delivery or diversion of USDA Donated Commodity Foods to the Lead ~~District~~District on its behalf. Each ~~member~~Member ~~district~~District shall reimburse the Lead ~~District~~District, according to deadlines established by the Lead ~~District~~District, for any and all such payments made by the Lead ~~District~~District on the ~~member~~Member ~~district~~District's behalf.

(b) Commodity Processing

Each ~~member~~Member ~~district~~District shall provide an initial start-up payment to the Revolving Fund/General Fund pursuant to Section 5.C.2. (g) and subsequently reimburse the Revolving Fund/General Fund for purchases made within 30 calendar days after invoice has been received.

(c) Purchased Non-Commodity Items

Each ~~member~~Member ~~district~~District participating in purchased items shall reimburse the Revolving Fund/General Fund for purchases made from the Revolving Fund/General Fund, within 30 calendar days after invoice has been received.

(d) Storage Services

Each ~~member~~Member ~~district~~District shall provide an initial start-up payment to the Revolving Fund/General Fund for purchases made, pursuant to Section 5.C.2. (g) and subsequently reimburse the Revolving Fund/General Fund for purchases made, pursuant to Section 5.C.2. (h), within 30 calendar days after invoice has been received.

(e) Management Services and Distribution Services

Each ~~member~~Member ~~district~~District shall provide an initial start-up payment to the Revolving Fund/General Fund pursuant to Section 5.C.2 (g) and subsequently reimburse the Revolving Fund/General Fund for purchases made, pursuant to Section 5.C.2 (h), within 30 calendar days after invoice has been received.

(f) Lead ~~District~~District Costs

(1) The costs of PINCO advertising, bidding, the letting of contracts, legal consultations, litigation proceedings, the Lead ~~District~~District's overhead and expenses and the salary and benefits of Lead ~~District~~District employees assigned to perform PINCO

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related duties, and any other costs incidental to the operation of PINCO not covered by another provision of this agreement shall be divided equally among the parties based on the formulas attached to Section 5.C.2. (h). The Lead ~~District~~~~District~~ may delegate work to be done to one or more ~~member~~~~Member~~ agencies upon mutual agreement of the Lead ~~District~~~~District~~ and such ~~member~~~~Member~~ agencies. In such case, the costs or work performed under mutual agreement shall be divided among the parties based on the formulas attached in Section 5.C.2 (h).

(2) In each fiscal year, the ~~member~~~~Member~~ ~~district~~~~Districts~~ agree to reimburse the Lead ~~District~~~~District~~ for the salary and benefits of personnel retained to carry out and maintain the operations and recordkeeping of PINCO. Such costs shall be divided among the ~~member~~~~Member~~ ~~district~~~~Districts~~ based on the formulas attached to Section 5.C.2 (h).

(3) The ~~member~~~~Member~~ ~~district~~~~Districts~~ agree to reimburse the Lead ~~District~~~~District~~ for expenses in excess of approved budget incurred in operating PINCO, but such expenses shall not exceed 10% of the total approved budget without prior approval of the Advisory Committee.

(4) The PINCO Executive Committee shall develop and submit the annual budget to the Lead ~~District~~~~District~~ Board of Trustees by May 1.

(g) Revolving Fund

(1) Each ~~member~~~~Member~~ ~~district~~~~District~~ shall provide initial funding for its anticipated purchases equal to:

(a) Two and one-half (2.5) times the anticipated average monthly purchases through PINCO commodity processed items and other PINCO purchases not including services, plus

(b) One anticipated average monthly purchase for Storage, Management, and Distribution Services, plus

(c) Any amount required under Section 5.C.2. (i).

(2) The amount required to be in each ~~member~~~~Member~~ ~~district~~~~District~~'s sub-account at the beginning of each fiscal year shall be adjusted ~~annually~~ based on the previous fiscal year's purchases, plus additional amounts required due to anticipated growth.

(3) Any interest earned by the Revolving Fund/General Fund and/or any income from subcontracted storage deposited in the Revolving Fund/General Fund will be prorated and credited to each ~~member~~~~Member~~ ~~district~~~~District~~'s sub-account based on the Average Daily Balance in the PINCO Revolving Fund/General Fund held at the county office. Interest shall be disbursed as received, quarterly.

(h) Formulas for Allocating Costs

Costs shall be allocated to ~~member~~~~Member~~ ~~district~~~~Districts~~ for services secured by the

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Lead ~~District~~District pursuant to this JPA. The total cost shall be prorated according to a combination of factors and percentages as follows:

(1) One-half of distribution cost will be allocated on the basis of the percentage of cases delivered. The remaining half of distribution costs will be allocated based on the percentage of stops, times a mileage factor.

(2) Management service cost will be allocated on the basis of the percentage of cases handled. Cases handled will include number of cases received plus number of cases delivered plus number of cases on hand.

(3) Storage services expense will be the same as No.2 above, management service cost allocation.

(4) Administrative cost (Lead ~~District~~District): Administration cost shall be allocated based on the percentage of the total distribution, Management and storage expense as outlined in No. 1, 2, and 3 above.

(5) Cost allocations will be revised quarterly and take effect on the second quarter after the base quarter.

(i) ~~Member~~Member ~~district~~Districts hereby agree to pay for and/or adjust payments already made for costs of storage, management, and distribution by PINCO and costs of Cooperative administration and coordination by the Lead ~~District~~District on behalf of ~~member~~Member ~~district~~Districts encumbered during the current fiscal year but prior to the effective date of this Agreement, according to the total cost of such goods and services as prorated and allocated according to the formulas in Section 5.C.2. (h). The total of any payments not made for such costs prior to May 11, 1988, will be added to start-up funding required in Section 5.C.2. (g).

Should the contract for Storage Services described in Appendix II and/or the contracts for Management Services and Distribution Services described in Appendices I and III ~~not be let~~ as of May 11, 1988, ~~member~~Member ~~district~~Districts hereby agree to continue to pay for storage, management, and distribution services provided by PINCO according to the formulas in Section 5.C.2. (h), but with invoices to be issued by PINCO.

3. DEBTS, LIABILITIES, AND OBLIGATIONS; INDEMNIFICATION AND HOLD HARMLESS

(a) Except to the extent insured against in accordance with Section 15, each ~~member~~Member ~~district~~District hereby indemnifies and holds harmless the Lead ~~District~~District for all loss and damages, of any kind or nature, which may occur as a result of the negligence of the Lead ~~District~~District in the administration of this Agreement. PINCO shall maintain a minimum of ~~one three~~ million dollars ~~(\$1,000,000)~~ **(3,000,000)** liability insurance to cover damages resulting from loss, destruction or injury to persons or property including the property of the Parties to this Agreement, resulting from the negligent acts, errors, or omissions of officers, employees and agents of the Lead ~~District~~District while performing the services required under this Agreement. PINCO shall maintain at all times a minimum of ~~one five~~ hundred thousand dollars

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~~(\$100,000)~~ **(500,000)** of fidelity coverage for Lead ~~DistrictDistrict~~ officer, agent and employee dishonesty which results in loss, destruction or injury to property or persons. Certificates of insurance shall be kept on file with the Lead ~~DistrictDistrict~~ and PINCO.

(b) Each ~~memberMember districtDistrict~~ shall issue its respective purchase orders for commodity processing and related foodstuffs, and shall forward them to the Management Services Contractor, who shall transmit the purchase orders to the Lead ~~DistrictDistrict~~ for review and approval. ~~MemberMember districtDistricts~~ participating in a purchase shall be billed and shall make payment directly to the Revolving Fund/General Fund through the Lead ~~DistrictDistrict~~ as specified in Section 5.C.2. for their respective portion of joint purchases made hereunder. Each ~~memberMember districtDistrict~~ shall be responsible for any losses assumed under deductibles for insurance to be provided pursuant to Section 5.C.3.

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^A SECTION 6. LEAD DISTRICTDISTRICT AND SUCCESSOR LEAD DISTRICTDISTRICT – Section 6 is revoked and superceded by Appendix IX attached hereto.

^A Pursuant to Government Code Section 6506, the Antelope Valley Union High School DistrictDISTRICT is hereby designated as the Lead DistrictDISTRICT which shall administer the Agreement and exercise the powers authorized by this Agreement.

^A A. In the event that the Lead DistrictDISTRICT elects to withdraw as Lead DistrictDISTRICT, the successor Lead DistrictDISTRICT shall be the Palmdale School DistrictDISTRICT. membership will meet to determine a successor Lead District. The Lead DistrictDISTRICT shall give notice of its intent to withdraw as the Lead DistrictDISTRICT not less than 120 days before the effective date of the withdrawal. The Antelope Valley Union High School DistrictDISTRICT shall be obligated to continue as Lead DistrictDISTRICT to the end of the fiscal year in which the intent to withdraw is given unless the Palmdale Successor School DistrictDISTRICT submits a copy of a resolution by its Governing Board agreeing to assume the duties of the Lead DistrictDISTRICT before the end of the fiscal year, and such resolution is accepted by the PINCO Advisory Committee.

^A B. Subsequently, the Palmdale School DistrictDISTRICT, and any succeeding Lead DistrictDISTRICT thereof, shall be obligated to continue as the Lead DistrictDISTRICT to the end of the fiscal year in which the notice of intent to withdraw is given, such Such notice is to be given not less than 120 days before the end of that fiscal year, unless a Successor Lead DistrictDISTRICT is accepted and a copy of a resolution by the Governing Board of the Successor DistrictDISTRICT agreeing to assume the duties of Lead DistrictDISTRICT before the end of the fiscal year is received and accepted by the PINCO Advisory Committee.

^A C. A withdrawing Lead DistrictDISTRICT shall forward all records required for audit to the successor Lead DistrictDISTRICT. Each Lead DistrictDISTRICT shall meet or exceed all State and Federal recordkeeping requirements.

^A D. If at any time no memberMember districtDISTRICT is willing and able to serve as Lead DistrictDISTRICT, PINCO will dissolve at the end of the fiscal year in which the last Lead DistrictDISTRICT withdraws as Lead DistrictDISTRICT.

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SECTION 7. PINCO EXECUTIVE AND ADVISORY COMMITTEES

There shall be an Advisory Committee composed of one representative from each of the ~~memberMember districtDistricts~~, the purpose of which is to advise the Lead ~~DistrictDistrict~~ and the ~~memberMember districtDistricts~~. The Committee shall be known as the PINCO Advisory Committee (~~hereinafter "committee"~~). The names of the representative and an alternate shall be so designated by the Governing Board of the respective ~~memberMember districtDistrict~~. A copy of such designation shall be forwarded to the Lead ~~DistrictDistrict~~, which shall be received by the Lead ~~DistrictDistrict~~ before the representative or alternate(s) may vote, pursuant to Section 7.B.

The PINCO Advisory Committee shall perform the following services:

A. MEETINGS

Meetings of the PINCO Advisory Committee shall be held at least every one hundred twenty (120) days, at a time and place to be designated by the PINCO Advisory Committee. Notices of meetings shall be sent via e-mail to each ~~memberMember districtDistrict~~ and posted on the PINCO website. The PINCO Advisory Committee shall meet in order to:

1. Solicit and approve a Successor Lead ~~DistrictDistrict~~ pursuant to Appendix IX.
2. Periodically review the performance of the Lead ~~DistrictDistrict~~ with respect to the exercise of its responsibilities pursuant to this Agreement and recommend appropriate changes. The PINCO Advisory Committee may act to remove the Lead ~~DistrictDistrict~~ and replace it with another ~~memberMember districtDistrict~~ through the amendment process pursuant to Section 14 of this Agreement.
3. Elect representatives to the PINCO Executive Committee pursuant to Section 7.B of this Agreement.
4. Consider recommendations for involuntary termination pursuant to Section 10.
5. Consider amendments pursuant to Section 14.
6. Consider termination of this Agreement pursuant to Section 11.
7. Consider application from ~~districtDistricts~~ who wish to become a ~~memberMember districtDistrict~~ pursuant to Section 8.C, or designated successors pursuant to Section 8.D.
8. Review the projected and actual number of staff needed by the Lead ~~DistrictDistrict~~ to perform its duties pursuant to this Agreement.

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9. Review and approve the level of monthly service fee to be paid by each memberMember districtDistrict to the Lead DistrictDistrict, pursuant to Section 5.C.2. (f) (4), above.

10. Consider any other matter relating to or arising from this Agreement.

11. Notwithstanding any other provision of this Agreement, should the PINCO Advisory Committee not agree with the Lead DistrictDistrict's proposed staffing requirements, or should the Advisory Committee take action to reduce the Lead DistrictDistrict's staffing requirements, or disagree with any of the Lead DistrictDistrict's PINCO related administrative expenses, fees, costs or other costs or expenses, theThe Lead DistrictDistrict, at its discretion, may resign as Lead DistrictDistrict on 120 days written notice to all memberMember districtDistricts. The resignation becomes effective at the end of the fiscal year in which the action is taken or upon such other date as the PINCO Advisory Committee may specify.

B. VOTING RIGHTS — Section 7B is revoked and superceded by Appendix VI attached hereto.

1. A districtDistrict's representative or alternate(s) shall be entitled to cast one vote per memberMember districtDistrict for business conducted by the PINCO Advisory Committee. A vote may be cast only by the duly appointed representative who is personally present at the meeting or in his/her absence by his/her alternate(s) who is personally present at the meeting. There shall be no proxy votes and no absentee voting.

2. ~~In the case a vote is required and a meeting is not scheduled, the alternative method of voting, listed as "Appendix VI" will be by e-mail from the Lead DistrictDistrict with each districtDistrict's representative or alternate responding with their districtDistrict's vote. Appendix VI is attached to this Agreement and hereby made a part of this Agreement.~~

32. A quorum of the PINCO Advisory Committee shall consist of a majority 25% of the representatives or their alternates. For all Advisory Committee actions, except Amendments, Involuntary Terminations and Terminations pursuant to Sections 10, 11, and 14 a vote of a majority of the representatives or alternates of all memberMember districtDistricts shall be required for approval.

C. PINCO Executive Committee

The representative of the Lead DistrictDistrict to the Advisory committee shall serve as President of the PINCO Advisory Committee and Executive Committee.

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The PINCO Advisory Committee shall elect ~~a representative~~ **two representatives and one alternate per region** to the PINCO Executive Committee from each of the active PINCO regions set forth in Appendix IV to this Agreement, which is attached to this Agreement and made a part thereof.

The annual term of office for the elected ~~member~~Members of the Executive Committee shall be on a fiscal year basis. Elections shall be held within 120 days before the end of the fiscal year, except for elections necessary to fill a vacant office.

The term of office of an elected representative on the Executive Committee shall be two years. The representative may be re-elected to the Executive Committee for successive terms.

The officers of the PINCO Executive Committee shall serve as officers of the PINCO Advisory Committee.

D. EXECUTIVE COMMITTEE

There shall be an Executive Committee, composed of the representative of the Lead ~~District~~District to the Advisory Committee and a duly elected representatives from each of the active geographic regions of PINCO set forth in Appendix IV to this Agreement.

The Executive Committee shall have the duties, rights, and powers set forth below.

1. General Responsibilities

a. The Executive Committee shall:

(1) Review and make recommendations to the Lead ~~District~~District on bid specifications for all contractors and subcontractors.

(2) Review bid specifications for all food and supplies.

(3) Review changes recommended by the Lead ~~District~~District in responsibilities or duties of the Management Services Contractor - PINCO.

(4) Review and make recommendations to the Lead ~~District~~District on the following:

(a) Disputes between ~~member~~Member ~~district~~District, successful bidders or contractors.

(b) Any changes in the operations of PINCO and changes in the PINCO manual of procedures.

(c) All services of PINCO Advisory Committee pursuant to Section 7.A.1. through 7.A.11., prior to presentation to PINCO Advisory Committee for vote.

(d) Applications from public agencies to become parties to this agreement.

(5) Review and make recommendations to the Lead ~~District~~District on the operating costs of PINCO, including:

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(a) Management Services

(b) Storage Services

(c) Distribution Services

(d) Lead District District Expenses

(1) Lead District District Staffing Proposals

(e) Operational Costs

(f) Cost Overruns

(6) Periodically review the Lead District District's performance and recommend to the Advisory Committee appropriate changes.

(7) Review and make recommendations to the Advisory Committee on Involuntary Termination pursuant to Section 10 of this Agreement.

(8) Review and make recommendations to the Advisory Committee on the Termination of this Agreement pursuant to Section 11 of this Agreement.

(9) Review and make recommendations to the Advisory Committee on Amendments pursuant to Section 14 of this Agreement.

(10) Review and make recommendations to the Lead District District on taste testing plans.

2. Officers of the Executive Committee

The Officers of the Executive Committee shall serve as officers of the Advisory Committee.

3. President of the Executive Committee

The representative of the Lead District District to the Advisory Committee shall serve as the President of the Executive Committee. The duties and responsibilities of the President shall include:

(a) Calling and conducting PINCO Executive and Advisory Committee meetings; appointing an Executive Committee officer to take and forward minutes in the Secretary's absence;

(b) Providing advice and assistance in employment or transfer of all personnel required to perform duties of the Lead District District required under this Agreement.

4. Other Officers

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The following officers of the Executive Committee shall be elected by the memberMembers of the Executive Committee by majority vote;

(a) First Vice President

The First Vice President's term of office shall be two years. The First Vice President shall assume the duties of the President in the absence of the President his/her absence for the sole purpose of conducting meetings as required. and the designated alternate representative of the Lead DistrictDistrict.

(b) Second Vice President

The Second Vice President's term of office shall be two years. The Second Vice President shall assume the duties of the First Vice President during PINCO Advisory Committee meetings if the First Vice President leaves office.

(c) Secretary

The Secretary's term of office shall be two years. The Secretary shall keep minutes of all meetings of the PINCO Advisory Committee and Executive Committee and, within ten (10) days after each meeting, submit a copy of the minutes to the President for review. PINCO shall then forward a copy of the reviewed minutes to each memberMember districtDistrict's representative by having a final copy of the minutes placed on the PINCO website for all districtDistricts to review.

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SECTION 8. PARTIES TO THIS AGREEMENT₁

A. Eligibility₁

¹Any and all public educational agencies within the State of California may become parties to this Agreement as hereinafter provided.₁

B. Initial Parties₁

¹Those public educational agencies who authorized the participation in and who execute this Agreement on or before May 1, 1988, shall be the initial parties hereto. A counterpart original copy of this JPA shall be filed with the Lead ~~District~~District which shall forward a copy to the CDE. The initial ~~parties~~ participation shall be deemed effective May 1, 1988.

C. Other Parties₁

¹After this JPA becomes effective for all purposes, public education agencies may become parties to this Agreement upon application to the Executive Committee and an affirmative vote of a majority of the PINCO Advisory Committee. Each new party shall execute a counterpart original copy of this Agreement and unless otherwise provided, said new party's participation shall become effective upon the filing of the same with the PINCO Executive Committee and the CDE. The PINCO Advisory Committee shall consider the feasibility, economic, geographic, and otherwise of expanding PINCO services to each applying ~~district~~District.

D. Successors₁

¹Should a party to this Agreement reorganize in accordance with state law, the successor or successors in interest to such party may be substituted as a party or parties to this Agreement, and such substitution shall become effective upon the filing with the PINCO Advisory Committee of an assignment by such party to its successor or successors in interest of all of said party's rights and obligations hereunder, provided such assignment is fully executed by the party to this Agreement and its successor or successors in interest.₁

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SECTION 9. WITHDRAWAL OF A PARTY₁

^A A party to this Agreement may cease to be a party hereto and may withdraw as a party in the manner herein provided₁.

^A A. Intention to Withdraw₁

^A To effect withdrawal from this Agreement, a party by its governing board shall adopt a resolution of intention to withdraw₁.

^A B. Notice of Intention to Withdraw₁

^A A party that intends to withdraw shall cause to be sent to all parties to this Agreement a true copy of the resolution of its governing board stating its intention to withdraw₁.

^A C. Time of Notice of Intention to Withdraw₁

^A Not later than the first day of October before the close of the fiscal year, a party that intends to withdraw shall serve its notice of intention to withdraw upon all parties to this Agreement, in the manner provided herein for the giving of such notice₁.

^A D. Effective Date of Withdrawal₁

^A Except as provided in subparagraph E, the effective date of a party's withdrawal shall be at the end of the fiscal year in which it gave the notice of intention to withdraw₁.

^A E. No Withdrawal during First Two Fiscal Years of ~~Member~~Membership₁

^A No party may withdraw during the first two fiscal years that the Agreement is in effect. Example: The earliest effective date of withdrawal for an initial party to this Agreement is July 1, 1990, provided the withdrawing party filed its notice of intention to withdraw by October 1, 1989₁.

^A F. Liability for Obligations Incurred Prior to Withdrawal₁

^A A withdrawing party shall remain liable for any debts, liabilities or obligations incurred by that party while it was a party to this Agreement, which shall include, but not be limited to costs of storage, management, and distribution of commodities, goods containing commodities, and purchased goods remaining at the PINCO-contracted storage facilities prior to withdrawal₁.

^A Storage costs after the effective date of withdrawal shall be at market commercial storage and draw rates in effect at such time. Such debts, liabilities, or obligations described in this subsection shall be paid out of the withdrawing party's portion of the Revolving Fund/General Fund. Said funds shall remain in the Revolving Fund/General Fund until all debts, liabilities, or obligations of the withdrawing party are paid₁.

^A The Lead ~~District~~District shall assess the withdrawing ~~district~~District for additional funds

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should the remaining balance in the withdrawing ~~district~~District's portion of the Revolving Fund/General Fund be insufficient to meet all obligations incurred by the ~~district~~District.

SECTION 10. INVOLUNTARY TERMINATION,

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A party to this Agreement may be involuntarily terminated from this Agreement at any time upon recommendation of a majority of the PINCO Executive Committee and the vote of two-thirds (2/3) of the PINCO Advisory Committee. Before the PINCO Advisory Committee votes to consider involuntary termination, the Executive Committee must first notify the ~~district~~District being considered for involuntary termination in writing, of the following:

- A. Grounds for consideration of involuntary termination.
- B. Actions which must be taken to remedy the deficiencies noted.
- C. The date of the PINCO Advisory Committee meeting at which the Executive Committee plans to make a recommendation to the PINCO Advisory Committee regarding involuntary termination.
- D. Reference to Sections 9 and 10 of this Agreement.
- E. Opportunity for the ~~member~~Member ~~district~~District to address the Executive Committee.

The Executive Committee shall then make a recommendation, upon a majority vote of the Executive Committee, at the specified PINCO Advisory Committee meeting regarding action to be taken. If the recommendation is to proceed with involuntary termination, the PINCO Advisory Committee shall then immediately notify the ~~member~~Member ~~district~~District involved, and the PINCO Governing Board, in writing, of the following:

1. Grounds for proceeding with involuntary termination.
2. Actions which must be taken to remedy the deficiencies noted.
3. The date of the meeting at which the PINCO Advisory Committee plans to vote on the involuntary termination.
4. Reference to Sections 9 and 10 of this Agreement.
5. Opportunity for the ~~member~~Member ~~district~~District to address the Executive Committee.

If the PINCO Advisory Committee Votes to proceed with involuntary termination, the PINCO Advisory Committee shall obtain a written resolution from all ~~member~~Member Governing Boards, directing the Lead ~~District~~District to implement involuntary termination of the ~~member~~Member ~~district~~District involved, and shall send a copy to the withdrawing ~~district~~District in writing.

Grounds for involuntary termination include, but are not limited to the following:

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1. Failure or refusal of a ~~member~~Member ~~district~~District to abide by this Agreement.
2. Failure or refusal to pay debts, obligations, liabilities, and/or assessments provided for in this Agreement.

No ~~member~~Member ~~district~~District shall be terminated involuntarily except by a two-thirds (2/3) vote of the PINCO Advisory Committee.

Should a ~~member~~Member ~~district~~District be involuntarily terminated from this Agreement, that ~~District~~District's funds remaining in the Revolving Fund/General Fund shall be treated as though the ~~member~~Member ~~district~~District were voluntarily withdrawing, pursuant to Section 9.F, and the ~~member~~Member ~~district~~District shall continue to be liable and responsible for the amount of any costs, liabilities, assessments, or contingencies incurred by such ~~district~~District which exceed the amount already in that account.

Involuntary termination shall have the effect of eliminating the ~~member~~Member ~~district~~District as a signatory of this Agreement, effective at the end of the fiscal year in which the action is taken or upon such other date as the PINCO Advisory Committee may specify. The Lead ~~District~~District shall serve notice to the party which has been involuntarily terminated. The terminated ~~district~~District shall be entitled to recover any and all commodities, raw and processed, and related foodstuffs, stored at PINCO storage facilities.

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SECTION 11. TERMINATION OF AGREEMENT

The PINCO Advisory Committee may determine that the public interest will not be served by the continuance of this Agreement. Upon the recommendation of the Executive Committee by a majority vote, the PINCO Advisory Committee may then vote on termination of this Agreement. Before a vote is taken by the PINCO Advisory Committee, the PINCO Advisory Committee shall notify each ~~member~~Member ~~district~~District, in writing, of the following:

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A. Recommendations made by the Executive Committee.

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B. Reference to Sections 11 and 12 of this Agreement.

C. The requirement and deadline for each Governing Board to forward a copy of a resolution directing the vote of its PINCO representative or alternate authorized pursuant to Section 5.C.I. (a), indicating the vote the representative is directed by the Governing Board to make; the representative shall not be entitled to vote without a copy of such resolution on file with the PINCO Advisory Committee at the time of the vote.

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D. The date, time, and place of the meeting where the vote to terminate is to be taken. Notice of the meeting must be sent to each ~~member~~Member ~~district~~District at least sixty (60) days prior to the date of the meeting.

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The PINCO Advisory Committee may then, by a two-thirds (2/3) vote of the total ~~member~~Membership of the Advisory Committee voting in favor of termination, thereby terminate this Agreement, to be effective at the end of the fiscal year following the fiscal year in which the vote is taken or at such shorter time as the committee decides, but in no case less than six (6) months before the end of the then-current fiscal year.

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SECTION 12. DISPOSITION OF PROPERTY AND FUNDS

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A. In the event of the dissolution of PINCO or the complete rescission or other final termination of this Agreement by all parties, any property interest remaining in PINCO

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following a discharge of all obligations, shall be disposed of as the PINCO Advisory Committee shall then determine, with the objective of returning to each ~~district~~District its proportionate share of the contributions made to such properties by such ~~district~~District. The inclusion of additional parties to this Agreement or the withdrawal of some but not all of such parties to this Agreement shall not be deemed a dissolution of PINCO or of this Agreement.

1. Each ~~member~~Member ~~district~~District assumes responsibility for the continued care and accountability of its portion of raw or processed USDA commodities shipped to PINCO.

2. If the FDP is required to pick up any commodities stored at PINCO storage facilities to return to state warehouses, all ~~member~~Member ~~district~~Districts shall share proportionately in any costs incurred by FDP, according to the ~~member~~Member ~~district~~Districts percentage of cases being returned by the FDP.

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SECTION 13. TORT LIABILITY

Pursuant to Government Code section 895.2, whenever any public entities enter into an agreement, they are jointly and severally liable upon any liability which is imposed by any

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law for injury caused by a negligent or wrongful act or omission occurring in the performance of such agreement. As provided for in Government Code section 895.6, if a ~~member~~Member is held liable upon any judgment for damages caused by a negligent or wrongful act or omission occurring in the performance of the agreement and pays in excess of its pro rata share in satisfaction of such judgment, such public entity is entitled to contribution from each of the other public entities that are parties to the agreement.

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The pro rata share of each ~~member~~Member is determined by dividing the total amount of the judgment by the number of ~~member~~Members that are parties to the agreement. The right of contribution is limited to the amount paid in satisfaction of the judgment in excess of the pro rata share of the public entity so paying. No public entity may be compelled to make contribution beyond its own pro rata share of the entire judgment.

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SECTION 14. AMENDMENTS

This Agreement may be amended by a vote of two-thirds (2/3) of the contracting parties then represented on said PINCO Advisory Committee according to the procedures of the Governing Board of such parties, provided that any amendment is to further carry out the purposes of the Agreement. Any such amendment shall be effective upon the date of final execution thereof by two-thirds (2/3) of the parties then represented on said PINCO Advisory Committee.

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The PINCO Advisory Committee may determine that one or more amendments to this Agreement are needed. Upon the recommendation of the Executive Committee by a majority vote, the PINCO Advisory Committee may then vote on such amendments. Before a vote is taken by the PINCO Advisory Committee, the PINCO Advisory

Committee shall notify each ~~member~~Member ~~district~~District in writing, noting:

A. Amendment(s) recommended by the Executive Committee.

B. Reference to Section 14 of this Agreement.

C. The requirement and deadline for each Governing Board to forward a copy of a resolution directing the vote of its PINCO representative or alternate authorized pursuant to Section 5.C.1.(a) indicating the vote on each amendment the representative is directed by the Governing Board to make; the representative shall not be entitled to vote without a copy of such resolution on file with the PINCO Advisory Committee at the time of the vote.

D. The date, time, and place of the meeting where the vote to amend this Agreement is to be taken. Notice of the meeting must be sent to each ~~member~~Member ~~district~~District at least sixty (60) days prior to the date of the meeting.

The PINCO Advisory Committee may then, by a two-thirds vote of the total ~~member~~Membership of the Advisory Committee voting in favor of the amendment(s), amend this Agreement, to be effective at the time specified in the amendment(s).

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SECTION 15. INSURANCE

A. Each ~~member~~Member ~~district~~District shall issue its respective purchase orders duly authorized by its Governing Board. ~~Member~~Member ~~district~~Districts participating in a purchase shall be billed and shall make payments directly to the Lead ~~District~~District for deposit in the Revolving Fund/General Fund as specified in this Agreement. Each ~~member~~Member ~~district~~District hereby indemnifies and holds harmless all other parties for that ~~member~~Member ~~district~~District's commodities purchases and the ~~member~~Member ~~district~~District's payment of its proportional share of all costs, fees and expenses called for in this Agreement.

B. Each ~~member~~Member ~~district~~District, solely or in conjunction with other ~~member~~Member ~~district~~Districts, shall enter into and deliver to the Lead ~~District~~District a certificate of insurance in the sum of \$1,000,000 per ~~member~~Member ~~district~~District, entering into an insurance contract, payable to the Lead ~~District~~District, conditioned for the faithful performance of this Agreement. Said insurance contract is for the purpose of

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protecting the Lead ~~District~~District against the failure or inability of any ~~member~~Member ~~district~~District to pay its proportionate share of any PINCO contracts or other obligations arising under this Agreement.

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C. The Lead ~~District~~District shall enter into an insurance contract in the sum of \$1,000,000 payable to each ~~member~~Member ~~district~~District, to indemnify the ~~member~~Member ~~district~~Districts and hold them harmless against all disbursements and applications of money or property and all obligations and liabilities incurred by the Lead ~~District~~District otherwise than as strictly provided in this Agreement. The purpose of the Lead ~~District~~District's insurance contract is to protect each and every ~~member~~Member ~~district~~District against any and all obligations, debts and liabilities incurred by or caused by any negligence or misconduct of the Lead ~~District~~District in its performance under this Agreement. The cost to the Lead ~~District~~District of purchasing said bond shall be included as a reimbursable cost under Section 5.C.2. (f) above.

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SECTION 16. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

PARTY OF THE FIRST PART:

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
44811 SIERRA HIGHWAY 176 Holston Drive, LANCASTER, CA 93534 93535

BY:

Signature

NAME: David J. Viera, Ph.D. Greg Nehen

TITLE: Superintendent

DATED:

PARTY OF THE SECOND PART:

ACTON-AQUA AGUA DULCE UNIFIED SCHOOL DISTRICT
3620 ANTELOPE WOODS 32248 CROWN VALLEY ROAD, ACTON, CA 93510

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

ALISAL UNION SCHOOL DISTRICT
1240 COOPER AVENUE, SALINAS, CA 93905

PRINTED NAME:

SIGNATURE:

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DATED:

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~~BEARDSLEY SCHOOL DISTRICT~~
~~1001 ROBERTS LANE, BAKERSFIELD, CA 93308~~

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TITLE: _____

DATED: _____

~~BIG PINE UNIFIED SCHOOL DISTRICT~~
~~500 SOUTH MAIN STREET, BIG PINE, CA 93513~~

PRINTED NAME: _____

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DATED: _____

~~BISHOP UNIFIED SCHOOL DISTRICT~~
~~800 WEST ELM STREET, BISHOP, CA 93514~~

PRINTED NAME: _____

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~~DELANO UNION SCHOOL DISTRICT~~
~~411 12TH AVENUE, DELANO, CA 93215~~

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DELANO UNION HIGH SCHOOL DISTRICTDISTRICT
1331 CECIL AVENUE, DELANO, CA 93215

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DATED:

EARLIMART SCHOOL DISTRICTDISTRICT
192 S. CHURCH ROAD, EARLIMART, CA 93219

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

EASTSIDE UNION SCHOOL DISTRICTDISTRICT
45006 30TH STREET EAST, LANCASTER, CA 93535

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

EDISON SCHOOL DISTRICTDISTRICT
721 EDISON ROAD, BAKERSFIELD, CA 93307

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EL TEJON UNIFIED SCHOOL DISTRICTDISTRICT
4337 LEBEC ROAD, LEBEC, CA 93243

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DATED:

FAIRFAX SCHOOL DISTRICTDISTRICT
1500 SOUTH FAIRFAX ROAD, BAKERSFIELD, CA 93307

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

GREENFIELD UNION SCHOOL DISTRICTDISTRICT
1624 FAIRVIEW ROAD, BAKERSFIELD, CA 93307

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

KEPPEL UNION SCHOOL DISTRICTDISTRICT
35118 NORTH 82ND STREET EAST, LITTLEROCK, CA 93543

PRINTED NAME:

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~~KERN COUNTY SUPERINTENDENT OF SCHOOLS~~
~~1300 17TH STREET, CITY CENTER FLOOR 6, BAKERSFIELD, CA 93301~~

PRINTED NAME: _____

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TITLE: _____

DATED: _____

~~KERNVILLE UNION SCHOOL DISTRICT~~
~~3240 ERKSINE CREEK ROAD, LAKE ISABELLA, CA 93240~~

PRINTED NAME: _____

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TITLE: _____

DATED: _____

~~LAMONT SCHOOL DISTRICT~~
~~7915 BURGUNDY AVENUE, LAMONT, CA 93241~~

PRINTED NAME: _____

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~~LANCASTER SCHOOL DISTRICT~~
~~44711 N. CEDAR AVENUE, LANCASTER, CA 93534~~

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LONE PINE UNIFIED SCHOOL DISTRICT ~~DISTRICT~~
223 EAST LOCUST STREET, LONE PINE, CA 93545

PRINTED NAME:

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DATED:

LOST HILLS UNION SCHOOL DISTRICT
14821 PRIMARY COURT, LOST HILLS, CA 93249

PRINTED NAME:

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DATED:

McFARLAND UNIFIED SCHOOL DISTRICT ~~DISTRICT~~
601 SECOND STREET, McFARLAND, CA 93250

PRINTED NAME:

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TITLE:

DATED:

MOJAVE UNIFIED SCHOOL DISTRICT ~~DISTRICT~~
3500 DOUGLAS AVENUE, MOJAVE, CA 93501

PRINTED NAME:

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DATED:

~~NORRIS SCHOOL DISTRICT~~
~~6940 CALLOWAY DRIVE, BAKERSFIELD, CA 93312~~

~~PRINTED NAME:~~

~~SIGNATURE:~~

~~TITLE:~~

~~DATED:~~

~~PALMDALE SCHOOL DISTRICT~~
~~39139 10TH STREET EAST, PALMDALE, CA 93550~~

~~PRINTED NAME:~~

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~~DATED:~~

~~PANAMA-BUENA VISTA UNION SCHOOL DISTRICT~~
~~5901 SCHIRRA COURT, BAKERSFIELD, CA 93313~~

~~PRINTED NAME:~~

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~~DATED:~~

~~RICHLAND SCHOOL DISTRICT~~
~~331 SHAFTER AVENUE, SHAFTER, CA 93263~~

~~PRINTED NAME:~~

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~~SOUTHERN KERN UNIFIED SCHOOL DISTRICT~~
~~3082 GLENDOWER STREET, ROSAMOND, CA 93560~~

~~PRINTED NAME:~~

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~~DATED:~~

~~SOUTH FORK UNION SCHOOL DISTRICT~~
~~5225 KELSO VALLEY ROAD, WELDON, CA 93283~~

~~PRINTED NAME:~~

~~SIGNATURE:~~

~~TITLE:~~

~~DATED:~~

~~STANDARD SCHOOL DISTRICT~~
~~1200 NORTH CHESTER AVENUE, BAKERSFIELD, CA 93308~~

~~PRINTED NAME:~~

~~SIGNATURE:~~

~~TITLE:~~

~~DATED:~~

~~TAFT CITY SCHOOL DISTRICT~~
~~820 NORTH SIXTH STREET, TAFT, CA 93268~~

~~PRINTED NAME:~~

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~~DATED:~~

~~TAFT UNION HIGH SCHOOL DISTRICT~~

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701 WILDCAT WAY, TAFT, CA 93268

PRINTED NAME:

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DATED

TEHACHAPI UNIFIED SCHOOL DISTRICTDISTRICT
400 SOUTH SNYDER AVENUE, TEHACHAPI, CA 93561

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

VINELAND SCHOOL DISTRICTDISTRICT
14713 WEEDPATCH HWY., BAKERSFIELD, CA 93307

PRINTED NAME:

SIGNATURE:

TITLE:

DATED:

WASCO UNION HIGH SCHOOL DISTRICTDISTRICT
2100 7TH STREET, WASCO, CA 93280

PRINTED NAME:

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DATED:

WASCO UNION ELEMENTARY SCHOOL DISTRICTDISTRICT

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~~639 BROADWAY, WASCO, CA 93280~~

~~PRINTED NAME:~~

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~~TITLE:~~

~~DATED:~~

~~WESTSIDE UNION SCHOOL DISTRICT~~
~~41914 NORTH 50TH STREET WEST, QUARTZ HILL, CA 93536~~

~~PRINTED NAME:~~

~~SIGNATURE:~~

~~TITLE:~~

~~DATED:~~

~~WILLIAM S. HART UNION HIGH SCHOOL DISTRICT~~
~~26255 W. VALENCIA BLVD, STEVENSON RANCH, CA 91381~~

~~PRINTED NAME:~~

~~SIGNATURE:~~

~~TITLE:~~

~~DATED:~~

~~WILSONA SCHOOL DISTRICT~~
~~18050 EAST AVENUE O, PALMDALE, CA 93554-93591~~

~~PRINTED NAME:~~

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~~**BOLD-STRIKE: REMOVE**~~
~~**Need to add Lost Hills USD and Taft UHSD**~~

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APPENDIX I MANAGEMENT SERVICES CONTRACTOR

1. GENERAL RESPONSIBILITIES

The Management Services Contractor, refer to "Appendix V", is PINCO. PINCO, as administered by the Lead ~~District~~District, will resume all duties listed under, or referring to the Management Services Contractor within this Agreement and hereby made a part of this Agreement.

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Receive each ~~District~~District's Board approved signature page approving the amendment Appendix V to the JPA clarifying that PINCO is the Management Services Contractor for the PINCO cooperative. Which the Appendix V is attached to this Agreement and hereby made a part of this Agreement.

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The Management Services Contractor shall:

(a) Coordinate cooperative purchasing activities and be responsible for the day-to-day operations and recordkeeping of PINCO.

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(b) Direct, supervise, monitor and evaluate the successful contractor/bidders for Storage and Distribution Services pursuant to Appendix II and Appendix III of this agreement.

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(c) Maintain all PINCO documents, records, and files and provide to the Lead ~~District~~District originals or copies of PINCO documents, records and files, at the Lead ~~District~~District's discretion when so requested by the Lead ~~District~~District.

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(d) At the direction of the Lead ~~District~~District, prepare bids and bid specifications for commodities, goods, and service contracts in the manner required by law; obtain quotes for goods, commodities, and services; obtain quotes for the processing of goods and commodities as directed by the Lead ~~District~~District.

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(e) Pay its own insurance costs and other operating costs and expenses directly to its own suppliers of goods and services, including employees.

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(f) Prepare and submit to the Lead ~~District~~District for approval a manual outlining the accounting methods to be used in tracking USDA Donated Commodity Foods, including raw food items held in storage and raw and processed products held at a processor for PINCO. The accounting method so outlined shall conform with all applicable USDA and FDP requirements, rules, and regulations for USDA Commodity Foods, and shall provide for tracking of commodities delineated by ~~member~~Member ~~district~~District and its Fair Share.

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Such manual shall include a description of the organizational and decision-making structure established to ensure a timely response to the FDP ordering process for direct shipment.

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At the direction of the Lead DistrictDistrict, the Management Services Contractor shall prepare any other procedural manuals deemed necessary by the Lead DistrictDistrict. The Management Services Contractor shall update the PINCO manual on all changes in procedure and all changes to the JPA. Such updates shall be submitted to the Lead DistrictDistrict for approval before being sent to the memberMember districtDistricts.

(g) Upon the Lead DistrictDistrict's request, permit the Lead DistrictDistrict to inspect the premises, and inspect and audit PINCO related books, records, and documents in the Contractor's possession. Failure to do so shall be grounds for immediate termination of the contract, at the Lead DistrictDistrict's discretion.

(h) Transfer all PINCO documents, records, and files to the Lead DistrictDistrict upon expiration or termination of the Management Services Contractor's contract.

(i) At the Lead DistrictDistrict's direction, develop proposed specifications for PINCO contractors and subcontractors in compliance with the applicable sections of the California Education Code and California Public Contracts Code and any other applicable statutes, rules, and regulations. Submit copies of the recommended bid specifications to the Lead DistrictDistrict for approval, and handle the bidding process if required to do so by the Lead DistrictDistrict.

2. COOPERATIVE ORDERING - USDA COMMODITIES

The Management Services Contractor shall:

(a) Forward reports on inter-districtDistrict exchange of commodities to the Lead DistrictDistrict or CDE, FNS and FDP, if so requested by the Lead DistrictDistrict. Maintain liaison with the CDE, FNS and FDP, as directed by the Lead DistrictDistrict.

(1) Prepare order forms and information for ordering Category A, B, and Bonus Commodities by districtDistrict and dollars per districtDistrict; provide such forms and information to the Lead DistrictDistrict which will forward such forms and information to the memberMember districtDistricts.

(2) Ensure that commodity order forms are returned to the Management Services Contractor and Lead DistrictDistrict within deadlines established by the Lead DistrictDistrict.

(3) Compile orders and make appropriate adjustments to create full carload equivalents on each commodity item.

(a) Provide the Lead DistrictDistrict with a compilation report summary delineated by districtDistrict and commodity, by truckload quantities, according to deadlines established by the Lead DistrictDistrict.

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(4) Forward the completed spreadsheets to the CDE and FDP in the appropriate format, with a copy to Lead DistrictDistrict and each memberMember districtDistrict.

(5) Allocate commodities to memberMember districtDistricts on an ADP basis by factors provided by the FDP.

3. COMMODITY PROCESSING AND PURCHASED NON-COMMODITY ITEMS

The Management Services Contractor shall:

(a) Secure specifications and State approved End Product Data Schedules from each processor used by memberMember districtDistricts.

(b) Arrange product testing by memberMember districtDistricts.

(c) Determine types and quantities of products to be purchased based on memberMember districtDistricts' purchase orders, or input.

(d) Prepare and issue invoices to each memberMember districtDistrict in order that the Lead DistrictDistrict may obtain reimbursement from the Revolving Fund/General Fund for all purchases made by a memberMember districtDistrict. The formulas for allocation of costs for services are described in Section 5.C.2. (h).

(1) Prepare vendor bid specifications and provide recommended bid specifications to the Lead DistrictDistrict for approval. Provide Lead DistrictDistrict with any evaluation requested on vendor bids.

(e) Obtain quotes for the processing of goods and commodities, and services, as directed by the Lead DistrictDistrict.

(f) Assemble and forward approved purchase orders to food processors based on fund approved purchase orders from memberMember districtDistricts.

(g) Require memberMember districtDistricts to submit purchase orders for items to be purchased from the PINCO Revolving Fund/General Fund. The Management Services Contractor shall submit all purchase orders to the Lead DistrictDistrict for approval.

(h) Issue consolidated purchase orders for processed items ordered in the name of the PINCO on behalf of the memberMember districtDistricts, indicating each memberMember districtDistrict's share of that order.

(i) Request written advisement by memberMember districtDistricts so that the Lead DistrictDistrict (or the Management Services Contractor, as authorized by the Lead DistrictDistrict) may advertise bids for the items and quantities to be purchased.

4. PRODUCT TESTING

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The Management Services Contractor shall:

(a) Set up testing of products in which the PINCO memberMembers may be interested. Where feasible, student input shall be included. The Lead DistrictDistrict may, at the request of the Management Services Contractor, assign supplementary testing to memberMember districtDistricts to assure acceptability to PINCO as a whole.

(b) Provide evaluation forms and discussion time on the testing of products and report the findings to the memberMember districtDistricts.

5. STORAGE SERVICES

The Management Services Contractor shall:

(a) Direct, supervise, monitor, and evaluate Storage Services.

(b) Implement the ordering and storage of processed, purchased, and commodity goods of memberMember districtDistricts and sub-contractor entities.

(1) Accept shipments of commodities, raw and processed and related foodstuffs by truckload lots; floor-loaded and/or pallet-loaded. Maintain adequate access to staging and receiving areas for multiple truckload deliveries. Product codes, quantities, etc. shall be verified against purchase orders and other shipping documents. Product which does not arrive in good condition shall be rejected. Assign a shelf life to all perishable goods and notify all districtDistricts of the dates assigned to all of that districtDistrict's products.

The Management Services Contractor may not discard the products of any districtDistrict which were not used by their expiration date without the prior written authorization of that districtDistrict. Send a list of all items discarded to the Lead DistrictDistrict on a monthly basis.

(2) Assure the maintenance of proper storage conditions, temperatures, and relative humidity for frozen, refrigerated, and dry foods and supplies, according to the most current regulation of the USDA and Kern County Health Department. Anticipated temperature ranges are -10 to 0 degrees F. for frozen, 38-41 degrees F. for refrigerated, and 45-70 degrees F. for dry storage items. Provide Lead DistrictDistrict with a copy of the current pest control contract and current health department inspection reports.

(3) Store all goods on pallets, a minimum of six inches above the floor and six inches from any wall for proper air circulation. Food in packages and working containers may be stored less than six inches above the floor on case lot handling equipment as specified under Section 11465, Article 5.(c) Food Storage, CalCode.

(4) Maintain documents of all deliveries; supporting documents shall be signed and dated with correct amounts and types of products listed. Maintain journals for the Lead DistrictDistrict of all deliveries to the warehouse from processors indicating the total amount and Fair Share per districtDistrict. Identify and replace, at the Management

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~~Services Contractor's own cost and expense~~, any lost or stolen items, or items otherwise unaccounted for, and any damaged or spoiled goods **at the expense of the Marketing Fund and fair shared amongst the Member Districts as needed.**

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(a) For each order received from a vendor, submit to the Lead ~~DistrictDistrict~~ as a package: (1) a copy of each ~~districtDistrict's~~ purchase order, (2) a copy of the PINCO purchase order, (3) two copies of each ~~districtDistrict's~~ billing, and (4) copies of all receiving documents.

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(5) Perform a daily computerized inventory, and a semi-annual physical inventory, of all stock at the PINCO warehouse and all products at processors. Reconcile physical inventories with perpetual inventories on a semi-annual basis. Notify the Lead ~~DistrictDistrict~~ a minimum of two weeks in advance of the date scheduled for the semi-annual physical inventory so that the Lead ~~DistrictDistrict~~ may send a representative, at the Lead ~~DistrictDistrict's~~ discretion.

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(6) Rotate stock on a first in - first out basis to maintain freshness.

(7) Maintain a vendor file on all deliveries; notify each ~~memberMember districtDistrict~~ of all products that have arrived for such ~~districtDistrict~~. Provide the file to the Lead ~~DistrictDistrict~~ when requested by the Lead ~~DistrictDistrict~~.

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(8) Notify ~~memberMember districtDistricts~~ weekly of all items in their draw file. Before making a shipment to any ~~districtDistrict~~, ensure that the ~~districtDistrict~~ has sufficient inventory so that the shipment will not cause a negative inventory for the ~~districtDistrict~~. Before any trades are made between ~~districtDistricts~~, the Management Services Contractor must receive written authorization from the ~~districtDistricts~~ involved. Maintain records of the items in each ~~memberMember districtDistrict's~~ draw file and records of all trades between or among ~~districtDistricts~~, and provide such records to the Lead ~~DistrictDistrict~~ at the Lead ~~DistrictDistrict's~~ request.

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(9) Compute and compile all orders for processing and purchasing.

(10) Compute the amount of raw to finished product on all items to be commodity processed.

(11) Compile the commodity processing bidders' list, including specifications and quantities used in the prior year; solicit input from ~~memberMember districtDistricts~~ regarding the bidders' list; present bidders' list to Lead ~~DistrictDistrict~~ for approval.

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(12) Provide ~~memberMember districtDistricts~~ with the information on all orders being accumulated and when the ~~districtDistricts~~ must submit their orders to meet deadlines for participation in such orders.

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(13) Receive ~~memberMember districtDistrict's~~ orders for delivery to ~~districtDistricts~~ and schedule trucking appropriate for each ~~districtDistrict's~~ needs, including multi-site delivery to be provided pursuant to the contract for Distribution Services as specified in Appendix

III of this agreement.

(a) Notify the Lead ~~District~~District in writing of any product or receiving delays that could affect memberMember ~~district~~District menu cycles.

(b) Notify the Lead ~~District~~District immediately of any unallocated stock in inventory.

(c) Notify the Lead ~~District~~District of all problems with companies dealing with PINCO. Provide Lead ~~District~~District with documentation of all problems to enable PINCO to track vendor performance.

(14) Schedule its staff to attend PINCO meetings when requested. The Management Services Contractor shall present an oral and written report at least twice yearly.

(15) Notify the Lead ~~District~~District of any problems which require attention.

(c) Maintain computerized current inventory reports for the Lead ~~District~~District. Review reflecting amounts on hand, deliveries, and shipment of goods in a format suitable for use in compiling the annual USDA inventory. Reconcile against semi-annual physical inventory and compute fair value of variances. For any items unaccounted for, replace or credit the cash fair value to the affected memberMember ~~district~~District, **at the Management Services Contractor's own cost and expense.**

(d) Provide fiscal and inventory internal audit reports twice yearly. Secure an independent audit by a Certified Public Accountant at the close of each fiscal year, with results provided to memberMember ~~district~~Districts. The Lead ~~District~~District and PINCO Advisory Committee shall be allowed to audit the inventory and fiscal management reports at any time.

(e) Operate on July 1 to June 30 fiscal year, providing year round services.

(f) Provide computerized, systematic services, to include accounting, inventory, bid specifications, commodity verification, and commodity tracking consistent with USDA, CDE and other applicable regulations. Update procedures, reports and computer programs according to federal, state and local regulatory and procedural changes. Maintain a perpetual record of all PINCO transactions related to commodities. Provide software to allow the Lead ~~District~~District, and memberMember ~~district~~Districts upon request, ~~telephone line~~ access to the Management Services Contractor's computers where PINCO data is stored and processed. The computerized services shall, at a minimum, do the following:

(1) Track raw material from point-of-origin to processor, processor production status, and from finished goods to PINCO storage facilities to memberMember ~~district~~Districts by item and by shipment of raw goods; pinpoint location of all goods at all times; be able to verify that each ~~district~~District is receiving its Fair Share.

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(2) Track incoming raw commodities and put in each memberMember districtDistrict's draw file according to the FDP approved allocation and delivery to memberMember districtDistricts, by item and by memberMember districtDistrict.

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(3) Track inter-districtDistrict exchange of commodity items; provide verification sheets for all districtDistricts and ensure that all memberMember districtDistricts sign off and return; provide Lead DistrictDistrict with monthly printout on inter-districtDistrict exchange of commodities.

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(4) Track fair value against entitlement dollars by item and by memberMember districtDistrict.

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(5) Format reports in a manner acceptable to the Lead DistrictDistrict and CDE.

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(g) Supply all operating equipment and supplies, including, but not limited to (all items must meet California Division of Industrial Safety guidelines).

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(1) Computer hardware and software (including provisions for mailing list and envelope processing), clerical equipment, desks, telephones, fax machine, copy machine, telecommunications devices, etc.

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(2) Forklifts, handcarts, pallets, pallet jacks, shelving, and racks.

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(3) The Management Services Contractor shall keep backup copies of computer software, including maintaining copies in an off-premise security location.

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(h) Hire, train, supervise, evaluate, and terminate employees needed to perform management services. At minimum, contractor's staff shall consist of an on-site manager, warehouse personnel, and clerical/data processing staff, all of whom shall be bonded. Staffing shall consist of necessary personnel determined by the Executive Committee.

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(i) Issue itemized monthly billing statements to Lead DistrictDistrict for contracted services.

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(j) Pay for utilities and phone, pest control, janitorial service, security and alarm system, insurance, office equipment and leasing, and other operating expenses, to be paid directly to suppliers of such goods and services.

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(k) Maintain at all times a minimum of two million dollars (\$2,000,000) of liability insurance to cover damage resulting from loss, destruction or injury to persons or property including the property of the parties to this Agreement, the Lead DistrictDistrict and memberMember districtDistricts of PINCO, resulting from the negligent acts or omissions of officers, employees and agents of the Management Services Contractor while performing the services required under this Agreement. Maintain at all times a minimum of one million dollars (\$1,000,000) fidelity coverage for Management Services officer, agent and employee dishonesty which results in loss, destruction or injury to property or persons. A faithful performance bond may be required of the Management Services

Contractor at the discretion of the Lead ~~District~~District. File all necessary loss reports with the insurance company and other agencies as required. Provide copies of the certificates of insurance to the Lead ~~District~~District within five (5) days of entering into the Management Services Contract, and, thereafter, once every six (6) months. Immediately notify the Lead ~~District~~District if the required insurance is cancelled or the amount of coverage is decreased.

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APPENDIX II STORAGE SERVICES CONTRACTOR

The Management Services Contractor shall prepare proposed specifications for storage services in compliance with all applicable law. The Lead ~~District~~District shall contract for storage services. The specifications for Storage Services Contractor shall be approved

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by a simple majority of the ~~member~~Member ~~district~~Districts. The Management Services Contractor shall direct, supervise, monitor, and evaluate the Storage Services Contractor.

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The Management Services Contractor shall prepare for the Lead ~~District~~District invoices on behalf of PINCO ~~member~~Member ~~district~~Districts for payment of each ~~member~~Member ~~district~~District's proportional share of the cost of storage services to take advantage of all discounts possible. Management Services Contractor shall issue invoices to each ~~member~~Member ~~district~~District in order that the Lead ~~District~~District may obtain reimbursement from the Revolving Fund/General Fund for that ~~district~~District's share of the cost of storage services. The formulas for allocation of costs are described in Section 5.C.2(h).

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The Storage Services Contractor shall provide for:

(a) Adequate storage for any and all commodity and purchased food and supply items obtained by ~~member~~Member ~~district~~Districts which said ~~district~~Districts elect to place in the contractor's storage facilities. The Lead ~~District~~District may subcontract unused storage space to other public entities, and shall receive, deposit, and account for income from such subcontracts in the PINCO Revolving Fund/General Fund.

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(b) Facilities capable of accepting shipments by truckload lots, floor-loaded and/or pallet-loaded, with adequate access to staging and receiving areas for multiple truckload deliveries.

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(c) Facilities capable of maintaining proper storage conditions, temperatures, and relative humidity for frozen, refrigerated, and dry foods and supplies, in accordance with the most current regulation of the USDA and the local County Health Department. Anticipated temperature ranges are -10 to 0 degrees F. for frozen, 38 to 41 degrees F. for refrigerated, and 45 to 70 degrees F. for dry food and supply items.

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(d) Facilities which allow easy access by forklifts in storing all goods on pallets, a minimum of six inches above the floor and six inches from any wall, for proper air circulation. Food in packages and working containers may be stored less than six inches above the floor on case lot handling equipment as specified under Section 11465, Article 5.(c) Food Storage, CalCode.

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(e) Facilities capable of being adequately secured against theft, loss, vandalism, spoilage, and temperature variations beyond approved ranges through the addition of a security and alarm system.

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(f) Office space for on-site management services as described in Appendix I.

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(g) Upon the Management Services Contractor or Lead ~~District~~District's request, permit the Management Services Contractor or Lead ~~District~~District to inspect the premises, and inspect and audit PINCO related books, records, and documents in the Contractor's possession. Failure to do so shall be grounds for immediate termination of the contract at the Lead ~~District~~District's discretion.

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(h) Maintain at all times a minimum of two million dollars (\$2,000,000) of liability insurance to cover damages resulting from loss, destruction or injury to persons or property, and any other insurance necessary to provide first party coverage for all physical loss, including the replacement value of all goods, including goods owned by subcontractors pursuant to Subsection 6. (a) of Appendix II. Coverage shall include office areas for on-site Management Services pursuant to Appendix I. Maintain at all times a minimum of one million dollars (\$1,000,000) of fidelity coverage for storage service officer, agent, and employee dishonesty which results in the loss, destruction or injury to property or persons. A faithful performance bond may be required of the Storage Services Contractor at the discretion of the Lead ~~District~~District. In case of loss, the insurer shall have the choice of replacement or cash settlement, at its discretion. File all necessary reports in case of loss of commodities and goods containing commodities. Provide copies of the certificate of insurance to the Management Services Contractor and Lead ~~District~~District within five (5) days of entering into the storage service agreement, and, thereafter, once every six (6) months. Immediately notify the Management Services Contractor and Lead ~~District~~District if the required insurance is cancelled or the amount of coverage is decreased.

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(i) The Contractor to pay for building and refrigeration maintenance and repair, water, trash collection, real estate taxes, and insurance. Such payments to be made directly to the suppliers of such services or invoicing agency. The Contractor to pay its own insurance costs and other operating costs and expenses directly to its own suppliers or goods and services.

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APPENDIX III DISTRIBUTION SERVICES AND DISTRIBUTION SERVICES CONTRACTOR

The Management Services Contractor shall prepare proposed specifications for distribution services in compliance with all applicable law.

The Management Services Contractor shall prepare for the Lead ~~District~~District invoices on behalf of PINCO ~~member~~Member ~~district~~Districts for payment of each ~~member~~Member ~~district~~District's share of the cost of distribution services to take advantage of all discounts possible. The Management Services Contractor shall issue invoices to each ~~member~~Member ~~district~~District in order that the fund for the ~~district~~District's share of the costs of distribution services. The formulas for allocation of costs are described in Section 5.C.2 (i). The Management Services Contractor shall verify that the requirements of the storage services contracts are operations.

The Management Services Contractor shall then direct, monitor, supervise and evaluate the Distribution Services Contractor.

The Distribution Services Contractor shall:

(a) Provide trucking, drivers, and distribution services appropriate to each ~~member~~Member ~~district~~District's needs including multi-site delivery; equip delivery trucks with hydraulic rear lift, a ramp and hand truck for unloading and delivery purposes. The Distribution Services Contractor shall replace, at his own cost and expense, all goods lost, thawed, spoiled, or otherwise damaged once they come under his/her dominion, custody or control. Deliveries shall be scheduled at the direction of the Manager of PINCO Warehouse and Operations.

(b) Supply all operating equipment and supplies, including, but not limited to (all items must meet California Division of Industrial Safety guidelines).

- (1) Protective clothing;
- (2) Trucks with at least 900 case capacity each;
- (3) Fuel, oil, and maintenance.

(c) Verify product codes, quantities, etc. against purchase orders and other shipping documents.

(d) Hire, train, supervise, evaluate, and terminate employees needed to perform distribution services. Delivery personnel shall be bonded and shall possess a current valid Class A California driver's license and good driving record. Provide a copy of such bonding and verification of driving records to the Lead ~~District~~District and Management Services Contractor. All delivery personnel must comply with the Contractor Department of Justice Clearance per AB1610 and AB1612.

(e) Upon the Management Services Contractor or Lead ~~District~~District's request, permit the Management Services Contractor or Lead ~~District~~District to inspect the

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premises, and inspect and audit PINCO related books, records and documents in the Contractor's possession. Failure to do so shall be grounds for the immediate termination of the contract, at the Lead ~~District~~District's discretion.

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(f) Maintain a minimum of one million dollars (\$1,000,000) of liability insurance to cover damages resulting from loss, destruction or injury to persons or property including the property of the parties to this Agreement and the property of the Lead ~~District~~District and ~~member~~Member ~~district~~Districts of PINCO, resulting from the negligent acts or omissions of officers, employees and agents of the Distribution Services Contractor while performing the services required under this Agreement. Maintain insurance in an amount mutually agreeable to PINCO and the Distribution Services Contractor to provide first party coverage for all physical damage, destruction or loss of goods and commodities, covering delivery trucks and trailers to prevent loss of service and to cover the replacement value of all goods handled pursuant to this Agreement. Maintain at all times a minimum of fifty thousand dollars (\$50,000) of fidelity coverage per truck/trailer, driver combination for distribution services officer, agent and employee dishonesty which results in loss, destruction or injury to persons or property. A faithful performance bond may be required of the Storage Services Contractor at the discretion of the Lead ~~District~~District. File all necessary reports in case of loss of commodities and goods containing commodities and file all necessary reports with the appropriate insurer or agency in case of loss. Provide copies of the certificates of insurance to the Lead ~~District~~District within five (5) days of entering into the storage service agreement, and, thereafter, once every six (6) months. Immediately notify the Lead ~~District~~District if the required insurance is cancelled or the amount of coverage is decreased.

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(g) Issue itemized monthly billing statements to the Management Services Contractor for contracted services.

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(h) Operate on a July 1 to June 30 fiscal year, providing year-round service.

(i) Pay its own insurance costs and other operating costs and expenses - including employee costs - directly to its own suppliers of goods and services.

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APPENDIX IV PINCO REGIONS

REGION 1

Alisal Union School District
Barstow Unified School District
Big Pine Unified School District
Bishop Union Elementary School District
Kernville Union School District
Lone Pine Unified School District
Mojave School District
Southern Kern Unified School District
South Fork Union School District
Tehachapi Unified School District
Bakersfield City School District
Big Pine Unified School District
Delano Joint Union High School District
Fairfax School District
Lost Hills Union School District
McFarland Unified School District
South Fork School District
Wasco Elementary School District
Wasco Union High School District
Wilsona School District

REGION 3

Bakersfield City School District
Beardsley School District
Delano Union School District
Delano Joint Union High School District
Earlimart Elementary School District
McFarland Unified School District
Norris School District
Richland School District
Standard School District
Wasco Union Elementary School District
Wasco Union High School District

REGION 2

Acton-Aqua Dulce Unified School District
Antelope Valley Union High School District
Eastside Union School District
Keppel Union School District
Lancaster School District
Palmdale School District
Westside Union School District
William S. Hart Union High School District
Wilsona School District
Alisal Union School District
Antelope Valley Union High School District
Arvin Union School District
Bishop Union Elementary School District
Earlimart School District
Kern County Supt. of Schools
Panama Buena Vista Union School District
Richland School District
Vineland School District

REGION 4

Arvin Union School District
Edison School District
El Tejon Unified School District
Fairfax School District
Greenfield Union School District
Kern County Supt. of Schools
Lamont School District
Panama Buena Vista Union School District
Taft City School District
Vineland School District

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<u>Acton – Agua Dulce Unified School District</u> <u>Beardsley School District</u> <u>Eastside Union School District</u> <u>El Tejon Union School District</u> <u>Greenfield Union School District</u> <u>Lancaster School District</u> <u>Lone Pine School District</u> <u>Mojave School District</u> <u>Taft School District</u> <u>Westside Union Elementary School District</u>	<u>Delano Union Elementary School District</u> <u>Edison School District</u> <u>Keppel Union School District</u> <u>Kernville Union School District</u> <u>Lamont School District</u> <u>Norris School District</u> <u>Palmdale School District</u> <u>Standard School District</u> <u>Tehachapi Unified School District</u> <u>William S. Hart Union High School District</u>
REGION 5 - INACTIVE	REGION 6 – INACTIVE

PROPOSED

APPENDIX IV PINCO REGIONS

REGION 1

Acton Agua Dulce Unified School District
 Bakersfield City School District
 Big Pine Unified School District
 Bishop Union Elementary School District
 Delano Joint Union High School District
 Keppel Union School District
 Kernville Union School District
 Lamont School District
 Lost Hills Union School District
 McFarland Unified School District
 South Fork School District
 Tehachapi Unified School District
 Wilsona School District

REGION 3-INACTIVE

REGION 5-INACTIVE

REGION 2

Alisal Union School District
 Antelope Valley Union High School District
 Earlimart School District
 Eastside Union School District
 El Tejon Union School District
 Lancaster School District
 Lone Pine School District
 Mojave School District
 Richland School District
 Taft School District
 Taft Union High School District
 Westside Union Elementary School District

REGION 4-INACTIVE

REGION 6-INACTIVE

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APPENDIX VMANAGEMENT SERVICES CONTRACTOR - AMENDMENT

The Management Services Contractor referred to in this Agreement is PINCO. PINCO, as administered by the Lead ~~District~~District, will resume all duties listed under, or referring to the Management Services Contractor within this Agreement and hereby made a part of this Agreement.

The PINCO warehouse is located at 3019 16th Street, Bakersfield, CA 93301, which includes the Storage Services outlined within this Agreement.

PINCO, as the Management Services Contractor, will also monitor and work with the Distribution Services Contractor for all deliveries to the ~~district~~Districts.

PINCO will be responsible to follow all components of this Agreement as listed in "Appendices I, II, and III" which set forth the duties and responsibilities of the contractors for Management, Storage, and Distribution Services.

At no time in this Agreement, will an additional charge be paid by the ~~district~~Districts for any services above the actual expenses incurred for PINCO as the Management Services Contractor.

Each member~~Member~~ ~~district~~District will submit a letter with an approved signature page drawn by the Executive Committee to their ~~District~~District's Governing Board approving the amendment "Appendix V" to the JPA clarifying that PINCO is the Management Services Contractor for PINCO. The ~~district~~District will then submit their letter and the signed signature page with their Governing Board's date stamped Board action page to the Lead ~~District~~District.

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APPENDIX VI SECTION 7B. VOTING RIGHTS

VOTING RIGHTS

1. A ~~district~~District's representative or alternate(s) shall be entitled to cast one vote per ~~member~~Member ~~district~~District for business conducted by the PINCO Advisory Committee. A vote may be cast only by the duly appointed representative who is personally present at the meeting or in his/her absence by his/her alternate(s) who is personally present at the meeting. **The Lead Agency's alternate(s) is the voting representative for the Lead Agency.** There shall be no proxy votes and no absentee voting. (?) Except as provided in Paragraph 2, below:

2. ~~In the event a vote is required and a meeting is not scheduled, the alternative method of voting, governed by "Appendix VI" to this Agreement, will be by e-mail from the Lead District~~District with each district's representative or alternate responding with their district's vote. Appendix VI is attached to this Agreement and hereby made a part of this Agreement.

- a. ~~The Ballot shall be returned directly to the Lead District~~District.
b. ~~All questions regarding the vote shall be forwarded via e-mail to all member~~Member ~~district~~Districts to provide an open discussion.
c. ~~The Lead District~~District shall send the final voting results to all districtDistricts by e-mail. The tally sheet produced by the Lead DistrictDistrict and a copy of each Ballot Form shall be filed in the office of the Lead DistrictDistrict as a document of record.
d. ~~The Ballot Forms shall be submitted within 2 business days, by 2 o'clock in the afternoon, unless specifically stated otherwise.~~
e. ~~If e-mail communication is unavailable, then it is the member~~Member ~~district~~District's responsibility to contact its Regional Representative for the specific Ballot Form and to fax back the Ballot Form to the Lead DistrictDistrict.

3. A quorum of the PINCO Advisory Committee ~~shall consist of forty percent (40%)~~twenty-five percent (25%) or more of the representatives or their alternates~~shall consist of a simple majority of the representatives or their alternates.~~ For all Advisory Committee actions, except Amendments, Involuntary Terminations and Terminations pursuant to Sections 10, 11 and 14, a vote of a majority of the representatives or alternates of all ~~member~~Member ~~district~~Districts shall be required for approval.

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This is inclusive of e-mail voting; a majority of the PINCO Advisory Committee must respond for the vote to be considered final.

ATTACHED BELOW IS A GENERIC BLANK COPY OF THE EMAIL BALLOT FORM.

PINCO OFFICIAL BALLOT FORM

Instructions: Please fill in all areas with District/District name & approved person casting vote. Review the ballot information and return ballot directly back to the Lead District/District (AVUHSD) only.

If you have questions pertaining to the vote, you may email "all" but do not include your vote. Respond within 2 days from the ballot being sent, by 2 PM, unless otherwise stated within the ballot. A quorum will be determined from the votes being tallied by the Lead District/District.

ITEM VOTING ON: _____
DISTRICT/DISTRICT NAME: _____
PERSON VOTING: _____
DATE: _____
DESCRIPTION OF VOTE: _____
VOTE ONE OF THREE WAYS:
1.) YES, I VOTE IN FAVOR: _____
2.) NO, I VOTE AGAINST: _____
If the vote has no bearing on your district/District, or you do not use the product please ask for your vote to go to the majority of those who do:
3.) MAJORITY VOTE: _____
DATE VOTE TO BE RETURNED BY: _____

Additional instructions: Please save Ballot Form from email to your computer, fill in blanks, save and send directly back to Lead District/District (AVUHSD) to lfoster@avhsd.org only by attaching to your email. If you are unable to email back, please fax back to 661-575-1056.

(REMOVE E-BALLOT AND ALL ASSOC. LANGUAGE)

APPENDIX VII SECTION 5A. PINCO GOVERNING BOARD

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The PINCO Governing Board shall be the Board of Trustees of the Lead ~~District~~District. PINCO Governing Board shall conduct a monthly meeting in conjunction with the Lead ~~District~~District's "Regular Meeting of the Board of Trustees". The PINCO Governing Board meetings shall be called, noticed, held and conducted in accordance with the provisions of the Ralph M. Brown Act (Government Code Section 54950, et. seq.).

This is the Official PINCO Governing Board to take action and ratify all Board of Trustees items presented on behalf of the PINCO ~~member~~Members.

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APPENDIX VIII EXECUTION OF SIGNATURE PAGES

1. Execution and Cooperation

Each ~~member~~Member ~~district~~District agrees to execute and deliver all further instruments and documents, and take any further action that may be reasonably necessary to effectuate the purposes and intent of this Agreement.

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2. Execution by Counterparts

This Agreement may be executed in any number of counterparts, and upon execution by all ~~member~~Member ~~district~~Districts, each executed counterpart shall have the same force and effect as an original instrument and as if all ~~member~~Member ~~district~~Districts had signed the same instrument.

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APPENDIX IX SECTION 6 - LEAD DISTRICT/DISTRICT AND SUCCESSOR LEAD DISTRICT/DISTRICT – AMENDMENT

Pursuant to Government Code Section 6506, the Antelope Valley Union High School District/District is hereby designated as the Lead District/District which shall administer the Agreement and exercise the powers authorized by this Agreement.

A. Successor Lead District/District - In the event that the Lead District/District elects to withdraw as Lead District/District, the successor Lead District/District shall be a School District/District elected by a vote of two-thirds (2/3) of the contracting parties then represented on the PINCO Advisory Committee according to the procedures of the Governing Board of such parties, with the final approval of the PINCO Governing Board.

B. Within thirty (30) days of the initial notification by the Lead District/District of its intent to withdraw as the Lead District/District, the Executive Committee shall submit its recommendation for a Successor Lead District/District to the PINCO Advisory Committee for a vote. Upon the recommendation of the Executive Committee by a majority vote, the PINCO Advisory Committee may then vote on the Successor Lead District/District. Before a vote is taken by the PINCO Advisory Committee, the PINCO Advisory Committee shall notify each member/Member district/District in writing, noting:

1. The Successor Lead District/District candidate recommended by the Executive Committee.

2. Reference to Section 6 of this Agreement.

3. The requirement and deadline for each Governing Board to forward a copy of a resolution directing the vote of its PINCO representative or alternate(s) authorized pursuant to Section 5.C.1(a) indicating the vote the representative is directed by the Governing Board to make; the representative shall not be entitled to vote without a copy of such resolution on file with the PINCO Advisory Committee at the time of the vote.

4. The date, time, and place of the meeting where the vote to amend this Agreement is to be taken. Notice of the meeting must be sent to each member/Member district/District at least thirty (30) days prior to the date of the meeting.

C. The PINCO Advisory Committee may then, by a two-thirds vote of the total member/Membership of the Advisory Committee voting in favor of the Successor Lead District/District, designate the Successor Lead District/District.

D. The Lead District/District shall give notice of its intent to withdraw as the Lead District/District not less than 120 days before the effective date of the withdrawal. The Antelope Valley Union High School District/District shall be obligated to continue as Lead District/District to the end of the fiscal year in which the intent to withdraw is given unless the Successor Lead District/District submits a copy of a resolution by its Governing Board agreeing to assume the duties of the Lead District/District before the end of the fiscal year, and such resolution is accepted by the PINCO Advisory Committee.

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E. Subsequently, the Successor Lead ~~District~~District shall be obligated to continue as the Lead ~~District~~District to the end of the fiscal year in which the notice of intent to withdraw is given, such notice to be given not less than 120 days before the end of that fiscal year, unless a Successor Lead ~~District~~District is accepted and a copy of a resolution by the Governing Board of the Successor ~~District~~District agreeing to assume the duties of Lead ~~District~~District before the end of the fiscal year is received and accepted by the PINCO Advisory Committee.

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F. The Successor Lead ~~District~~District shall assume all duties of the Lead ~~District~~District, including but not limited to, rights, interests, contracts, employees, and insurance, exercised by the Lead ~~District~~District. No Successor Lead ~~District~~District shall be liable or responsible for any act, omission or default of a predecessor Lead ~~District~~District, provided that such Successor Lead ~~District~~District does not have actual knowledge of facts which might reasonably be expected to put that Lead ~~District~~District on notice of such acts, omissions or defaults.

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G. A withdrawing Lead ~~District~~District shall forward all records required for audit to the successor Lead ~~District~~District. Each Lead ~~District~~District shall meet or exceed all State and Federal recordkeeping requirements.

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H. If at any time no member~~Member~~ ~~district~~District is willing and able to serve as Lead ~~District~~District, PINCO will dissolve at the end of the fiscal year in which the last Lead ~~District~~District withdraws as Lead ~~District~~District.

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ITEM 8.5

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Purchase Order	Vendor	Description	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Encumbered
240132	U.S. BANK CORPORATE PAYMENT	Helmets	1	01	-0000	-0	-1110	-4200	-4310	-456	-AD	3,441.47
		Total										3,441.47
240133	EWELL EDUCATIONAL SERVICES, IN	Registration for CA Greenhand	1	01	-7010	-0	-3800	-1000	-4310	-456	-AG	1,008.00
		2 01-7010-0-3800-1000-5810-456-AG										45.00
		Total										1,053.00
240134	CEV MULTIMEDIA, LTD.	Turkey Package	1	01	-7010	-0	-3800	-1000	-5810	-456	-AG	3,210.00
		Total										3,210.00
240135	U.S. BANK CORPORATE PAYMENT	Cell phone cabinet	1	01	-0000	-0	-0000	-2700	-4350	-111	-ADML	149.74
		Total										149.74
240136	ACSA	Principal Academy	1	01	-0000	-0	-0000	-2700	-5200	-111	-ADML	1,445.00
		2 01-0000-0-1110-1000-5200-456-IN H										1,445.00
		Total										2,890.00
240137	U.S. BANK CORPORATE PAYMENT	Whiteboards	1	01	-0000	-0	-1110	-1000	-4310	-111	-IN L	878.27
		2 01-0000-0-0000-7200-4350-910-ADMD										34.65
		Total										912.92
240138	POWERSCHOOL	Guidance	1	01	-7412	-0	-1110	-1000	-5810	-910	-A-G	2,625.48
		Total										2,625.48
240139	A-Z BUS SALES INC.	Bus	1	01	-0000	-0	-0000	-3600	-6400	-912	-TRAN	205,899.19
		Total										205,899.19
240140	U.S. BANK CORPORATE PAYMENT	white boards	1	01	-1100	-0	-1110	-1000	-4310	-111	-IN L	35.55
		Total										35.55
240141	U.S. BANK CORPORATE PAYMENT	Wilson GST Prime Footballs	1	01	-0000	-0	-1110	-4200	-4310	-456	-FOOT	323.23
		Total										323.23
240142	U.S. BANK CORPORATE PAYMENT	Art Supplies	1	01	-1100	-0	-1110	-1000	-4350	-456	-IN H	845.56
		Total										845.56
240143	QUILL CORPORATION	Subject Notebooks	1	01	-1100	-0	-1110	-1000	-4350	-456	-IN H	278.00
		Total										278.00

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Purchase Order	Vendor	Description	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Encumbered
240144	MEDTOX DIAGNOSTICS	EZ Screen Cups-Testing	1	01-	1100-0-	1110-	1000-	4350-	456-	IN	H	431.00
		Total										431.00
240145	QUILL CORPORATION	4 Drawer File Cabinet for Reso	1	01-	1100-0-	1110-	1000-	4350-	456-	IN	H	303.52
		Total										303.52
240146	U.S. BANK CORPORATE PAYMENT	Volleyballs	1	01-	0000-0-	1110-	4200-	4310-	456-	VL	BL	262.87
		Total										262.87
240147	U.S. BANK CORPORATE PAYMENT	Volleyball Net	1	01-	0000-0-	1110-	4200-	5200-	456-	VL	BL	714.38
		Total										714.38
240148	U.S. BANK CORPORATE PAYMENT	Precalculus	1	01-	1100-0-	1110-	1000-	4310-	456-	IN	H	3,137.54
		Total										3,137.54
240149	U.S. BANK CORPORATE PAYMENT	TK Items	1	01-	6053-0-	1110-	1000-	4310-	910-	UT	K	25.62
		Total										25.62
240150	LAKESHORE	TK supplies	1	01-	6053-0-	1110-	1000-	4310-	910-	UT	K	1,004.08
		Total										1,004.08
240151	QUILL CORPORATION	4 Drawer Locking File Cabinet-	1	01-	1100-0-	0000-	2700-	4350-	456-	IN	H	258.59
		Total										258.59
240152	KERN MACHINERY, INC.	CTEIG Grant 21-22-Fixed Pallet	1	01-	7010-0-	3800-	1000-	4310-	456-	AG		1,500.00
		Total										1,500.00
240153	BISHOP VET HOSPITAL	Ag Incentive Grant Open Purcha	1	01-	7010-0-	3800-	1000-	4310-	456-	AG		2,000.00
		Total										2,000.00
240154	CALIFORNIA FFA ORGANIZATION	Agriculture Incentive Grant-FF	1	01-	7010-0-	3800-	1000-	4310-	456-	AG		5,000.00
		Total										5,000.00
240155	CALIFORNIA FFA ORGANIZATION	Agriculture Incentive Grant-FF	1	01-	7010-0-	3800-	1000-	4310-	456-	AG		5,000.00
		Total										5,000.00
240156	CHALFANT BIG TREE FARM AND FEE	Open Purchas order - Ag Incent	1	01-	7010-0-	3800-	1000-	4310-	456-	AG		3,000.00
		Total										3,000.00

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PURCHASE ORDER REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Purchase Order	Vendor	Description	Ln	Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Encumbered
240157	WYE RD FEED & SUPPLY	Open purchase order NTE - Ag I	1	01	-7010	-0	-3800	-1000	-4310	-456	-AG	2,000.00
												Total
												2,000.00
240158	DAVES AUTO PARTS	Ag Incentive Grant Open Purcha	1	01	-7010	-0	-3800	-1000	-4310	-456	-AG	5,387.50
												Total
												5,387.50
240159	U.S. BANK CORPORATE PAYMENT	Chain clip/yard marker for foo	1	01	-0000	-0	-1110	-4200	-4310	-456	-ATHL	17.22
												Total
												17.22
240160	SHI INTERNATIONAL CORP	Networking Cable Installation	1	01	-0000	-0	-0000	-7700	-4340	-910	-TECH	466.81
												Total
												466.81
240161	U.S. BANK CORPORATE PAYMENT	Table	1	01	-1100	-0	-1110	-1000	-4310	-111	-IN L	345.08
												Total
												345.08
240162	SAVVAS LEARNING CO. LLC	math 1st grade	1	01	-3010	-0	-1110	-1000	-4110	-111	-T1	1,809.27
												Total
												1,809.27
240163	INYO REGISTER	Newspaper Subscription-12 mont	1	01	-0000	-0	-0000	-2700	-4350	-456	-ADMH	97.00
												Total
												97.00
240164	JIM CHARLON FORD INC	2020 Ford Transit	1	01	-7032	-0	-0000	-3700	-6400	-910	-CAFE	42,369.21
												Total
												42,369.21
		Purchase Order Count: 33										Grand Total
												296,793.83

Fund Summary: Fund 01 296,793.83

The above Purchase Order(s) have been issued in accordance with the District's policies and procedures and are hereby recommended for approval.


Authorized Agent

Board Approval

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000009-0 AUDIT		Description		Amount
Reference	Vendor	Transportation Repairs/Service		
PO240096-001	BRITT'S DIESEL & AUTOMOTIVE	Total Payment Amount		888.00
				888.00
PO240042-001	BSN SPORTS	Athletics		74.84
PO240042-002	BSN SPORTS	Athletics		266.91
		Total Payment Amount		341.75
PO240133-001	EWELL EDUCATIONAL SERVICES, IN	Registration for CA Greenhand		1,053.00
		Total Payment Amount		1,053.00
PO240106-006	GRAINGER INC	Maintenance Supplies		174.76
		Total Payment Amount		174.76
PO240064-001	JOHNSON FLOORING INC	Annual LPHS Gym Floor Maintena		3,750.00
		Total Payment Amount		3,750.00
CL230051-001	LIZ JONES	MILEAGE REIMBURSEMENT		251.52
		Total Payment Amount		251.52
PV240025-001	RUDOLPH CONSTRUCTION	LIBRARY SIDING		9,799.00
		Total Payment Amount		9,799.00
PO240129-001	SHI INTERNATIONAL CORP	Ubiquiti WAPs for the District		11,521.79
		Total Payment Amount		11,521.79
		Transmittal Total		27,779.82
Transmittal Number: 24000009-0		Fund Summary:		
PO240047-001	AIZEN FIRE PROTECTION INC	ANNUAL SERVICE for Kitchen		24,029.82
		Total Payment Amount		24,029.82
		Fund 14		3,750.00
PV240026-001	BISHOP GLASS INC	HS WINDOWS		2,652.23
		Total Payment Amount		2,652.23
PO240083-002	CANON FINANCIAL SERVICES INC	23/24 Copier Leases		1,253.99
		Total Payment Amount		1,253.99
				2,190.38

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 2400009-0

Total Payment Amount		2,190.38
Reference	Vendor	Description
PO240090-007	FRONTIER COMMUNICATIONS	Open PO for phone services -FY
		Amount
		94.45
		Total Payment Amount
		94.45
PO240106-001	GRAINGER INC	Maintenance Supplies
PO240106-002	GRAINGER INC	Maintenance Supplies
PO240106-003	GRAINGER INC	Maintenance Supplies
PO240106-004	GRAINGER INC	Maintenance Supplies
PO240106-005	GRAINGER INC	Maintenance Supplies
		Total Payment Amount
		496.47
PO240105-001	GRAINGER INC	Custodial Supplies
PO240105-002	GRAINGER INC	Custodial Supplies
PO240105-003	GRAINGER INC	Custodial Supplies
		Total Payment Amount
		230.74
PO240115-001	INYO COUNTY WASTE MGMT	Annual Dump Fees
		Total Payment Amount
		25.00
PO240098-009	INYO COUNTY WATER SYSTEMS	Monthly water fees for school
PO240098-010	INYO COUNTY WATER SYSTEMS	Monthly water fees for school
PO240098-011	INYO COUNTY WATER SYSTEMS	Monthly water fees for school
PO240098-012	INYO COUNTY WATER SYSTEMS	Monthly water fees for school
PO240098-013	INYO COUNTY WATER SYSTEMS	Monthly water fees for school
		Total Payment Amount
		1,299.23
PV240023-001	LISELDA CASTRO	SUPPLIES FOE SCHOOL
		Total Payment Amount
		25.43
PV240022-001	MATT BENBROOK	MILEAGE REIMBURSEMENT
		Total Payment Amount
		344.43
PO240057-001	QUILL CORPORATION	Office Supplies
		Total Payment Amount
		57.29
PV240024-001	STEVE NUGENT INSPECTIONS	RE-ROOF INSPECTION
		Total Payment Amount
		2,486.20

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000009-0

Transmittal Total	11,155.84
Fund Summary: Fund 01	11,155.84

Transmittal Number: 24000010-0 AUDIT
Reference Vendor
CL230052-001 LIGHTHOUSE THERAPY LLC

Description	Amount
STUDENT SERVICES	6,920.70
Total Payment Amount	6,920.70

Transmittal Total 6,920.70

Fund Summary: Fund 01	6,920.70
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Transmittal Number: 24000011-0 AUDIT
PO240096-002 BRITT'S DIESEL & AUTOMOTIVE

Transportation Repairs/Service	1,938.33
Total Payment Amount	1,938.33

PO240090-012 FRONTIER COMMUNICATIONS

Open PO for phone services -FY	158.35
Total Payment Amount	158.35

CL230057-001 GARDNER'S
CL230057-002 GARDNER'S
CL230057-003 GARDNER'S
CL230057-004 GARDNER'S
CL230057-005 GARDNER'S
CL230057-006 GARDNER'S
CL230057-007 GARDNER'S
CL230057-008 GARDNER'S
CL230057-009 GARDNER'S
CL230057-010 GARDNER'S
CL230057-011 GARDNER'S
CL230057-012 GARDNER'S
CL230057-013 GARDNER'S
PO240074-001 GARDNER'S
PO240074-002 GARDNER'S

MAINTENANCE SUPPLIES	97.88
MAINTENANCE SUPPLIES	59.15
MAINTENANCE SUPPLIES	27.97
MAINTENANCE SUPPLIES	35.81
MAINTENANCE SUPPLIES	12.43
MAINTENANCE SUPPLIES	37.70
MAINTENANCE SUPPLIES	45.13
MAINTENANCE SUPPLIES	422.34
MAINTENANCE SUPPLIES	33.39
MAINTENANCE SUPPLIES	42.52
MAINTENANCE SUPPLIES	36.61
MAINTENANCE SUPPLIES	48.52
MAINTENANCE SUPPLIES	66.60
Annual Maintenance Supplies-Op	4.17
Annual Maintenance Supplies-Op	30.16
Total Payment Amount	1,000.38

PO240106-007 GRAINGER INC
PO240106-008 GRAINGER INC

Maintenance Supplies	186.38
Maintenance Supplies	238.78

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000011-0 AUDIT

Reference Vendor

PO240106-009 GRAINGER INC
PO240106-010 GRAINGER INC

Description	Amount
Maintenance Supplies	218.25
Maintenance Supplies	73.31
Total Payment Amount	716.72

CL230055-001 INYO CO OFFICE OF ED
CL230056-001 INYO CO OFFICE OF ED

22.23 CTE JPA	58,735.64
SELPA INFANT PROGRAM FY 22.23	15,499.00
Total Payment Amount	74,234.64

PO240111-001 PINCO

Pinco Transportation & Monthly	1,072.71
Total Payment Amount	1,072.71

PO240138-001 POWERSCHOOL GROUP LLC

GUIDANCE COUNSELING	2,625.48
Total Payment Amount	2,625.48

Transmittal Total 81,746.61

Fund Summary:	Fund 01	Fund 13
	80,673.90	1,072.71

Transmittal Number: 24000011-0

PV240028-001 A-Z BUS SALES INC

BUS REPAIRS	2,015.85
Total Payment Amount	2,015.85

PO240093-001 ATKINSON, ANDELSON, LOYA, RUUD

Legal Fees	1,585.50
Total Payment Amount	1,585.50

PO240079-002 CALIFORNIA BROADBAND COOPERATI

Annual Erate Year Contract 7/2	524.52
Total Payment Amount	524.52

PV240027-001 DEPT OF WATER AND POWER

ELECTRICITY FOR OLANCHA RENTAL	932.22
Total Payment Amount	932.22

PO240045-001 EBSCO SUBSCRIPTION SERVICES

Lib Magazine Renewal	174.10
Total Payment Amount	174.10

PO240090-008 FRONTIER COMMUNICATIONS
PO240090-009 FRONTIER COMMUNICATIONS
PO240090-010 FRONTIER COMMUNICATIONS

Open PO for phone services -FY	77.72
Open PO for phone services -FY	299.24
Open PO for phone services -FY	228.62

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000011-0

Reference Vendor
PO240090-011 FRONTIER COMMUNICATIONS

Description	Amount
Open PO for phone services -FY	80.34
Total Payment Amount	685.92

PO240098-014 INYO COUNTY WATER SYSTEMS
PO240098-015 INYO COUNTY WATER SYSTEMS

Monthly water fees for school	301.27
Monthly water fees for school	301.27
Total Payment Amount	602.54

PO240016-010 QUILL CORPORATION
PO240016-011 QUILL CORPORATION
PO240049-001 QUILL CORPORATION
PO240049-002 QUILL CORPORATION
PO240049-003 QUILL CORPORATION
PO240049-004 QUILL CORPORATION

Office Supplies	163.83
Office Supplies	19.22
Beginning of Year Supplies	16.11
Beginning of Year Supplies	112.58
Beginning of Year Supplies	608.18
Beginning of Year Supplies	4,537.77
Total Payment Amount	5,457.69

CL230054-001 SCHOOLS LEGAL SERVICES

ADDITIONAL LEGAL FEES	6,468.00
Total Payment Amount	6,468.00

PO240086-004 SIERRA DISPOSAL

Waste Services	164.05
Total Payment Amount	164.05

PO240063-002 SOUTHERN INYO HEALTHCARE DIST

Annual TB Test	25.00
Total Payment Amount	25.00

PO240085-002 TERMINIX
PO240085-003 TERMINIX

Pest Control Annual Service	284.50
Pest Control Annual Service	284.50
Total Payment Amount	569.00

Transmittal Total 19,204.39

Fund Summary: Fund 01 19,204.39

Transmittal Number: 24000012-0 AUDIT
PO240096-003 BRITTS DIESEL & AUTOMOTIVE

Transportation Repairs/Service	888.00
Total Payment Amount	888.00

CL230062-001 CALIFORNIA'S VALUED TRUST

SEPTEMBER 2022-2023 HEALTH & W	91,544.59
Total Payment Amount	91,544.59

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000012-0 AUDIT

Reference Vendor
PO240059-014 DEPT OF WATER AND POWER

Description	Amount
DWP Annual Power Services	197.72
Total Payment Amount	197.72

PO240019-001 PINCO
PO240020-001 PINCO
PO240023-001 PINCO

Michael B's	1,979.77
Schwan's Food	910.33
Sky Blue Bakery	1,246.00
Total Payment Amount	4,136.10

Transmittal Total 96,766.41

Fund Summary:	Fund 01	Fund 13	Fund 71
	63,948.29	7,302.58	25,515.54

Transmittal Number: 24000012-0

PO240059-009 DEPT OF WATER AND POWER
PO240059-010 DEPT OF WATER AND POWER
PO240059-011 DEPT OF WATER AND POWER
PO240059-012 DEPT OF WATER AND POWER
PO240059-013 DEPT OF WATER AND POWER
PO240059-015 DEPT OF WATER AND POWER
PO240059-016 DEPT OF WATER AND POWER

DWP Annual Power Services	654.34
DWP Annual Power Services	96.34
DWP Annual Power Services	1,587.82
DWP Annual Power Services	2,924.23
DWP Annual Power Services	3,040.78
DWP Annual Power Services	1,183.37
DWP Annual Power Services	598.72
Total Payment Amount	10,085.60

PV240030-001 MATT BENBROOK

TRAVEL REIMBURSEMENT-BUS P/U	262.00
Total Payment Amount	262.00

PO240049-005 QUILL CORPORATION

Beginning of Year Supplies	10.80
Total Payment Amount	10.80

PV240032-001 SAN JOAQUIN REGION FFA

KERN INYO AFFILIATION FEES	200.00
Total Payment Amount	200.00

PV240029-001 THE GRILL

BACK TO SCHOOL BREAKFAST	2,074.18
Total Payment Amount	2,074.18

CL230061-001 WINDOW FAIR
CL230061-002 WINDOW FAIR

CURTAINS IN SCIENCE/KINDER	9,818.18
CURTAINS IN SCIENCE/KINDER	3,632.25

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 09/20/2023

05 Lone Pine Unified

Fiscal Year: 2024

Transmittal Number: 24000012-0

Total Payment Amount	13,450.43
Transmittal Total	26,083.01
Fund Summary:	Fund 01
	26,083.01

Transmittal Number: 24000012-1 AUDIT
Reference Vendor
PV240031-001 SAN JOAQUIN REGION FFA

Description	Amount
KERN INYO COLC AND CATA MEETIN	120.00
Total Payment Amount	120.00

Transmittal Total	120.00
Fund Summary:	Fund 01
	120.00

Transmittal Number: 24000013-0 AUDIT
PO240078-003 BRADY INDUSTRIES

Custodial Supplies	224.09
Total Payment Amount	224.09

PO240107-002 DAILY INDEPENDENT

Advertising-JOB ANNOUNCEMENTS	1,125.00
Total Payment Amount	1,125.00

PO240102-013 DAVES AUTO PARTS

Annual Maintenance/Custodial S	37.69
Total Payment Amount	37.69

PO240074-007 GARDNERS

Annual Maintenance Supplies-Op	43.08
Total Payment Amount	43.08

PO240105-005 GRAINGER INC
PO240106-011 GRAINGER INC

Custodial Supplies	656.72
Maintenance Supplies	157.48
Total Payment Amount	814.20

CL230060-001 INYO CO OFFICE OF ED

COUNTY SPED/BEHAVIOR SERVICES	182,434.36
Total Payment Amount	182,434.36

PO240164-001 JIM CHARLON FORD INC

2020 Ford Transit	42,369.21
Total Payment Amount	42,369.21

PO240080-002 MOUNTAIN INVESTMENTS INC

Cerro Gordo Site Rent-Trans Re	315.28
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SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
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Board of Trustees Meeting 09/20/2023

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Transmittal Number: 24000013-0 AUDIT

		Total Payment Amount	315.28
Reference	Vendor	Description	Amount
CL230064-001	NANCY O'SULLIVAN	ART SUPPLIES FOR CLASSROOM-PO	364.77
		Total Payment Amount	364.77
PO240062-001	PITNEY BOWES GLOBAL FINANCIAL	Postage Annual Rental & Fee	369.42
		Total Payment Amount	369.42
PO240103-001	PRODUCERS DAIRY	Open PO for Milk Purchases	115.40
PO240103-002	PRODUCERS DAIRY	Open PO for Milk Purchases	172.61
PO240103-003	PRODUCERS DAIRY	Open PO for Milk Purchases	309.45
		Total Payment Amount	597.46
PO240016-013	QUILL CORPORATION	Office Supplies	278.00
PO240049-006	QUILL CORPORATION	Beginning of Year Supplies	105.33
		Total Payment Amount	383.33
CL230063-001	RAMON LUQUE	22.23 CONTRACTOR FOR GRADUATIO	260.00
		Total Payment Amount	260.00
PV240034-001	SAN JOAQUIN CATA	23 REGIONAL ROADSHOW & MTG	385.00
		Total Payment Amount	385.00
PO240130-001	SHI INTERNATIONAL CORP	Replacement Cart for room 11	890.17
		Total Payment Amount	890.17
PO240081-001	SYSKO VENTURA	Open PO for Cafeteria Food Sup	1,953.26
PO240081-002	SYSKO VENTURA	Open PO for Cafeteria Food Sup	1,098.21
PO240081-003	SYSKO VENTURA	Open PO for Cafeteria Food Sup	1,790.78
PV240038-001	SYSKO VENTURA	ELOP SNACKS	101.31
		Total Payment Amount	4,943.56
PO240011-001	U.S. BANK CORPORATE PAYMENT	Office	64.59
PO240031-001	U.S. BANK CORPORATE PAYMENT	Scorebooks	12.91
PO240032-001	U.S. BANK CORPORATE PAYMENT	Classroom supplies	139.33
PO240032-002	U.S. BANK CORPORATE PAYMENT	Classroom supplies	60.09
PO240034-001	U.S. BANK CORPORATE PAYMENT	Classroom supplies	30.90
PO240034-002	U.S. BANK CORPORATE PAYMENT	Classroom supplies	32.00

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Reference	Vendor	Description	Amount
PO240037-001	U.S. BANK CORPORATE PAYMENT	Recess Equipment	263.66
PO240039-001	U.S. BANK CORPORATE PAYMENT	Medical Supplies	20.96
PO240039-002	U.S. BANK CORPORATE PAYMENT	Medical Supplies	62.88
PO240039-003	U.S. BANK CORPORATE PAYMENT	Medical Supplies	64.51
PO240041-001	U.S. BANK CORPORATE PAYMENT	Diapers	249.52
PO240132-001	U.S. BANK CORPORATE PAYMENT	Helmets	3,441.47
PO240135-001	U.S. BANK CORPORATE PAYMENT	Cell phone cabinet	11.22
PO240135-002	U.S. BANK CORPORATE PAYMENT	Cell phone cabinet	146.05
PO240137-001	U.S. BANK CORPORATE PAYMENT	Whiteboards	34.65
PO240137-002	U.S. BANK CORPORATE PAYMENT	Whiteboards	874.11
PV240040-001	U.S. BANK CORPORATE PAYMENT	STAFF WORKING LUNCH	56.11
PV240041-001	U.S. BANK CORPORATE PAYMENT	DO STAF SUPPLIES	50.75
PV240042-001	U.S. BANK CORPORATE PAYMENT	DO STAF SUPPLIES	55.00
PV240043-001	U.S. BANK CORPORATE PAYMENT	TECH SUPPORT	6.60
PV240044-001	U.S. BANK CORPORATE PAYMENT	SCREEN REPLACEMENT	49.00
PV240045-001	U.S. BANK CORPORATE PAYMENT	BUS TRANSPORT/TRAVEL	21.63
PV240046-001	U.S. BANK CORPORATE PAYMENT	BUS TRANSPORT/TRAVEL	16.29
PV240047-001	U.S. BANK CORPORATE PAYMENT	BOARD MTG REFRESHMENTS	37.26
PV240048-001	U.S. BANK CORPORATE PAYMENT	STAFF WORKING LUNCH	100.28
PV240049-001	U.S. BANK CORPORATE PAYMENT	BUS TRANSPORT/TRAVEL	40.13
PV240051-001	U.S. BANK CORPORATE PAYMENT	ONLINE JOB POSTING	810.00
PV240052-001	U.S. BANK CORPORATE PAYMENT	FUEL CHARGES	73.50
PV240053-001	U.S. BANK CORPORATE PAYMENT	CAR ACCESSORIES	270.43
PV240054-001	U.S. BANK CORPORATE PAYMENT	STAFF GEAR	1,554.56
PV240055-001	U.S. BANK CORPORATE PAYMENT	CUSTODIAL EQUIPMENT	38.11
PV240057-001	U.S. BANK CORPORATE PAYMENT	SUPERINTENDENT ACSA	1,435.19
Total Payment Amount			10,123.69

PO240108-001 WESTERN NEVADA SUPPLY

Annual Maintenance Needs	685.13
Total Payment Amount	685.13

Transmittal Total	246,365.44
Fund Summary:	
Fund 01	240,925.73
Fund 13	5,439.71

Transmittal Number: 24000013-0
PV240037-001 ACCREDITING COMMISSION

ANNUAL ACCREDITATION MEMBER FE	1,190.00
Total Payment Amount	1,190.00

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Transmittal Number: 24000013-0

Reference

Vendor

PV240033-001

ALEX PRINTING

Description

BUSINESS CARDS FOR SUP

Amount

56.55

Total Payment Amount

56.55

PO240065-001 AMERICAN BUSINESS MACHINES
PO240065-002 AMERICAN BUSINESS MACHINES

Toners/ Staples 23-24
Toners/ Staples 23-24

15.00
15.00

Total Payment Amount

30.00

PO240076-002

AMERIGAS

ANNUAL AMERIGAS PROPANE COSTS

Total Payment Amount

117.40
117.40

PV240035-001 BISHOP HEATING &
PV240036-001 BISHOP HEATING &

SERVICE CALL AT LO-INYO
SERVICE CALL AT LPHS

205.00
1,581.79

Total Payment Amount

1,786.79

PO240128-001

BSN SPORTS LLC

Game Balls VB/FB

Total Payment Amount

194.26
194.26

PO240102-007 DAVES AUTO PARTS
PO240102-008 DAVES AUTO PARTS
PO240102-009 DAVES AUTO PARTS
PO240102-010 DAVES AUTO PARTS
PO240102-011 DAVES AUTO PARTS
PO240102-012 DAVES AUTO PARTS
PO240102-014 DAVES AUTO PARTS
PO240102-015 DAVES AUTO PARTS
PO240102-016 DAVES AUTO PARTS
PO240102-017 DAVES AUTO PARTS
PO240102-018 DAVES AUTO PARTS
PO240158-001 DAVES AUTO PARTS
PO240158-002 DAVES AUTO PARTS
PO240158-003 DAVES AUTO PARTS

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240.01
9.24
117.45
100.10
18.85
44.71
20.46
7.53
39.44
0.39
383.90
349.99
605.56
300.41

Total Payment Amount

2,238.04

PV240056-001

EIDE BAILLY LLP

6.30.23 AUDIT

Total Payment Amount

3,200.00
3,200.00

PO240090-013

FRONTIER COMMUNICATIONS

Open PO for phone services -FY

Total Payment Amount

80.34
80.34

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
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Transmittal Number: 24000013-0

Reference	Vendor	Description	Amount
PO240074-003	GARDNERS	Annual Maintenance Supplies-Op	138.40
PO240074-004	GARDNERS	Annual Maintenance Supplies-Op	9.15
PO240074-005	GARDNERS	Annual Maintenance Supplies-Op	80.76
PO240074-006	GARDNERS	Annual Maintenance Supplies-Op	99.07
PO240074-008	GARDNERS	Annual Maintenance Supplies-Op	12.91
PO240074-009	GARDNERS	Annual Maintenance Supplies-Op	32.27
PO240074-010	GARDNERS	Annual Maintenance Supplies-Op	58.13
PO240074-011	GARDNERS	Annual Maintenance Supplies-Op	26.37
Total Payment Amount			457.06
PO240105-004	GRAINGER INC	Custodial Supplies	13.97
PO240105-006	GRAINGER INC	Custodial Supplies	55.64
PO240105-007	GRAINGER INC	Custodial Supplies	47.19
PO240106-012	GRAINGER INC	Maintenance Supplies	126.59
PO240106-013	GRAINGER INC	Maintenance Supplies	248.51
PO240106-014	GRAINGER INC	Maintenance Supplies	109.26
PO240106-015	GRAINGER INC	Maintenance Supplies	202.09
Total Payment Amount			803.25
PO240101-002	MCI	MCI Long Dist	85.71
Total Payment Amount			85.71
PO240144-001	MEDTOX DIAGNOSTICS	EZ Screen Cups-Testing	394.28
Total Payment Amount			394.28
PO240062-002	PITNEY BOWES BANK INC	Postage Annual Rental & Fee	459.96
Total Payment Amount			459.96
PO240016-012	QUILL CORPORATION	Office Supplies	189.07
PO240052-001	QUILL CORPORATION	Open PO	71.32
Total Payment Amount			260.39
MV240002-001	SHEYANNE QUILTER	SUB MILEAGE	203.31
Total Payment Amount			203.31
PO240086-005	SIERRA DISPOSAL	Waste Services	166.51
PO240086-006	SIERRA DISPOSAL	Waste Services	1,383.40
Total Payment Amount			1,549.91

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Transmittal Number: 24000013-0		Vendor		Description	Amount
Reference		TERMINIX		Pest Control Annual Service	126.50
PO240085-004				Total Payment Amount	126.50
PO240094-002		THOMAS PETROLEUM LLC		Bus Fuel	3,602.65
				Total Payment Amount	3,602.65
PV240050-001		U.S. BANK CORPORATE PAYMENT		CAFE TRAVEL/PINCO MTG	17.91
				Total Payment Amount	17.91
PO240084-002		VERIZON WIRELESS		ANNUAL CELL PHONE SERVICE FOR	126.77
				Total Payment Amount	126.77
PO240075-002		WEX BANK		Open Purchase Order for Fuel C	242.97
				Total Payment Amount	242.97
				Transmittal Total	17,224.05
				Fund Summary:	
				Fund 01	17,206.14
				Fund 13	17.91
Transmittal Number: 24000013-1 AUDIT					
PV240039-001		U.S. BANK CORPORATE PAYMENT		ASCA REGISTRATION FOR SUP	649.00
				Total Payment Amount	649.00
				Transmittal Total	649.00
				Fund Summary:	
				Fund 01	649.00
				Payment Count: 87	
				Transmittal Count: 11	
				Grand Total:	534,015.27

SEPTEMBER BOARD MEETING

INYO COUNTY SCHOOLS
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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