

Lo-Inyo Elementary School (Note that this is a fluid document)

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lo-Inyo Elementary School
Street	223 East Locust St.
City, State, Zip	Lone Pine, CA 93545
Phone Number	760.876.5581
Principal	Ken Dutton
Email Address	kdutton@lpusd.k12.ca.us
Website	http://lpusd-ca.schoolloop.com
County-District-School (CDS) Code	14-63289-6008775

Entity	Contact Information
District Name	Lone Pine Unified School District
Phone Number	760.876.5579
Superintendent	Dr. Patrick Traynor
Email Address	ptraynor@lpusd.k12.ca.us
Website	http://lpusd-ca.schoolloop.com

School Description and Mission Statement (School Year 2019-20)

Principal's Message

The School Accountability Report Card (SARC) is issued annually for each public elementary, intermediate, and high school. It provides parents with a variety of information about the school. As you review this SARC for Lo-Inyo Elementary School, you will discover an emerging picture of a school targeted on student achievement and supported by strong character development. Lo-Inyo's faculty is professionally skilled and committed to meeting the learning needs of all students.

The student body is motivated to perform well and the community is supportive of the school's educational programs. We are constantly receiving additional support from so many organizations, local businesses and individuals for the benefit of our students. Our students are second to none in character and dedication to be the best they can be at all times. Lo-Inyo is a culturally diverse elementary school. The educational programs and exceptional staff provide successful learning opportunities for all students in such a manner that Lo-Inyo students continue to excel.

Our students work hard, set high standards for their performance and are focused on a college career to become the exceptional leaders of our state and country. You may request additional information regarding the SARC by calling the school office at (760) 876-5581.

Mission Statement

The mission of Lo-Inyo Elementary School is to educate all students in a challenging, disciplined and supportive environment so that they can all reach their full potential and become successful and productive citizens.

Community & School Profile

The Lone Pine Unified School District community is located in Lone Pine, California. Both are in the midst of the Owens Valley, between the majestic Sierra Nevada and Inyo Mountain ranges. Lone Pine has an elevation of 3,700 feet with a high desert climate. Winter low temperatures average 31° and summer highs average 95°.

Lone Pine offers its residents a tranquil, small-town atmosphere, a strong sense of community, and a stunning setting. While its residents are hardworking and industrious, they are fortunate to live in a year-round vacation land. The seasons provide almost unlimited recreational choices: fishing, hunting, backpacking, hang-gliding, pack trips, 4X4 off-road driving, skiing, golfing, rock climbing, boating, and geological exploring. Fall in Lone Pine is a paradise for photographers looking for brilliant autumn colors.

Lone Pine Unified School District educates students in grades transitional kindergarten through twelve on a traditional calendar system. There is currently one high school and one elementary school in the district. Lone Pine Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Lo-Inyo Elementary School is located in the northwestern section of the city of Lone Pine. Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Lo-Inyo Elementary School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience. During the 2018-19 school year, 216 students were enrolled in grades transitional kindergarten through eight.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	25
Grade 1	29
Grade 2	22
Grade 3	23
Grade 4	23
Grade 5	18
Grade 6	28
Grade 7	28
Grade 8	23
Total Enrollment	219

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	11
Asian	1.4
Hispanic or Latino	55.3
White	24.7
Two or More Races	7.3
Socioeconomically Disadvantaged	67.6
English Learners	22.4
Students with Disabilities	17.4
Foster Youth	0.9
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	10	10	17
Without Full Credential	1	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0.4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 13, 2020

Lone Pine Unified School District held a Public Hearing on September 18, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin "Collections" adopted 2015 Benchmark Edu Adopted 2015 Motivation Reading	Yes	0.0%
Mathematics	Eureka Math Adopted 2015 Jossay-Bass Adopted 2014 Math Expressions	Yes	0.0%
Science	Foss/Quick Reads/Weekly Readers Adopted 2006 Herff Jones Adopted 2006	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	CA Impact 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lo-Inyo Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1933, the school is situated on eight acres. The school buildings span 32,067 square feet, consisting of the eight classrooms, five portable classrooms, library, two staff rooms, a multi-purpose room, and a playground. The facility strongly supports teaching and learning through its ample classroom and playground space.

The chart shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The school is cleaned daily and deep cleaning is done when school is not in session. A summary of these standards is available at the school office or at the district office. The administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District still contributes funds for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Need to install outdoor speakers system

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys Prim- Needs Urinals replaced/ Girls IMMR needs Sink Drain Replaced -
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Multiple Leaks in many of the bldgs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Need to replace panic bar hardware on some classrooms and main building. Repairs will take place in summer of 2020
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	50	41	51	50	50
Mathematics (grades 3-8 and 11)	37	42	34	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	137	97.86	2.14	50.36
Male	74	72	97.30	2.70	36.11
Female	66	65	98.48	1.52	66.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native	16	16	100.00	0.00	43.75
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	73	70	95.89	4.11	44.29
Native Hawaiian or Pacific Islander					
White	36	36	100.00	0.00	63.89
Two or More Races	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	97	94	96.91	3.09	44.68
English Learners	51	49	96.08	3.92	34.69
Students with Disabilities	20	20	100.00	0.00	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	136	97.14	2.86	41.91
Male	74	71	95.95	4.05	40.85
Female	66	65	98.48	1.52	43.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	16	16	100.00	0.00	43.75
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	73	69	94.52	5.48	28.99
Native Hawaiian or Pacific Islander					
White	36	36	100.00	0.00	61.11
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	97	94	96.91	3.09	30.85
English Learners	51	49	96.08	3.92	24.49
Students with Disabilities	20	19	95.00	5.00	36.84
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	30.0	10.0	25.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Lo-Inyo Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Supportive Lo-Inyo Parents
- Healthy Communities
- Crystal Geyser
- Gardner's True Value
- Exxon Mobil
- McDonalds
- Season's
- Dow Villa
- Best Western
- Lee's Frontier
- Pizza Factory
- Mt. Whitney Restaurant
- Bistro
- Anchor Ranch
- Kemp Ranch
- Amerigas
- And various other local businesses

Our local businesses and parents help events (such as our Healthy Hike and Fall Festival) become yearly successes. Parents are always welcome and encouraged to participate in classroom and field trip projects. Parent surveys are sent home each year to give parents a chance to speak out and have their voices heard. LCAP meetings are also held multiple times per year for additional parent input.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	1.3	5.5	2.5	3.8	6.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Lo-Inyo Elementary School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. All volunteers are required to get a background check/finger printing before volunteering at the school. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis with earthquake drills being held two times throughout the school year. Lo-Inyo Elementary School conducts a Lock-Down Drill on a quarterly basis throughout the school year.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

The plan was last updated and reviewed with school staff in the January of 2020. An updated copy of the plan is available to the public at the school office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	13	2			23		2		22		1	
1	13	1										
2	15	2			21		1		24		1	
3	15	1			22		1		22		1	
4	27		1		21		1		22		1	
5	24		1		25		1		27		1	
6	22	1	5		23		5		28		5	
Other**									23		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9456.91	1501.74	7955.17	71438.50
District	N/A	N/A	22530	\$71,129.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-95.6	0.4
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	5.8	9.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding Lone Pine Unified School District receives state and federal funding for Local Control Funding Formula for the following funds and other support programs.

- Maintenance and Operations
- Title I Program
- Title III Program
- Title VI Program
- Special Education

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,768	\$43,574
Mid-Range Teacher Salary	\$69,477	\$63,243
Highest Teacher Salary	\$84,851	\$86,896
Average Principal Salary (Elementary)	\$0	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$148,985	\$136,125
Percent of Budget for Teacher Salaries	20%	30%
Percent of Budget for Administrative Salaries	2%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated two days buyback days to county-wide staff development with available individualized training throughout the school year. Staff meets on a monthly basis for regular staff input and on-going MTSS/PBIS training.