

Lo-Inyo Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School 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 Ext. 3028
Principal	David S. McCabe
Email Address	dmccabe@lpusd.k12.ca.us
School Website	https://loinyo.lpusddist.org/apps/spotlightmessages/14628
County-District-School (CDS) Code	14-63289-6008775

2023-24 District Contact Information

District Name	Lone Pine Unified School District
Phone Number	760.876.5579
Superintendent	Edward Campbell
Email Address	ecampbell@lpusd.k12.ca.us
District Website	https://www.lpusddist.org/apps/pages/index.jsp?uREC_ID=2917407&type=d&pREC_ID

2023-24 School Description and Mission Statement

Principal's Message:

The School Accountability Report Card (SARC) is an annual publication for public elementary, intermediate, and high schools, offering parents a comprehensive insight into each school's performance and environment. As you delve into the SARC for Lo-Inyo Elementary School, you will uncover a vivid portrayal of a dedicated school community that embraces the principles espoused by Maslow. Recognizing the pivotal role of fulfilling students' basic needs and addressing their social-emotional well-being in shaping academic success, both our certificated faculty and classified support staff at Lo-Inyo prioritize meeting students at their current level to guide them towards their educational milestones. We, as a school-wide community, are not only professionally skilled but also deeply committed to supporting the diverse learning needs of all students, with a focus on maintaining an engaging learning environment, ensuring accessibility of curriculum and instruction, and fostering a culture that encourages every student to set courageous academic goals while providing unwavering support to achieve them.

Staff and Student Body:

The student body at Lo-Inyo stands as a beacon of motivation and excellence, displaying commendable dedication in both

2023-24 School Description and Mission Statement

academics and athletics. Their commitment to performing at their best not only inspires but also serves as a source of pride for the entire community. The success of our students is rooted in a collective commitment from parents, staff, and community stakeholders to provide unwavering support and resources.

At Lo-Inyo, we embrace and celebrate our rich cultural diversity and historical roots, recognizing them as wellsprings of strength and enrichment. Our exceptional staff is devoted to cultivating an environment where every student can thrive and succeed. Despite being a small staff, many of us adopt a mindset that extends beyond the traditional 8-hour workday. We take on multiple leadership roles, ensuring that no student is left without support. Whether it involves serving on multiple committees, coaching, managing the front office, overseeing our school library, attendance, providing meals, supporting our ELD population, organizing homework assistance, or filling in for student transportation, the Lo-Inyo staff collaborates because we understand that by pulling together, we create opportunities that empower each student to improve where they need to, discover and showcase their passion, and ultimately excel.

Our students are taught to recognize that they are links in a generational chain - they benefit from the hard work of teachers and students who came before them, and they are borrowing resources from those who come after them; yet also have the opportunity to contribute to growth as well. Our students are taught to embrace values such as hard work, high expectations, and maintaining a focus on their personal educational journey both within Lo-Inyo's generational chain, as well as beyond the familiar Owens Valley. In so doing, we equip our students with the tools to become exceptional leaders not only within our community but also on a broader scale, contributing to the prosperity of our state and country.

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 and School Profile: Overview:

Situated in the heart of the Owens Valley, between the awe-inspiring Sierra Nevada and Inyo Mountain ranges, the Lone Pine Unified School District community thrives in the unique landscape of Lone Pine, California. Nestled at an elevation of 3,727 feet, Lone Pine boasts a high desert climate characterized by winter low temperatures averaging 31°F and summer highs reaching an average of 95°F.

Lone Pine Lifestyle:

Residents of Lone Pine experience the charm of a tranquil, small-town atmosphere complemented by a strong sense of community, all set against a backdrop of stunning natural beauty. The industrious and hardworking nature of the community is enriched by the privilege of living in a year-round vacation destination.

Recreational Paradise:

Lone Pine offers its residents a myriad of recreational choices, making it an ideal haven for those seeking adventure. Throughout the seasons, residents enjoy activities such as fishing, hunting, backpacking, hang-gliding, pack trips, 4X4 off-road driving, skiing, golfing, rock climbing, boating, and geological exploration. The fall season in Lone Pine transforms the landscape into a paradise of vibrant autumn colors, offering photographers a breathtaking canvas to capture.

In summary, the Lone Pine Unified School District community not only provides an enriching educational environment but also embraces a lifestyle that encourages a harmonious balance between hard work and the enjoyment of the diverse recreational opportunities available in this picturesque region.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	25
Grade 2	19
Grade 3	28
Grade 4	20
Grade 5	33
Grade 6	20
Grade 7	16
Grade 8	23
Total Enrollment	211

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1%
Male	46.9%
American Indian or Alaska Native	10%
Asian	0.9%
Filipino	0.5%
Hispanic or Latino	59.2%
Two or More Races	11.8%
White	17.5%
English Learners	20.4%
Foster Youth	0.9%
Socioeconomically Disadvantaged	65.9%
Students with Disabilities	10.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	81.73	12.60	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	14.42	1.50	8.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.20	12.93	12115.80	4.41
Unknown	0.40	3.85	1.10	6.66	18854.30	6.86
Total Teaching Positions	10.40	100.00	17.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	85.75	14.70	79.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.77	1.60	8.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.80	4.42	11953.10	4.28
Unknown	1.30	12.30	1.30	7.49	15831.90	5.67
Total Teaching Positions	11.30	100.00	18.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lone Pine Unified School District conducted a Public Hearing on September 20, 2023, concluding that every school within the district possesses an adequate supply of high-quality textbooks, instructional materials, and science lab equipment, aligning with the resolution of Williams vs. the State of California. To ensure equitable access, each student, including English Language Learners (ELL), receives their own standards-aligned textbooks or instructional materials, or both, covering core subjects for both in-class use and to take home. The adoption of textbooks and supplementary materials adheres to a cycle established by the California Department of Education, ensuring that the school utilizes the most up-to-date resources available. Materials approved by the State undergo thorough review by all teachers, and a selection committee comprised of teachers and administrators presents a recommendation to the School Board. Prior to adoption, all proposed materials are accessible for parental examination at the district office. The table provides detailed information concerning the quality, currency, and availability of standards-aligned textbooks and other instructional materials utilized throughout the school.

Year and month in which the data were collected	September 20, 2023
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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" gr. 6-8 adopted 2015 Benchmark Edu, gr TK-5 Adopted 2015	Yes	0.0%
Mathematics	Envision, Savvas K-8 Adopted June 2023	Yes	0.0%
Science	Amplify Science, gr. TK-8 Adopted 2020	Yes	0.0%
History-Social Science	CA Impact 2018, gr. TK-8	Yes	0.0%
Foreign Language			0.0%

School Facility Conditions and Planned Improvements

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. This year the District has dedicated fund to updating the HVAC systems throughout the campus so that the all classrooms, the office and the MPR will be up to date and meeting the standards of the California Appliance Efficiency Regulations (Title 20) for a wide range of products, including lighting, heating, ventilation, air conditioning (HVAC).

Thanks to the partnership between Lone Pine Unified School District and Inyo County Office of Education, funding has been secured for the repair and repurposing of room 3, transforming it from a storage room into our Hawks Nest (i.e. staff lounge and workroom). This initiative will create a large, well-lighted accommodating space for teachers and staff to collaborate, dine, plan lessons for our students as well as a location for professional development.

Year and month of the most recent FIT report

10/06/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Prim- Needs Urinals replaced
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows in main building are old and need to be replaced - no planned action

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	34	48	38	47	46
Mathematics (grades 3-8 and 11)	28	24	27	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	134	94.37	5.63	33.58
Female	73	69	94.52	5.48	43.48
Male	69	65	94.20	5.80	23.08
American Indian or Alaska Native	13	11	84.62	15.38	45.45
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	81	95.29	4.71	28.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	46.67
White	26	25	96.15	3.85	36.00
English Learners	27	25	92.59	7.41	8.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	95	94.06	5.94	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	27.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	135	95.07	4.93	24.44
Female	73	70	95.89	4.11	21.43
Male	69	65	94.20	5.80	27.69
American Indian or Alaska Native	13	11	84.62	15.38	18.18
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	82	96.47	3.53	25.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	13.33
White	26	25	96.15	3.85	24.00
English Learners	27	26	96.30	3.70	19.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	95	94.06	5.94	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.11	12.00	9.68	14.47	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	50	87.72	12.28	12.00
Female	31	27	87.10	12.90	11.11
Male	26	23	88.46	11.54	13.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	33	91.67	8.33	3.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	32	82.05	17.95	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.6	90.6	90.6	90.6	90.6
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our teachers and staff play a crucial role in supporting student learning, recognizing that the sacred task of educating a child extends beyond the efforts of educators alone. To reinforce this collaborative approach, Lo Inyo Elementary School re-established its first Parent Teacher Organization (PTO) this fall after a twelve year hiatus. While the group is in its early stages, members are already demonstrating enthusiasm and actively participating in campus beautification projects and community fundraising events, including the Harvest Festival, partnering with the Chamber of Commerce, Lyons Club and other community organizations in our Hometown Christmas Parade, Pictures with Santa, and other initiatives aimed at celebrating what is unique in our Lone Pine community while generating funds for our classrooms. These funds contribute to student learning, promote safety, and acknowledge the dedicated efforts of teachers who work tirelessly to help all students at Lo Inyo achieve their courageous goals. Highlighting the robust support for our educational program, parents and the community actively engage in numerous programs and activities, enriching them with generous contributions from various organizations, such as:

Supportive Lo-Inyo Parents
Healthy Communities
Crystal Geysers
Gardner's True Value
Exxon Mobil
Season's
Dow Villa
Best Western
Lee's Frontier
Pizza Factory
Mt. Whitney Restaurant
Bistro
Alta One Bank
Anchor Ranch

2023-24 Opportunities for Parental Involvement

Kemp Ranch
 Amerigas
 And various other local businesses

Parents are not only welcome but also encouraged to actively participate in classroom and field trip projects. Each year, parent surveys are distributed, providing an opportunity for parents to express their thoughts and ensure their voices are heard. Additionally, multiple LCAP (Local Control and Accountability Plan) meetings are conducted throughout the year to gather additional input from parents, fostering a collaborative and inclusive approach to decision-making.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	223	217	51	23.5
Female	117	114	27	23.7
Male	106	103	24	23.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	21	21	7	33.3
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	131	128	31	24.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	25	6	24.0
White	42	40	7	17.5
English Learners	45	45	11	24.4
Foster Youth	4	4	3	75.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	155	150	36	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	32	13	40.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.45	0.00	0.87	0.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0	0
Male	0.94	0
Non-Binary		
American Indian or Alaska Native	4.76	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Ensuring the safety of both students and staff is a top priority at Lo-Inyo Elementary School. The campus frequently welcomes visitors, including volunteers involved in classroom activities and school events. To maintain a secure environment, parents and visitors are kindly asked to check in at the school office upon arrival, where they will receive a visitor's badge. Departing visitors are also required to return to the school office.

Volunteers play a vital role, and as part of the safety protocol, all volunteers must undergo a background check and fingerprinting before participating in school activities. Throughout lunch, recesses, as well as before and after school, designated staff members diligently supervise students and monitor school grounds, including the cafeteria and playgrounds, ensuring a safe and orderly setting.

In compliance with Senate Bill 187 (SB 187) of 1997, the district has developed a Comprehensive Safe School Plan. This plan is designed to provide students and staff with the assurance of a safe and orderly learning environment. Each school, including

2023-24 School Safety Plan

Lo-Inyo Elementary, incorporates SB 187 requirements into their safe school plans. These include addressing the current status of school crime, child abuse reporting procedures, disaster procedures (both routine and emergency), policies related to suspension and expulsion, notification to teachers, sexual harassment policy, implementation of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, maintenance of a safe and orderly school environment, and establishment of school rules and procedures.

The school consistently conducts monthly fire drills and biannual earthquake drills to prepare students and staff for potential emergencies. Additionally, Lo-Inyo Elementary School implements a Lock-Down Drill quarterly throughout the academic year.

Recognizing the importance of comprehensive preparedness, our Disaster Preparedness Team is collaborating with the Inyo County Sheriff's Department to provide Active Shooter Training to our staff. This initiative is designed to elevate our preparedness and response capabilities. On February 8, 2024, our partners from the Inyo County Sheriff's Department will conduct a safety walkthrough of the campus to identify potential vulnerabilities. Collaborating closely with our staff, law enforcement will address areas of concern, ensuring that our campus remains as safe and secure as possible for both students and staff.

The findings from the safety walkthrough and insights gained from the active shooter training will be incorporated into our Comprehensive Safe School Plan, currently undergoing its annual evaluation and set to be completed in February 2024. An updated copy of the plan will be readily available to the public at the school office.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	17	1		
3	24		1	
6	22		4	
Other	22	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
2	16	2		
3	18	1		
4	26		1	
6	19	5		
Other	17	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	1	0
1	0	0	0	0
2	0	0	0	0
3	19	1	0	0
4	0	0	0	0
5	27	0	1	0
6	17	6	0	0
Other	17	4	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,624.34	\$1,765.74	\$7,858.59	\$78,117.35
District	N/A	N/A	\$17,514.23	\$69,183.39
Percent Difference - School Site and District	N/A	N/A	-76.1	12.1
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	3.3	0.2

Fiscal Year 2022-23 Types of Services Funded

In addition to the general state funding, Lone Pine Unified School District is the beneficiary of state and federal funding through the Local Control Funding Formula (LCFF), supporting various essential areas and supplementary programs. The district strategically allocates these funds to enhance educational initiatives and ensure a well-rounded, supportive learning environment for all students.

Maintenance and Operations:

The district receives funds designated for Maintenance and Operations, crucial for maintaining the overall functionality, safety, and cleanliness of school facilities. These resources contribute to ongoing upkeep, repairs, and improvements, ensuring that students and staff have a conducive and secure environment for teaching and learning.

Title I Program:

Under the Title I Program, the district receives additional funding aimed at supporting schools with a higher proportion of students from low-income families. These funds are strategically utilized to implement targeted interventions, specialized instructional programs, and resources that address the unique needs of economically disadvantaged students, fostering academic success and narrowing achievement gaps.

Title VI Program:

The Title VI Program provides funding to address the unique educational and cultural needs of Native American students within the district. These funds support initiatives aimed at promoting cultural awareness, providing specialized educational resources, and implementing programs that enhance the academic success and overall well-being of Native American students.

Special Education:

Special Education funding is crucial for ensuring that students with diverse learning needs receive the necessary support and resources. The funds allocated to Special Education within the district are dedicated to providing specialized programs, services, and personnel to meet the unique requirements of students with disabilities, fostering an inclusive and supportive educational environment.

By leveraging state and federal funding through the LCFF, Lone Pine Unified School District can address the specific needs of its diverse student population, fostering an environment that prioritizes academic achievement, inclusivity, and the overall well-being of every student. This strategic allocation of resources aligns with the district's commitment to providing a high-quality and equitable education for all.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,392	\$47,616
Mid-Range Teacher Salary	\$74,063	\$75,580
Highest Teacher Salary	\$90,451	\$100,485
Average Principal Salary (Elementary)	\$124,440	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$126,480	\$125,386
Superintendent Salary	\$110,833	\$157,977
Percent of Budget for Teacher Salaries	19.59%	27.82%
Percent of Budget for Administrative Salaries	4.3%	5.78%

Professional Development

Staff Development:

Staff members at Lone Pine Unified School District actively cultivate their teaching skills and deepen their understanding of educational concepts through active participation in numerous conferences and workshops held throughout the year. Emphasizing the importance of collaborative learning, our educators then generously share their experiences and knowledge with their colleagues across the district.

In a commitment to continuous improvement, the district has allocated two dedicated buyback days for county-wide staff development, fostering a collective spirit of growth and collaboration. These days are structured to provide opportunities for individualized training throughout the school year, ensuring that staff members can address their specific professional development needs.

Recognizing the pivotal role of the Multi-Tiered System of Supports (MTSS) and Social-Emotional Learning (SEL) in promoting holistic student development, staff members convene on a monthly basis for both regular staff input sessions and ongoing MTSS training. This dual focus ensures that educators are well-equipped not only with academic strategies but also with the tools necessary to support students' social and emotional well-being.

By intertwining professional development opportunities with a commitment to MTSS and SEL, Lone Pine Unified School District seeks to not only fortify the pedagogical expertise of its staff but also underscores the importance of a comprehensive approach to student success that extends beyond academic achievements. This collective investment in professional growth aligns with the district's vision of fostering a learning environment that nurtures the whole student.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2