

Lo-Inyo Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

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	Heidi Torix
E-mail Address	htorix@lpusd.k12.ca.us
Web Site	http://lo-inyo-lpusd-ca.schoolloop.com/
CDS Code	14-63289-6008775

District Contact Information	
District Name	Lone Pine Unified School District
Phone Number	760.876.5579
Superintendent	Dr. Sean A. Cianfarano
E-mail Address	scianfarano@lpusd.k12.ca.us
Web Site	http://lpusd-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

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 fourth year of Program Improvement Status in 2014 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 Lone Pine, California. Both are in the midst of the Owens Valley, between the majestic Sierra Nevada and Inyo Mountain ranges. Lone Pine has an elevation of 3,700 feet with a high desert climate. Winter low temperatures average 31° and summer highs average 95°.

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

Lone Pine Unified School District educates students in grades transitional kindergarten through twelve on a traditional calendar system. There is currently one high school, 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 2013-2014 school year, 263 students were enrolled in grades transitional kindergarten through eight.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	24
Grade 1	36
Grade 2	33
Grade 3	26
Grade 4	31
Grade 5	28
Grade 6	24
Grade 7	22
Grade 8	28
Total Enrollment	257

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	15.6
Asian	1.6
Filipino	0.4
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.0
White	23.7
Two or More Races	3.5
Socioeconomically Disadvantaged	71.6
English Learners	34.6
Students with Disabilities	5.1

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

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	13	13	14	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	85.71	14.29
All Schools in District	95.24	4.76
High-Poverty Schools in District	95.24	4.76
Low-Poverty Schools in District	0.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 10, 2014

Lone Pine Unified School District held a Public Hearing on September 10, 2014, 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lo-Inyo Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1933, the school is situated on eight acres. The school buildings span 32,067 square feet, consisting of the eight classrooms, five portable classrooms, library, two staff rooms, a multi-purpose room, and a playground. The 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. 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 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 2013-14 school year, the district budgeted \$18,400 for the deferred maintenance program. This represents 0.3% of the district's general fund budget.

For the 2013-14 school year, the District's Governing Board approved window coverings, electrical upgrades and flooring at the school. The district's complete deferred maintenance plan is available at the District Office.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/26/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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]	[]	[]	Urinal repair, toilet valve replaced, stalls painted.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	54	24	42	45	27	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Student at the School	42
Male	44
Female	38
Black or African American	
American Indian or Alaska Native	50
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	
White	53
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	13
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51	50	48	50	48	49	54	56	55
Mathematics	55	56	61	46	47	50	49	50	50
History-Social Science	40	44	25	49	52	33	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	4
Similar Schools	7	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	24	10	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	51	-38	28
Native Hawaiian/Pacific Islander			
White	48	63	-49
Two or More Races			
Socioeconomically Disadvantaged	22	-9	30
English Learners	47	-29	32
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7		
7	22.7	22.7	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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:

- Parent's Club
- Healthy Communities
- Crystal Geyser
- 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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	6.3	6.0	0.0	5.1	5.3	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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

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

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

The plan was last updated and reviewed with school staff in the fall of 2014. An updated copy of the plan is available to the public at the school office.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 4	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	1	0	19	1	1		24		1	
1	20	1	0	0	18	1	1		18	1	1	
2	20	2	0	0	15	1	1		17	1	1	
3	23	0	1	0	15	2			13	2		
4	26	0	1	0	23	1	4		16	10		
5					17	1	4		14	5	5	
6					16	3	3		24		5	

Note: 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	2011-12				2012-13				2013-14			
	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	17	6	0	0	28		2		18	2	1	
Mathematics	19	5	0	0	28		2		17	3		
Science	19	2	0	0	23		1		25	1	1	
Social Science	19	1	0	0	32		1					

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

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	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,892	\$3,807	\$4,085	\$67,321
District	---	---	\$17,464	\$63,220
Percent Difference: School Site and District	---	---	-76.6	6.5
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-12.9	16.2

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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

- Maintenance and Operations
- Title I Program
- Title III Program
- Title VII Program
- Special Education
- Common Core Mandated Block
- Forest Reserve Funds
- Home-to-School Transportation
- Economic Impact Aid

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,485	\$38,152
Mid-Range Teacher Salary	\$65,489	\$55,573
Highest Teacher Salary	\$79,980	\$71,908
Average Principal Salary (Elementary)	\$102,191	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$46,200	\$93,606
Superintendent Salary	\$115,500	\$116,538
Percent of Budget for Teacher Salaries	25	34
Percent of Budget for Administrative Salaries	3	7

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

Professional Development

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 three days to staff development with on-going feedback provided to the teachers by contracted training source.

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.