

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Lone Tree Elementary

Address: 123 Beale Hwy. Beale Air Force Base, CA 95903
Principal: Jodie Jacklett, Principal
Phone: (530) 788-0248
Email: jjacklett@wheatland.k12.ca.us
Web Site: www.wheatland.k12.ca.us
CDS Code: 58727516056832



Wheatland

Superintendent: Craig Guensler
Phone: (530) 633-3130
Email: cguensler@wheatland.k12.ca.us
Web Site: www.wheatland.k12.ca.us



I DATA AND ACCESS

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 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 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, 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 (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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

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

School Contact Information Most Recent Year

School Name: Lone Tree Elementary
 Street: 123 Beale Hwy.
 City, State, Zip: Beale Air Force Base, CA 95903
 Phone Number: (530) 788-0248
 Principal: Jodie Jacklett, Principal
 E-mail Address: jjacklett@wheatland.k12.ca.us
 Web Site: www.wheatland.k12.ca.us
 County-District-School
 (CDS) Code: 58727516056832

School Description and Mission Statement – Most Recent Year

Our school has been a three-time Title I Academic Achievement Award winner and a California Distinguished 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 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	21
Kindergarten	67
Grade 1	79
Grade 2	69
Grade 3	52
Grade 4	46
Grade 5	40
Total Enrollment	374

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.9%
American Indian or Alaska Native	1.6%
Asian	1.6%
Filipino	3.2%
Hispanic or Latino	20.6%
Native Hawaiian/Pacific Islander	1.1%
White	58.8%
Two or More Races	6.7%
Socioeconomically Disadvantaged	40.4%
English Learners	5.1%
Students with Disabilities	7.2%
Foster Youth	0.3%

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.

Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	17	19	20	75
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	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 – Most Recent Year

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/Language Arts	McGraw-Hill/2002		0%
Mathematics	McGraw-Hill/2015		0%
Science	Holt, Rinehart, Winston/2007		0%
History-Social Science	Holt, Rinehart, Winston/2005		0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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. We work hard to ensure that our school is 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 rest room facilities the highest priority on a daily basis to ensure the health and safety of students and staff. Lone Tree has a unique cafeteria mural which depicts the aircraft assigned to Beale Air Force Base.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	55%	40%	44%
Mathematics (grades 3-8 and 11)	41%	36%	33%

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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	54	54	100%	33%	31%	22%	13%
Male	54	29	53.7%	48%	28%	17%	7%
Female	54	25	46.3%	16%	36%	28%	20%
Black or African American	54	4	7.4%	--	--	--	--
American Indian or Alaska Native	54	1	1.9%	--	--	--	--
Asian							
Filipino	54	1	1.9%	--	--	--	--
Hispanic or Latino	54	15	27.8%	33%	27%	40%	0%
Native Hawaiian or Pacific Islander							
White	54	30	55.6%	37%	27%	17%	20%
Two or More Races	54	3	5.6%	--	--	--	--
Socioeconomically Disadvantaged	54	21	38.9%	33%	43%	19%	5%
English Learners	54	1	1.9%	--	--	--	--
Students with Disabilities	54	11	20.4%	73%	18%	9%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	47	44	93.6%	27%	16%	30%	27%
Male	47	23	48.9%	30%	13%	35%	22%
Female	47	21	44.7%	24%	19%	24%	33%
Black or African American	47	1	2.1%	--	--	--	--
American Indian or Alaska Native	47	1	2.1%	--	--	--	--
Asian	47	4	8.5%	--	--	--	--
Filipino	47	1	2.1%	--	--	--	--
Hispanic or Latino	47	13	27.7%	31%	15%	31%	23%
Native Hawaiian or Pacific Islander							
White	47	22	46.8%	23%	18%	27%	32%
Two or More Races	47	2	4.3%	--	--	--	--
Socioeconomically Disadvantaged	47	14	29.8%	21%	14%	36%	29%
English Learners	47	5	10.6%	--	--	--	--
Students with Disabilities	47	2	4.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	41	37	90.2%	16%	3%	46%	35%
Male	41	18	43.9%	33%	6%	33%	28%
Female	41	19	46.3%	0%	0%	58%	42%
Black or African American							
American Indian or Alaska Native							
Asian	41	1	2.4%	--	--	--	--
Filipino	41	1	2.4%	--	--	--	--
Hispanic or Latino	41	6	14.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	41	27	65.9%	15%	4%	44%	37%
Two or More Races	41	2	4.9%	--	--	--	--
Socioeconomically Disadvantaged	41	4	9.8%	--	--	--	--
English Learners							
Students with Disabilities	41	2	4.9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	54	54	100%	26%	35%	31%	7%
Male	54	29	53.7%	28%	41%	28%	3%
Female	54	25	46.3%	24%	28%	36%	12%
Black or African American	54	4	7.4%	--	--	--	--
American Indian or Alaska Native	54	1	1.9%	--	--	--	--
Asian							
Filipino	54	1	1.9%	--	--	--	--
Hispanic or Latino	54	15	27.8%	20%	53%	27%	0%
Native Hawaiian or Pacific Islander							
White	54	30	55.6%	30%	27%	37%	7%
Two or More Races	54	3	5.6%	--	--	--	--
Socioeconomically Disadvantaged	54	21	38.9%	38%	33%	24%	5%
English Learners	54	1	1.9%	--	--	--	--
Students with Disabilities	54	11	20.4%	64%	36%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	47	44	93.6%	16%	43%	30%	9%
Male	47	23	48.9%	9%	52%	26%	9%
Female	47	21	44.7%	24%	33%	33%	10%
Black or African American	47	1	2.1%	--	--	--	--
American Indian or Alaska Native	47	1	2.1%	--	--	--	--
Asian	47	4	8.5%	--	--	--	--
Filipino	47	1	2.1%	--	--	--	--
Hispanic or Latino	47	13	27.7%	15%	62%	23%	0%
Native Hawaiian or Pacific Islander							
White	47	22	46.8%	18%	32%	32%	14%
Two or More Races	47	2	4.3%	--	--	--	--
Socioeconomically Disadvantaged	47	14	29.8%	14%	57%	29%	0%
English Learners	47	5	10.6%	--	--	--	--
Students with Disabilities	47	2	4.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	41	37	90.2%	22%	32%	19%	27%
Male	41	18	43.9%	28%	28%	17%	28%
Female	41	19	46.3%	16%	37%	21%	26%
Black or African American							
American Indian or Alaska Native							
Asian	41	1	2.4%	--	--	--	--
Filipino	41	1	2.4%	--	--	--	--
Hispanic or Latino	41	6	14.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	41	27	65.9%	15%	37%	15%	33%
Two or More Races	41	2	4.9%	--	--	--	--
Socioeconomically Disadvantaged	41	4	9.8%	--	--	--	--
English Learners							
Students with Disabilities	41	2	4.9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	69%	80%	78%	68%	77%	63%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63%	Native Hawaiian or Pacific Islander	
All Students at the School	78%	White	77%
Male	72%	Two or More Races	–
Female	84%	Socioeconomically Disadvantaged	–
Black or African American		English Learners	
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	
Filipino	–	Foster Youth	–
Hispanic or Latino	–		

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 OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	13.5%	18.9%	56.8%
7			
9			

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

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 Mr. Guzman, campus administrator, at (530)788-0248.

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

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.58	0.74	2.28	3.57	3.49	3.72	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0.14	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Our classrooms are open 15 minutes before school begins. 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 drills and have an earthquake and disaster drill once a year. 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 and staff training is conducted at the site. We continue to work with Beale Air Force Base to practice 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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 NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	2		23		4		22		4	
1	21		3		23		2		20	1	3	
2	17	1	2		17	2	2		26		2	
3	23	1	1		24		2		22		3	
4	22		2		30		1		30		1	
5	23		2		30		2		28		2	
Other	2	1			2	1			4	1		

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$75,173
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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 Mimeo and Neo, are in place. Finally, Lone Tree supports several incentive programs that have been crucial to our students' continued success. These programs include Accelerated Reader, Accelerated Math, and Math Facts in a Flash.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,086	\$42,723
Mid-Range Teacher Salary	\$70,828	\$65,936
Highest Teacher Salary	\$83,536	\$84,545
Average Principal Salary (Elementary)	\$115,000	\$106,864
Average Principal Salary (Middle)	\$0	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$144,282	\$159,133
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

NOTE: 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. Eight 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 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.