

Lone Tree School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|----------------------------|--|
| School Name | Lone Tree School |
| Street | 123 Beale Highway Beale AFB |
| City, State, Zip | CA, 95903 |
| Phone Number | (530) 788-0248 |
| Principal | Jodie Jacklett |
| E-mail Address | jjacklett@wheatland.k12.ca.us |
| Web Site | lonetree.wheatlandsd.com |
| CDS Code | 58-72751-6056832 |

| District Contact Information | |
|-------------------------------------|--------------------------------------|
| District Name | Wheatland Elementary School District |
| Phone Number | (530) 633-3130 |
| Superintendent | Craig Guensler |
| E-mail Address | cguensler@wheatland.k12.ca.us |
| Web Site | www.wheatland.k12.ca.us |

School Description and Mission Statement (School Year 2016-17)

Our school has been a three-time Title I Academic Achievement Award winner, a California Distinguished School and a California Honor Roll school. Our staff believes that our API is due to ongoing collaboration with effective instructional strategies, careful program planning and sequencing in both language arts and math, Response to Intervention (RTI) academic programs, and our social/school skills supports in place for students. Although the API has been suspended due to changes in state testing, Lone Tree has continued to prepare its students for the new state exam through continued, data driven curriculum and assessments. The computer-based programs Accelerated Math, Accelerated Reader, and Math Facts in a Flash have also contributed to our students' success. We hold student Renaissance rallies and recess activities to recognize student achievement with academics, attendance, and behavior elements that, together, help us to encourage and support the growth and success of the whole child.

Lone Tree welcomes parents and community volunteers on our campus. It is our goal to team with families to create the best educational environment possible for our students.

All four of Wheatland School District schools offer an ASES after school program. WSD's After School C.A.R.E. (Clubs, Academics, Recreation and Enrichment) Programs start on the first day of school and end on the last day of school, open Monday through Friday from the end of the school day until 6:00 PM. C.A.R.E. is open on minimum days at the early dismissal time and is closed on school holidays. After School C.A.R.E. offers cycles of academic (e.g. homework, remedial, and GATE-like classes) and enrichment (e.g. theme-based arts and crafts, STEM, and physical education activities) components. Students enrolled in the district and who are entering grades Transitional Kindergarten through 8 in the fall are eligible to participate. Furthermore, the After School Program sponsors a highly recognized Camp program (a full day program of at least 6 hrs), offering the only intercession and/or summer activity option for most district children.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 95 |
| Grade 1 | 59 |
| Grade 2 | 67 |
| Grade 3 | 63 |
| Grade 4 | 49 |
| Grade 5 | 51 |
| Total Enrollment | 384 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.3 |
| American Indian or Alaska Native | 0.5 |
| Asian | 1.8 |
| Filipino | 2.1 |
| Hispanic or Latino | 23.4 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 52.3 |
| Two or More Races | 11.5 |
| Socioeconomically Disadvantaged | 47.7 |
| English Learners | 3.4 |
| Students with Disabilities | 9.4 |
| Foster Youth | 0 |

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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 17 | 19 | 18 | 72 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 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 2015-16)

| 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 | 0.0 |
| All Schools in District | 99.3 | 0.8 |
| High-Poverty Schools in District | 99.3 | 0.8 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

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 2016-17)

Year and month in which data were collected: December 2016

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts | McGraw-Hill/2002 | | 0% |
| Mathematics | McGraw-Hill/2015 | Yes | 0% |
| Science | Houghton Mifflin/2006 | | 0% |
| History-Social Science | Scott Foresman-Pearson/2005 | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Lone Tree School was built in 1948. In 2002, all roofs and heating, ventilating, and air-conditioning systems were replaced. In 2007, all electrical transformers were replaced and major electrical work was conducted under critical hardship funds. Projects for 2010–2011 included a parking lot renovation, further playground updates, replacement of all outdoor water fountains, installation of campus cabling for technology, overhaul of classroom electrical supply and sources, and a kitchen upgrade with flooring and equipment. New energy efficient lighting was added in 2014 to the entire campus to continue our progress towards an environmentally friendly campus. Lone Tree has a unique cafeteria mural which depicts the aircraft assigned to Beale Air Force Base. In 2016, we added an entry way mural for those coming into our driveway to further enhance our connectivity with our base location. We aim for our school to be clean, safe, and functional within the available resources. Our site has established cleaning standards. A summary of these standards is available through the site administrator. We give food service and restroom facilities the highest priority on a daily basis to ensure the health and safety of students and staff.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 7/14/2016 | | | | |
| 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 | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 7/14/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| 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 Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 7/14/2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 55 | 47 | 41 | 45 | 44 | 48 |
| Mathematics | 41 | 46 | 36 | 40 | 34 | 36 |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 65 | 62 | 95.4 | 40.3 |
| | 4 | 46 | 44 | 95.7 | 38.6 |
| | 5 | 50 | 48 | 96.0 | 64.6 |
| Male | 3 | 42 | 41 | 97.6 | 31.7 |
| | 4 | 24 | 22 | 91.7 | 36.4 |
| | 5 | 23 | 22 | 95.7 | 54.5 |
| Female | 3 | 23 | 21 | 91.3 | 57.1 |
| | 4 | 22 | 22 | 100.0 | 40.9 |
| | 5 | 27 | 26 | 96.3 | 73.1 |
| Hispanic or Latino | 4 | 15 | 14 | 93.3 | 35.7 |
| | 5 | 13 | 13 | 100.0 | 53.9 |
| White | 3 | 41 | 38 | 92.7 | 42.1 |
| | 4 | 21 | 20 | 95.2 | 40.0 |
| | 5 | 22 | 20 | 90.9 | 65.0 |
| Socioeconomically Disadvantaged | 3 | 28 | 26 | 92.9 | 26.9 |
| | 4 | 22 | 20 | 90.9 | 40.0 |
| | 5 | 22 | 21 | 95.5 | 61.9 |

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 65 | 62 | 95.4 | 43.5 |
| | 4 | 46 | 44 | 95.7 | 47.7 |
| | 5 | 50 | 48 | 96.0 | 47.9 |
| Male | 3 | 42 | 41 | 97.6 | 36.6 |
| | 4 | 24 | 22 | 91.7 | 59.1 |
| | 5 | 23 | 22 | 95.7 | 45.5 |
| Female | 3 | 23 | 21 | 91.3 | 57.1 |
| | 4 | 22 | 22 | 100.0 | 36.4 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 5 | 27 | 26 | 96.3 | 50.0 |
| Hispanic or Latino | 4 | 15 | 14 | 93.3 | 35.7 |
| | 5 | 13 | 13 | 100.0 | 53.9 |
| White | 3 | 41 | 38 | 92.7 | 47.4 |
| | 4 | 21 | 20 | 95.2 | 45.0 |
| | 5 | 22 | 20 | 90.9 | 45.0 |
| Socioeconomically Disadvantaged | 3 | 28 | 26 | 92.9 | 42.3 |
| | 4 | 22 | 20 | 90.9 | 50.0 |
| | 5 | 22 | 21 | 95.5 | 47.6 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 80 | 78 | 71 | 77 | 63 | 54 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 50 | 48 | 96.0 | 70.8 |
| Male | 23 | 22 | 95.7 | 63.6 |
| Female | 27 | 26 | 96.3 | 76.9 |
| Hispanic or Latino | 13 | 13 | 100.0 | 61.5 |
| White | 22 | 20 | 90.9 | 75.0 |
| Socioeconomically Disadvantaged | 22 | 21 | 95.5 | 81.0 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.8 | 22.9 | 37.5 |

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 (School Year 2016-17)

Our school's annual site plan and required site budget approvals are made by our School Site Council, which always includes parent members. Our District English Language Advisory Committee is a collaborative opportunity to have input for school programs to support English Learners while encouraging family and student connectivity to school. We encourage parent attendance at back-to-school night, student progress conferences, music programs, fall carnival, and student Renaissance rallies. Our parents are active volunteers and we enjoy the positive support with parking lot and sidewalk to school monitors, classroom helpers, fund-raiser assistance, Jump Rope for Heart, field trip chaperones, and more. Our school network of volunteers is centrally managed through a parent-led Team Lone Tree Volunteer network. Classroom and campus volunteers are always welcome and needed. To find out how you can volunteer at our school, please contact Mrs. Jacklett, campus administrator, at (530)788-0248.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.7 | 2.3 | 2.0 | 3.5 | 3.7 | 4.2 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Our classrooms are open 15 minutes before school begins. We have a supervised breakfast program. Staff members monitor the parking lot immediately after dismissal. We have a closed campus, and all visitors must register with the office. We hold monthly fire/earthquake drills monthly and a minimum of three safety lockdown practices annually. Our safety plan is updated annually and we have worked with Rapid Responder, a county services program, and a military base liaison to coordinate the plan with outside agencies. All administrators completed a disaster safety course with DPREP in the past and conduct annual staff training at the site. We continue to work with Beale Air Force Base to practice and revise elements within our safety plan.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 66.7 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | | 4 | | 22 | | 4 | | 23 | 1 | 3 | |
| 1 | 23 | | 2 | | 20 | 1 | 3 | | 18 | 3 | | |
| 2 | 17 | 2 | 2 | | 26 | | 2 | | 23 | | 3 | |
| 3 | 24 | | 2 | | 22 | | 3 | | 21 | 1 | 2 | |
| 4 | 30 | | 1 | | 30 | | 1 | | 24 | | 2 | |
| 5 | 30 | | 2 | | 28 | | 2 | | 24 | | 2 | |
| Other | 2 | 1 | | | 4 | 1 | | | 4 | 2 | | |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | .33 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .25 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist | | N/A |
| Other | | N/A |

Note: Cells with N/A values 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 7631.50 | 1104.80 | 6526.70 | 75639.73 |
| District | N/A | N/A | 8017.59 | \$75,277 |
| Percent Difference: School Site and District | N/A | N/A | -18.6 | 0.6 |
| State | N/A | N/A | \$5,677 | \$71,610 |
| Percent Difference: School Site and State | N/A | N/A | 22.0 | 9.5 |

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

Types of Services Funded (Fiscal Year 2015-16)

Funds are expended to maintain our evolving student-success centered programs. Portions of the money are spent on staff training programs to help teachers transition into the digital classroom style of education. We also place classroom teaching assistants in lower grades and continue our Life Skills student support program. Dollars are spent to ensure student progress software upgrades, purchase Accelerated Reader books for continual student use, keep student-centered materials up to date and in ample supply, and maintain a media room to house school wide virtual field trips. Technology plays a vital role on our campus, and funds are continuously set aside for technology maintenance and upgrades. Classroom technology that incorporates student participation, such as document cameras and televisions for visual lessons, are in place. All 3rd through 5th grade classrooms are outfitted with one to one student tablets and all TK through 2nd grade classrooms are supplied with tablet centers for student use. Finally, Lone Tree supports several incentive programs that have been crucial to our students' continued success. These programs include Moby Max, Accelerated Reader, Accelerated Math, and Math Facts in a Flash.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,650 | \$44,507 |
| Mid-Range Teacher Salary | \$73,661 | \$68,910 |
| Highest Teacher Salary | \$86,877 | \$88,330 |
| Average Principal Salary (Elementary) | \$118,300 | \$111,481 |
| Superintendent Salary | \$170,827 | \$169,821 |
| Percent of Budget for Teacher Salaries | 34% | 39% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

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

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Lone Tree School and Wheatland School District are dedicated to the educational development of teachers and staff. Seven staff development minimum days are scheduled yearly, designed to enhance the educational experience of our students. Through after school workshops, staff evaluates student data to develop a continuing educational plan to meet the needs of the constantly changing student population. Teachers tackle the areas of Common Core curriculum, school safety, state testing demands, and emotional student needs to develop a program that looks to educate the whole student.

In addition to these on campus opportunities, staff attends best practice conferences ranging in topics from Common Core, classroom behavior support, 504 and special education law, military student support classes, as well as county developed trainings. The Lone Tree team works hard to not only collaborate with campus staff, but with the surrounding communities to develop a top notch program.

Teachers are supported throughout the implementation process through a combination of peer led trainings and meetings, as well as administrative observations. Data is evaluated often to ensure the continued growth of our programs and provide opportunities to address student needs through our continued professional development.