

Lo-Inyo Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

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
Principal	Cheri Belcoe
E-mail Address	cbelcoe@lpusd.k12.us
CDS Code	14-63289-6008775

District Contact Information	
District Name	Lone Pine Unified School District
Phone Number	760.876.5579
Web Site	http://lpusd-ca.schoolloop.com
Superintendent	Victor Hopper
E-mail Address	vhopper@lpusd.k12.ca.us

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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.

Based on this year's data, our second year of Program Improvement Status in 2011 only acts to strengthen our resolve to build upon the skills, and make any changes needed, for our students to learn the curriculum and life skills necessary to graduate from high school and be successful in life. We do this while working within a community that cares deeply about the children. At Lo-Inyo Elementary, we still know who our neighbors are, and all the children here have many loving eyes watching over them. We will strive to improve and to provide high quality learning experiences for all of our children.

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 the cities of Lone Pine and Olancho, 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 kindergarten through twelve on a traditional calendar system. There is currently one high school, one elementary school, and an alternative 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 2010-2011 school year, 259 students were enrolled in grades kindergarten through eight.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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:

Healthy Communities
Rio Tinto
Crystal Geysers
First 5 of California
IMACA
Exxon Mobil
McDonalds
Subway
Dow Villa/Best Western
Lee's Frontier
Pizza Factory
Mt. Whitney Restaurant
City of Los Angeles, DWP
And various other local businesses

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	37
Grade 1	29
Grade 2	34
Grade 3	29
Grade 4	26
Grade 5	19
Grade 6	25
Grade 7	19
Grade 8	38
Total Enrollment	256

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	26.2
American Indian or Alaska Native	15.2	Two or More Races	3.9
Asian	1.6	Socioeconomically Disadvantaged	77
Filipino	0.4	English Learners	45.3
Hispanic or Latino	51.6	Students with Disabilities	7
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	1	0	25	0	1	0	23	1	1	0
1	19	2	0	0	24	0	2	0	20	1	0	0
2	23	1	1	0	19	1	0	0	20	2	0	0
3	18	1	1	0	23	0	1	0	23	0	1	0
4	24	0	1	0					26	0	1	0
5	19	1	0	0								
6	29	0	1	0								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	1	1	0	20.5	2	0	0	17	6	0	0
Mathematics	28	1	1	0	0	0	0	0	19	5	0	0
Science	28	1	1	0	20.3	3	0	0	19	2	0	0
Social Science	28	1	1	0	20.3	3	0	0	19	1	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. 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 and earthquake drills are 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 fall of 2011. An updated copy of the plan is available to the public at the school office.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	6.86	2.92	14.5	8.54	8.25	16.6
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 08/10/2012

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 school recently repainted and installed new curtains in the multipurpose room and installed a new kindergarten 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 (as of November 2011). 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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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 site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the district budgeted \$12,703 for the deferred maintenance program. This represents 0.2% of the district's general fund budget.

For the 2010-11 school year, the District's Governing Board approved new carpeting and HVAC replacement at the school. The District's complete deferred maintenance plan is available at the District Office.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	15	13	13	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.50	---
Psychologist	.20	---
Social Worker	0	---
Nurse	.10	---
Speech/Language/Hearing Specialist	.45	---
Resource Specialist	0	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 12, 2012

Lone Pine Unified School District held a Public Hearing on September 14, 2011, 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Sopris West Adopted 2000 Houghton Mifflin adopted 2003 Prentice Hall Adopted 2002	Yes	0.0%
Mathematics	Houghton Mifflin Adopted 2008 McDougal Littell Adopted 2008	Yes	0.0%
Science	Foss/Quick Reads/Weekly Readers Adopted 2005 Herff Jones Adopted 2006	Yes	0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	Yes	0.0%
Foreign Language	Holt Mcdougal Adopted 2007	Yes	0.0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,376	\$3,851	\$3,525	59,712
District	---	---	\$16,667	\$63,535
Percent Difference: School Site and District	---	---	76.66%	
State	---	---	\$5,455	\$57,948
Percent Difference: School Site and State	---	---	31.53%	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Maintenance and Operations
- Title I Program
- Peer Assistance & Review
- Drug/Alcohol/Tobacco Funds
- Special Education
- Instructional Materials
- Gifted and Talented Pupils
- Forest Reserve Funds
- Tenth Grade Counseling
- Home-to-School Transportation
- Economic Impact Aid
- School Improvement Program
- Class Size Reduction

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,485	\$38,099
Mid-Range Teacher Salary	\$65,489	\$55,582
Highest Teacher Salary	\$79,980	\$71,884
Average Principal Salary (Elementary)	\$104,872	\$88,790
Average Principal Salary (Middle)		\$93,519
Average Principal Salary (High)	\$106,490	\$95,671
Superintendent Salary	\$70,875	\$115,401
Percent of Budget for Teacher Salaries	24%	34%
Percent of Budget for Administrative Salaries	3%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	50	51	50	50	49	48	52	54	56
Mathematics	42	53	56	38	44	47	48	50	51
Science	25	52	54	29	48	45	54	57	60
History-Social Science	34	40	44	49	49	52	44	48	49

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	47	45	52
All Student at the School	50	56	54	44
Male	48	59	57	42
Female	53	51	50	47
Black or African American				
American Indian or Alaska Native	50	59	42	
Asian				
Filipino				
Hispanic or Latino	35	40	36	18
Native Hawaiian/Pacific Islander				
White	75	76	83	79
Two or More Races				
Socioeconomically Disadvantaged	40	48	39	18
English Learners	18	31	23	
Students with Disabilities	28	38		
Students Receiving Migrant Education Services				

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.9	21.3	6.4
7	23.2	10.7	10.7

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	5	2	3
Similar Schools	7	4	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-45	24	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-48	51	-41
Native Hawaiian/Pacific Islander			
White	-57	48	
Two or More Races			
Socioeconomically Disadvantaged	-44	22	-10
English Learners	-70	47	-32
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	172	779	243	765	4,664,264	788
Black or African American	1		2		313,201	710
American Indian or Alaska Native	31	763	36	757	31,606	742
Asian	3		6		404,670	905
Filipino	1		1		124,824	869
Hispanic or Latino	83	707	118	704	2,425,230	740
Native Hawaiian/Pacific Islander	0		0		26,563	775
White	49	898	75	840	1,221,860	853
Two or More Races	4		5		88,428	849
Socioeconomically Disadvantaged	123	728	166	717	2,779,680	737
English Learners	74	690	89	681	1,530,297	716
Students with Disabilities	31	623	39	584	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	33.3

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 to staff development annually for the past three years. Lo-Inyo Elementary School offered an additional 5.5 days of staff development.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.