

Lo-Inyo Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Derek Moisant
Email Address	dmoisant@lpusd.k12.ca.us
School Website	https://loinyo.lpusddist.org/
Grade Span	K-8
County-District-School (CDS) Code	14-63289-6008775

2024-25 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/

2024-25 School Description and Mission Statement

Mission Statement:
The mission of Lo-Inyo Elementary School is to educate all students in a challenging, disciplined, and supportive environment, enabling them to reach their full potential and become successful, productive citizens.

The School Accountability Report Card (SARC) serves as an annual publication for public elementary, intermediate, and high schools, providing families with a comprehensive overview of each school’s performance and environment. Within the SARC for Lo-Inyo Elementary School, you will discover a reflection of a dedicated school community deeply committed to academic

2024-25 School Description and Mission Statement

excellence and student well-being. Guided by the principles of Maslow's Hierarchy of Needs, our focus begins with addressing students' foundational needs and social-emotional development to pave the way for academic success. Our certificated faculty and classified support staff work collaboratively to meet students where they are, providing individualized support to guide them toward their educational milestones.

At Lo-Inyo, we pride ourselves on fostering an inclusive and engaging learning environment that prioritizes accessibility to curriculum and instruction. Our staff is not only highly skilled but also deeply dedicated to nurturing each student's potential. Through intentional collaboration, we cultivate a school culture where students feel encouraged to set ambitious academic goals and are provided with the consistent support needed to achieve them.

The student body at Lo-Inyo Elementary School embodies dedication, motivation, and excellence, demonstrating commitment in both academic and extracurricular pursuits. Their achievements inspire pride within our school community and reflect the collective efforts of parents, staff, and local stakeholders who contribute essential resources and unwavering support.

Our staff's dedication goes beyond traditional roles and hours, often extending far past the school day to serve multiple functions. Whether it's committee leadership, coaching, managing front office operations, overseeing the library, supporting attendance, meal programs, ELD services, or transportation, every team member plays a vital role in ensuring student success. This collaborative spirit ensures that no student is left without the tools they need to thrive.

Students at Lo-Inyo are encouraged to view themselves as part of a generational legacy, benefiting from the dedication of those before them while laying the groundwork for those who will follow. They are taught to value hard work, resilience, and a commitment to personal growth, both within the Owens Valley and beyond. Through these experiences, our students are equipped with the knowledge and skills to emerge as leaders in their communities, their state, and the world at large.

Community and School Profile: Overview:

Nestled in the heart of the Owens Valley, between the Sierra Nevada and Inyo Mountain ranges, the Lone Pine Unified School District serves a close-knit community enriched by its unique geographical setting. At an elevation of 3,727 feet, Lone Pine enjoys a high desert climate with distinct seasonal changes, providing an ideal backdrop for both education and recreation.

Lone Pine Lifestyle:

Lone Pine offers a peaceful small-town atmosphere, characterized by a strong sense of community and surrounded by breathtaking natural beauty. Residents enjoy a balanced lifestyle, combining industrious dedication with the privilege of living in a region renowned for its year-round recreational opportunities. From fishing, hunting, backpacking, and skiing to rock climbing, boating, and off-road driving, Lone Pine is a hub for outdoor enthusiasts. Each fall, the valley transforms into a canvas of vibrant autumn colors, offering unmatched inspiration for photographers and nature lovers alike.

In summary, Lo-Inyo Elementary School stands as both an educational cornerstone and a community hub, offering students a nurturing academic environment while embracing the richness of life in one of California's most scenic regions.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	29
Grade 2	18
Grade 3	18
Grade 4	24
Grade 5	17
Grade 6	28
Grade 7	20
Grade 8	18
Total Enrollment	195

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.4
Male	43.6
American Indian or Alaska Native	9.2
Asian	1
Filipino	0.5
Hispanic or Latino	59
Two or More Races	10.8
White	19.5
English Learners	20
Foster Youth	1.5
Homeless	0.5
Socioeconomically Disadvantaged	69.7
Students with Disabilities	12.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	6.90	60.00	10.00	50.56	231142.40	100.00
Intern Credential Holders Properly Assigned	0.20	1.74	1.00	5.06	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	13.91	3.40	17.19	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.80	4.04	11746.90	4.23
Unknown/Incomplete/NA	2.70	24.26	4.50	23.15	14303.80	5.15
Total Teaching Positions	11.50	100.00	19.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.50	0.20	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.20	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.00	5.5	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lone Pine Unified School District conducted a Public Hearing in 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 a thorough review by all teachers, and a selection committee comprised of teachers and administrators presents a recommendation to the School Board. Before 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

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%

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

School Facility Conditions and Planned Improvements

At Lo-Inyo Elementary School, we are committed to providing a safe, clean, and well-maintained environment that supports student learning and staff productivity. Built in 1933 and spanning 32,067 square feet across eight acres, our campus includes eight classrooms, five portable classrooms, a library, two staff rooms, a multi-purpose room, and a playground. Regular facility inspections ensure compliance with safety and maintenance standards, with any identified concerns promptly addressed through a priority-based work order system managed by our proactive Maintenance and Operations team.

Daily cleaning routines and scheduled deep cleaning during breaks ensure a consistently clean and safe environment. Our custodial team works closely with school administration to follow district-adopted cleaning standards, which are available for review at both the school and district offices. Additionally, deferred maintenance funds support essential repairs and improvements, including updates to HVAC systems across campus to meet California Appliance Efficiency Regulations (Title 20). These upgrades ensure optimal comfort and energy efficiency in classrooms, the office, and our multi-purpose room.

In collaboration with the Inyo County Office of Education, we are excited to announce the transformation of Room 3 into the Hawks Nest, a dedicated staff lounge and workroom. This newly repurposed space will provide teachers and staff with a well-lit, spacious area for collaboration, professional development, and lesson planning. These ongoing improvements reflect our unwavering dedication to maintaining a safe, functional, and welcoming school environment for all members of the Lo-Inyo Elementary community.

Year and month of the most recent FIT report

October 10, 2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	38	38	39	46	47
Mathematics (grades 3-8 and 11)	24	38	25	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	123	118	95.93	4.07	38.14
Female	65	61	93.85	6.15	40.98
Male	58	57	98.28	1.72	35.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	74	71	95.95	4.05	30.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	26	26	100.00	0.00	46.15
English Learners	21	19	90.48	9.52	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	85	97.70	2.30	31.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	16.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	123	118	95.93	4.07	38.14
Female	65	63	96.92	3.08	31.75
Male	58	55	94.83	5.17	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	74	72	97.30	2.70	34.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	26	26	100.00	0.00	42.31
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	83	95.40	4.60	33.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	8.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.00	22.58	14.47	21.43	30.29	30.73

2023-24 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	33	31	93.94	6.06	22.58
Female	14	13	92.86	7.14	15.38
Male	19	18	94.74	5.26	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100.00	0.00	18.75
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	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	22	91.67	8.33	13.64
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.

2023-24 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 requires only participation results 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	82	82	82	82	82
Grade 7	100	100	100	100	100
Grade 9	92	92	92	92	92

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.

2024-25 Opportunities for Parental Involvement

Parental Involvement at Lo-Inyo Elementary School

Parental involvement is a cornerstone of student success at Lo-Inyo Elementary School, and we are proud to offer a variety of opportunities for parents to actively engage in their child's education and our school community. Parents are encouraged to volunteer in classrooms, assisting with reading groups, art projects, and special lessons. Additionally, school-wide events such as family nights, field trips, and cultural celebrations provide meaningful ways for parents to connect with students and staff while fostering a strong home-school partnership.

Last year, we re-established our Parent Teacher Organization (PTO) after a twelve-year hiatus, and its members have already made a significant impact. From campus beautification projects and community fundraising events, such as the Harvest Festival, Hometown Christmas Parade, and Pictures with Santa, our PTO is actively enhancing school life. These efforts are supported by strong partnerships with local organizations and businesses, including Crystal Geysers, Exxon Mobil, Alta One Bank, and many others, whose generous contributions directly benefit classroom resources, student safety, and staff recognition initiatives.

Lo-Inyo also values parental input through committees like the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), as well as annual LCAP (Local Control and Accountability Plan) meetings and parent surveys. These platforms ensure that parent voices are heard in shaping school priorities and fostering a collaborative decision-making process. At Lo-Inyo, we believe that when families, educators, and the community work together, every student is empowered to achieve their fullest potential.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	204	38	18.6
Female	123	115	23	20.0
Male	96	89	15	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	21	19	5	26.3
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	127	118	20	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	22	6	27.3
White	43	41	7	17.1
English Learners	40	40	6	15.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	154	148	33	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	34	13	38.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.45	4.11	0.87	0.58	4.26	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.11	0.00
Female	1.63	0.00
Male	7.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.52	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Lo-Inyo Elementary School, ensuring the safety and well-being of our students, staff, and visitors remains our highest priority. All visitors and volunteers are required to check in at the front office upon arrival, where they will receive a visitor's badge, and return to the office upon departure. Volunteers play a key role in our school community, and as part of our safety

2024-25 School Safety Plan

measures, they must complete a background check and fingerprinting before participating in school activities. Student safety is further supported by dedicated staff supervision during lunch, recess, and arrival/dismissal times, ensuring a secure and orderly campus environment.

In compliance with Senate Bill 187 (SB 187), our Comprehensive Safe School Plan addresses critical safety components, including emergency preparedness, disaster response, child abuse reporting procedures, anti-harassment policies, and safe ingress and egress protocols for students, parents, and staff. To reinforce these measures, monthly fire drills, biannual earthquake drills, and quarterly lockdown drills are conducted to prepare our school community for potential emergencies. Additionally, our Disaster Preparedness Team, in partnership with the Inyo County Sheriff's Department, conducted an Active Shooter Training for staff and a safety walkthrough in February of 2024, to identify and address campus vulnerabilities.

Insights from these safety initiatives, along with annual plan evaluations, are incorporated into our updated Comprehensive Safe School Plan. This updated plan will be available to the public in the school office, reflecting our unwavering commitment to maintaining a safe and secure learning environment for all members of the Lo-Inyo community.

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.

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	18	1		
1	18	1		
2	16	2		
3	18	1		
4	17	1		
5	23		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		1	
3	19	1		
5	27		1	
6	17	6		
Other	17	4	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1		
1	14	2		
2	17	1		
3	18	1		
4	24		1	
5	16	1		
6	27		4	
Other	4	1		

2023-24 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	68:1

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$70,072
Percent Difference - School Site and District	N/A	N/A	-76.1	10.9
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-31.3	-0.7

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Lone Pine Unified School District benefits from state and federal funding through the Local Control Funding Formula (LCFF). These resources are strategically allocated to support key areas such as maintenance, instructional programs, and student services, ensuring a safe, inclusive, and academically enriching environment for all students. Funds designated for Maintenance and Operations play a vital role in maintaining clean, safe, and functional facilities, while investments in specialized programs address the diverse needs of our student body.

Title I and Title VI Programs provide targeted support for specific student populations. Title I funding focuses on addressing the needs of economically disadvantaged students through targeted interventions and instructional resources aimed at closing achievement gaps. Meanwhile, Title VI funding supports initiatives tailored to the educational and cultural needs of Native American students, promoting cultural awareness and academic success. These programs ensure equity and inclusivity remain central to our educational mission.

Additionally, Special Education funding ensures that students with unique learning needs have access to specialized programs, services, and trained personnel. These resources create an inclusive learning environment where every student can thrive.

Fiscal Year 2023-24 Types of Services Funded

Through the strategic use of LCFF funding and supplemental programs, Lo-Inyo Elementary remains steadfast in its commitment to academic achievement, cultural responsiveness, and student well-being, delivering high-quality, equitable education for all learners.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$44,452	\$50,757
Mid-Range Teacher Salary	\$77,662	\$75,693
Highest Teacher Salary	\$94,847	\$105,687
Average Principal Salary (Elementary)	\$121,470	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$126,480	\$133,106
Superintendent Salary	\$80,980	\$167,660
Percent of Budget for Teacher Salaries	20%	26%
Percent of Budget for Administrative Salaries	4%	6%

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

