# Lone Tree Elementary School
## School Accountability Report Card, 2007–2008
### Wheatland Elementary School District

**» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

# Lone Tree Elementary School

## School Accountability Report Card, 2007–2008
## Wheatland Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

**http://www.schoolwisepress.com/sarc/ links_2008_en.html**

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

**How to Contact Our School**
123 Beale Hwy.
Beale AFB, CA 95903
Principal: Angela Gouker
Phone: (530) 788-0248

**How to Contact Our District**
711 West Olive
Wheatland, CA 95692
Phone: (530) 633-3130
**http://www.wheatland.k12.ca.us**

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# Lone Tree Elementary School

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Wheatland Elementary School District

## » Principal's Message

At Lone Tree School, 2007–2008 was a very exciting year. We were the recipient of the Title I Academic Achievement Award for the third consecutive year. Lone Tree Elementary is also a California Distinguished School.

Despite declining enrollment across the district and continued budget reductions, we achieved an Academic Performance Index (API) of 841. Our staff believes that this is due to ongoing training in effective instructional strategies, our careful program planning and sequencing in both language arts and math, and our academic programs that support students who are struggling. The computer-based programs Accelerated Math, Accelerated Reader, and Math Facts in a Flash have also contributed to our students' success.

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.

Angela Gouker, PRINCIPAL

**Grade range and calendar**
**K–5**
TRADITIONAL

**Academic Performance Index**
**841**
County Average: 764
State Average: 776

**Student enrollment**
**404**
County Average: 367
State Average: 523

**Teachers**
**21**
County Average: 19
State Average: 26

**Students per teacher**
**19**
County Average: 20
State Average: 20

**Students per computer**
**1**
County Average: 3
State Average: 4

## Major Achievements

- We received the California Distinguished School Award in 2005–2006.
- We received the Title I Academic Achievement Award and the California Business for Educational Excellence Award for a second year in a row in 2006–2007.
- We were honored once again with the Title I Academic Achievement Award in 2007–2008.
- The number of students scoring in the Below Basic and Far Below Basic levels on standardized tests decreased significantly.
- We have maintained our focus on effective instructional strategies and a systematic approach to standards-based instruction.
- Our afterschool programs challenge and support our students' academic growth.

## Focus for Improvement

- Every trimester we measure student progress toward mastering state standards through district assessments in language arts, writing, and math. Teachers in each grade level meet to discuss the results of these tests, make changes to their instruction if appropriate, and decide on the best ways to support students who did not do well.
- Last year we focused on improving student writing and on better aligning our academic afterschool programs with classroom instruction. We measured our progress toward these goals through the district writing assessments and response to intervention meetings each trimester, which included our teaching staff and our afterschool program coordinator. Through these efforts we saw a 30 percent increase in the number of students who scored Proficient on the fourth grade state standardized writing exam. This year we will continue to strengthen the new writing program by making a few modifications based on the data that has been gathered through assessment.
- This year the staff will be working on making a new math textbook adoption.

## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Lone Tree's API was 841 (out of 1000). This is a decline of 8 points compared to last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 849. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 9 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

**API GROWTH TARGETS:** Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

| CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX | |
|---|---|
| Met schoolwide growth target | **Yes** |
| Met growth target for prior school year | **Yes** |
| API score | **841** |
| Growth attained from prior year | **-8** |
| Met subgroup* growth targets | **Yes** |
| Underperforming school | **No** |

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### API, Spring 2008
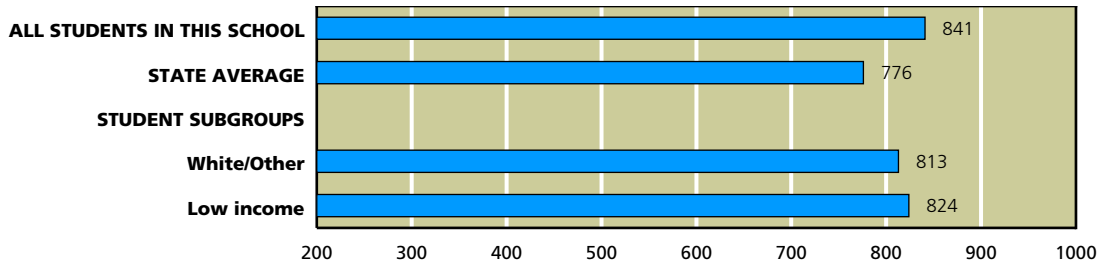


SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

## Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

| FEDERAL **AYP** ADEQUATE YEARLY PROGRESS | |
|---|---|
| Met AYP | **Yes** |
| Met schoolwide participation rate | **Yes** |
| Met schoolwide test score goals | **Yes** |
| Met subgroup* participation rate | **Yes** |
| Met subgroup* test score goals | **Yes** |
| Met schoolwide API for AYP | **Yes** |
| Program Improvement school in 2008 | **No** |

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

## Adequate Yearly Progress, Detail by Subgroup

🟢 **MET GOAL**    🔴 **DID NOT MEET GOAL**    ━ **NOT ENOUGH STUDENTS**

| | English/Language Arts | | Math | |
|---|---|---|---|---|
| | DID 95% OF STUDENTS TAKE THE CST? | DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? | DID 95% OF STUDENTS TAKE THE CST? | DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? |
| **SCHOOLWIDE RESULTS** | 🟢 | 🟢 | 🟢 | 🟢 |
| **SUBGROUPS OF STUDENTS** | | | | |
| Low income | 🟢 | 🟢 | 🟢 | 🟢 |
| **STUDENTS BY ETHNICITY** | | | | |
| White/Other | 🟢 | 🟢 | 🟢 | 🟢 |

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.
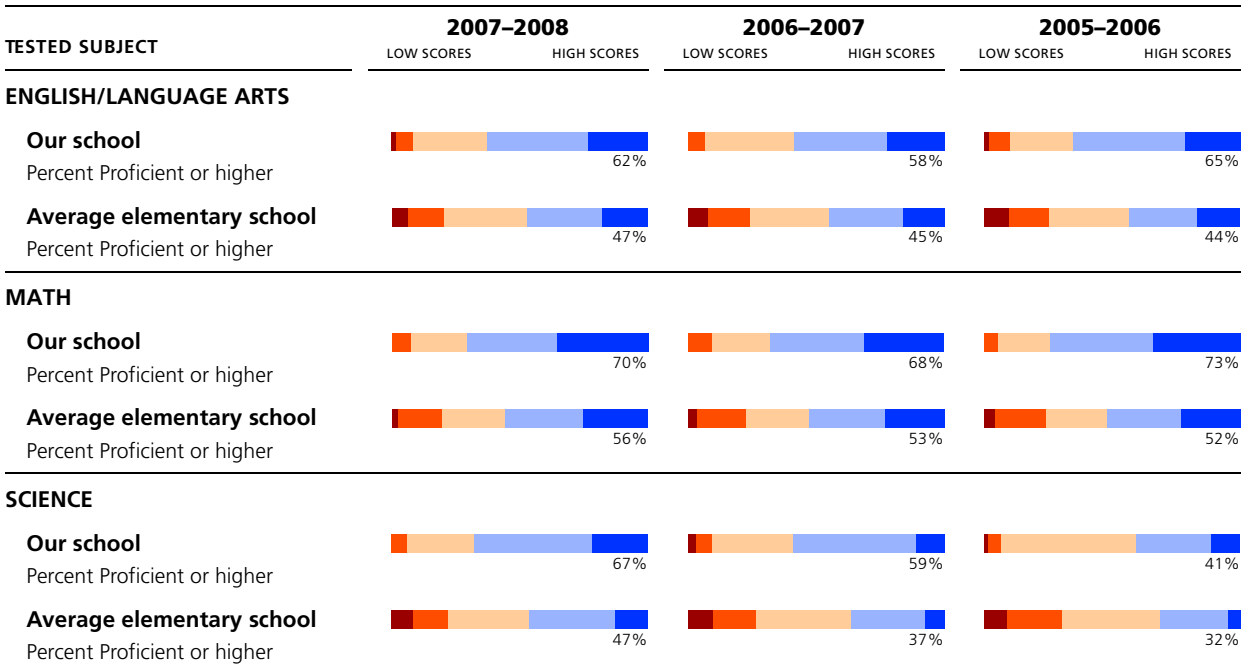
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

**BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC  ■ BELOW BASIC  ■ BASIC  ■ PROFICIENT  ■ ADVANCED

| TESTED SUBJECT | 2007–2008 | | 2006–2007 | | 2005–2006 | |
|---|---|---|---|---|---|---|
| | LOW SCORES | HIGH SCORES | LOW SCORES | HIGH SCORES | LOW SCORES | HIGH SCORES |
| **ENGLISH/LANGUAGE ARTS** | | | | | | |
| **Our school** Percent Proficient or higher | | 62% | | 58% | | 65% |
| **Average elementary school** Percent Proficient or higher | | 47% | | 45% | | 44% |
| **MATH** | | | | | | |
| **Our school** Percent Proficient or higher | | 70% | | 68% | | 73% |
| **Average elementary school** Percent Proficient or higher | | 56% | | 53% | | 52% |
| **SCIENCE** | | | | | | |
| **Our school** Percent Proficient or higher | | 67% | | 59% | | 41% |
| **Average elementary school** Percent Proficient or higher | | 47% | | 37% | | 32% |

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

# Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?**  Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?**  Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?**  When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?**  Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?**  No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?**  Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?**  The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

## English/Language Arts (Reading and Writing)

**BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC   ■ BELOW BASIC   ■ BASIC   ■ PROFICIENT   ■ ADVANCED

| GROUP | LOW SCORES          HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **SCHOOLWIDE AVERAGE** | | 62% | 99% | **SCHOOLWIDE AVERAGE:** About 15 percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 41% | 99% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 47% | 97% | |

## Subgroup Test Scores

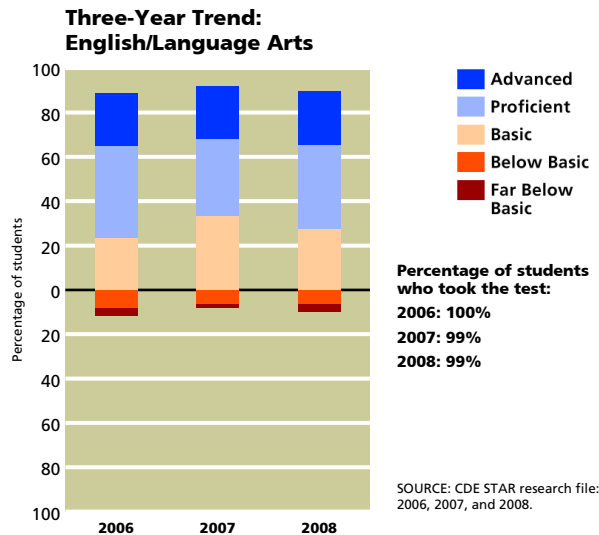**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC   ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES          HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **Boys** | | 55% | 117 | **GENDER:** About 16 percent more girls than boys at our school scored Proficient or Advanced. |
| **Girls** | | 71% | 109 | |
| **English proficient** | | 62% | 220 | **ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| **English Learners** | NO DATA AVAILABLE | N/A | 6 | |
| **Low income** | | 63% | 97 | **INCOME:** About the same percentage of students from lower-income families scored Proficient or Advanced as our other students. |
| **Not low income** | | 62% | 129 | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | 21 | **LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| **Not learning disabled** | | 66% | 205 | |
| **Hispanic/Latino** | | 93% | 38 | **ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| **White/Other** | | 56% | 123 | |

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

### Three-Year Trend: English/Language Arts



■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**
**2006: 100%**
**2007: 99%**
**2008: 99%**

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

## Math

**BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC  ■ BELOW BASIC  ■ BASIC  ■ PROFICIENT  ■ ADVANCED

| GROUP | LOW SCORES    HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **SCHOOLWIDE AVERAGE** | | 70% | 99% | **SCHOOLWIDE AVERAGE:** About 14 percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | 50% | 93% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | 56% | 94% | |

## Subgroup Test Scores

**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

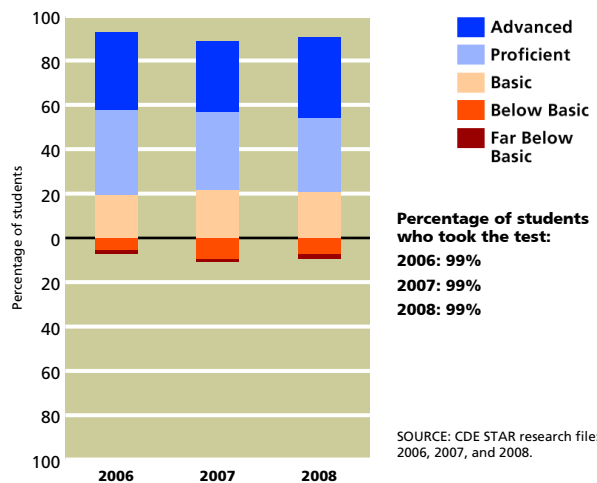■ FAR BELOW BASIC, BELOW BASIC, AND BASIC  ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES    HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|
| **Boys** | | 66% | 117 | **GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced. |
| **Girls** | | 74% | 109 | |
| **English proficient** | | 70% | 220 | **ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| **English Learners** | NO DATA AVAILABLE | N/A | 6 | |
| **Low income** | | 74% | 97 | **INCOME:** About seven percent more students from lower-income families scored Proficient or Advanced than our other students. |
| **Not low income** | | 67% | 129 | |
| **Learning disabled** | NO DATA AVAILABLE | N/A | 21 | **LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| **Not learning disabled** | | 73% | 205 | |
| **Hispanic/Latino** | | 93% | 38 | **ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| **White/Other** | | 66% | 123 | |

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

### Three-Year Trend: Math



■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**

**2006: 99%**

**2007: 99%**

**2008: 99%**

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

## Science

**BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|---|
| **SCHOOLWIDE AVERAGE** | | | 67% | 100% | **SCHOOLWIDE AVERAGE:** About 20 percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| **AVERAGE ELEMENTARY SCHOOL IN THE COUNTY** | | | 41% | 98% | |
| **AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA** | | | 47% | 96% | |

## Subgroup Test Scores

**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

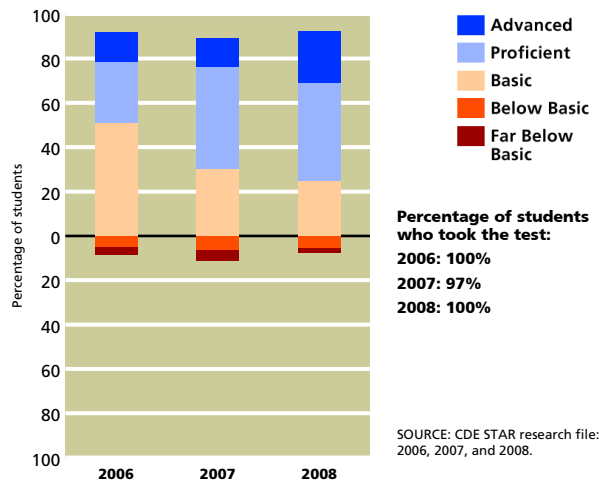■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|---|---|---|---|---|---|
| **Boys** | DATA STATISTICALLY UNRELIABLE | | N/S | 29 | **GENDER:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant. |
| **Girls** | DATA STATISTICALLY UNRELIABLE | | N/S | 23 | |
| **English proficient** | | | 70% | 50 | **ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| **English Learners** | NO DATA AVAILABLE | | N/A | 2 | |
| **Low income** | DATA STATISTICALLY UNRELIABLE | | N/S | 22 | **INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant. |
| **Not low income** | | | 63% | 30 | |
| **Learning disabled** | NO DATA AVAILABLE | | N/A | 6 | **LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| **Not learning disabled** | | | 70% | 46 | |
| **White/Other** | | | 65% | 31 | **ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

### Three-Year Trend: Science



■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

**Percentage of students who took the test:**
**2006: 100%**
**2007: 97%**
**2008: 100%**

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

## California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded "on the curve." In contrast, the CST scores students against five defined criteria.

| SUBJECT | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **READING** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | 15% | 15% | 15% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 50% | 37% | 39% |
| **LANGUAGE** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | 27% | 16% | 19% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 54% | 42% | 47% |
| **MATH** | | | | |
| **High-scoring students** | Percentage of students scoring in the top quarter nationally (above the 75th percentile) | 37% | 25% | 30% |
| **Students scoring at or above average** | Percentage of students scoring in the top half nationally (at or above the 50th percentile) | 67% | 50% | 56% |

SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Lone Tree, 50 percent of students scored at or above average in reading (compared to 39 percent statewide); 54 percent scored at or above average in language (compared to 47 percent statewide); and 67 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Lone Tree, 15 percent of students scored at the top in reading (compared to 15 percent statewide); 27 percent scored at the top in language (compared to 19 percent statewide); and 37 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

## Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.
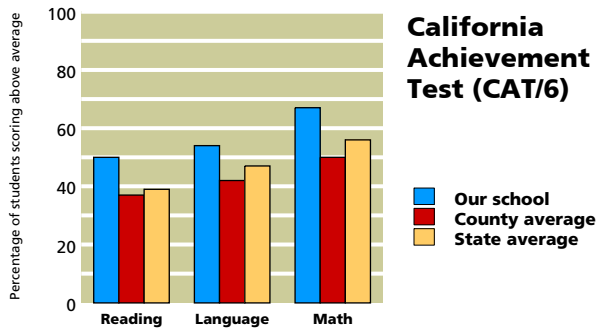


SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

## Other Measures of Student Achievement

Our teachers use many methods to evaluate students' skills, such as standardized test scores, the California Alternative Performance Assessment for special education students, the district assessments, and computer-based tests. We assess English Learners through their scores on the California English Language Development Test and give our English Learners extra help in the classroom. We are on a trimester system, with three progress reports and three report card periods each year. We encourage parents to attend a parent-teacher conference after the first reporting period in November, and additional conferences are held in the spring for students who are identified as at-risk.

## STUDENTS

### Students' English Language Skills

At Lone Tree, 98 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **English-proficient students** | 98% | 76% | 68% |
| **English Learners** | 2% | 24% | 32% |

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

### Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the ten students classified as English Learners. At Lone Tree, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Spanish** | 40% | 73% | 85% |
| **Vietnamese** | 0% | 0% | 3% |
| **Cantonese** | 0% | 0% | 1% |
| **Hmong** | 0% | 20% | 1% |
| **Filipino/Tagalog** | 20% | 0% | 1% |
| **Korean** | 20% | 0% | 1% |
| **Khmer/Cambodian** | 0% | 1% | 0% |
| **All other** | 20% | 6% | 8% |

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

### Ethnicity

Most students at Lone Tree identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Hispanic/Latino students, the second–largest ethnic group at Lone Tree. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **African American** | 12% | 4% | 7% |
| **Asian American/ Pacific Islander** | 12% | 9% | 11% |
| **Hispanic/Latino** | 15% | 29% | 50% |
| **White/European American/ Other** | 61% | 58% | 32% |

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

### Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Lone Tree, 40 percent of the students qualified for this program, compared to 55 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Low-income indicator** | 40% | 57% | 55% |
| **Parents with some college** | 75% | 57% | 54% |
| **Parents with college degree** | 32% | 20% | 30% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 75 percent of the students at Lone Tree have attended college, and 32 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 52 percent of our students provided this information.

## CLIMATE FOR LEARNING

### Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Lone Tree varies across grade levels from a low of 17 students to a high of 34. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 22 students.

| AVERAGE CLASS SIZE BY GRADE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| Kindergarten | 22 | 19 | 20 |
| First grade | 21 | 19 | 19 |
| Second grade | 17 | 19 | 19 |
| Third grade | 19 | 18 | 20 |
| Fourth grade | 34 | 29 | 28 |
| Fifth grade | 31 | 28 | 29 |

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

### Safety

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. We reviewed our school safety plan in October of 2007 and are currently working 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 on a monthly basis.

### Discipline

We adhere to three simple rules at Lone Tree: Be Safe, Be Respectful, and Be Responsible. These rules apply on our campus, in our classrooms, and at all school functions. Consequences for poor behavior include warnings, time-outs, Life Skills, in-school suspension, at-home suspension, and expulsion. The Life Skills program provides a quiet classroom environment in which students reflect, discuss, and come up with ways for making better choices. A trained instructional aide helps to brainstorm strategies, role model, and provide helpful tools for future difficult situations.

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Suspensions per 100 students** | | | |
| 2007–2008 | 4 | 9 | 6 |
| 2006–2007 | 3 | 8 | 6 |
| 2005–2006 | 3 | 2 | 5 |
| **Expulsions per 100 students** | | | |
| 2007–2008 | 0 | 0 | 0 |
| 2006–2007 | 0 | 0 | 0 |
| 2005–2006 | 0 | 0 | 0 |

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had 17 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

### Homework

Lone Tree believes in establishing good study habits at an early age. We ask that all students read for a minimum of 20 minutes each night. The amount of homework and time spent on it varies according to the age of a child. Parents are encouraged to take an active interest in papers and work brought home. Parental supervision of homework to its completion is a key to future success in school.

## Schedule

The school year includes 180 days of instruction. Classes begin at 8:10 a.m. for fourth and fifth grade students and at 8:30 a.m. for kindergarten through third grade students. All students, kindergarten through fifth grade, are dismissed at 2:15 p.m. On minimum days students are released at 1:15 p.m. Lone Tree offers students a breakfast program before school, starting at 7:50 a.m., as well as a hot lunch program. Office hours are from 7 a.m. to 4 p.m. each day.

## Parent Involvement

Our school's annual site plan and some site budget approvals are made by our School Site Council, which always includes parent members. Our District English Language Advisory Committee helps students learning English feel welcome at our school. Our parents are active volunteers who have helped us build and grow a Life lab, renovate playgrounds, create a mural in our cafeteria, and organize an Art Docent program. Classroom and campus volunteers are always needed. To find out how you can volunteer at our school, please contact Mrs. Gouker, our principal, at (530)788-0248.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Mrs. Gouker has been principal of our school for six years. She has nine years of experience as a principal and eight years as a teacher. Mrs. Gouker grew up in the Rio Oso area. She attended Browns Elementary in Rio Oso and East Nicolaus High School in Nicolaus. She earned a BA in liberal studies from Humboldt State University and her credential and MA in educational administration through Chapman University. She spent two years teaching a sixth/seventh grade combination class at Browns Elementary before teaching junior high at Brittan Elementary in Sutter, CA. While teaching at Brittan, she started and directed the Sutter County Opportunity Program. She taught third grade for two years prior to joining our district. She was the vice-principal at Lone Tree, created the Wheatland Charter School, and served as the charter school's director. The following year she began as the principal of Lone Tree School. This year she was honored with the Yuba/Sutter/Colusa ACSA Principal of the Year Award as well as the California Regional ACSA Principal of the Year Award.

Teachers and administrators take part in decision making at this school. Teachers work in grade-level teams with administrators to make decisions about the curriculum, such as when to teach specific topics and for how long. They also work together to set site goals. Our School Site Council (SSC), which includes parent members as well as teachers, classified staff, and administrators, plays a key role in reviewing programs and shaping our students' educational experience. The SSC adopts the school site plan and determines how the School Site Improvement Budget is spent.

### Teacher Experience and Education

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Teaching experience** | Average years of teaching experience | 21 | 12 | 13 |
| **Newer teachers** | Percentage of teachers with one or two years of teaching experience | 5% | 17% | 11% |
| **Teachers holding an MA degree or higher** | Percentage of teachers with a master's degree or higher from a graduate school | 24% | 13% | 34% |
| **Teachers holding a BA degree alone** | Percentage of teachers whose highest degree is a bachelor's degree from a four-year college | 76% | 87% | 66% |

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About five percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 21 years of experience. About 76 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 24 percent have completed a master's degree or higher.

## Credentials Held by Our Teachers

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Fully credentialed teachers** | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 95% | 92% | 97% |
| **Trainee credential holders** | Percentage of staff holding an internship credential | 5% | 4% | 2% |
| **Emergency permit holders** | Percentage of staff holding an emergency permit | 0% | 3% | 2% |
| **Teachers with waivers** | Lowest level of accreditation, used by districts when they have no other option | 0% | 3% | 0% |

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at Lone Tree hold a full credential. This number is close to the average for all elementary schools in the state. About five percent of the faculty at Lone Tree hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Lone Tree hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

## Indicators of Teachers Who May Be Underprepared

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|---|
| **Core courses taught by a teacher not meeting NCLB standards** | Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB | 0% | N/A | 0% |
| **Teachers lacking a full credential** | Percentage of teachers without a full, clear credential | 5% | 8% | 3% |

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

**"HIGHLY QUALIFIED" TEACHERS:**   The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:**   Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

## Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT | CORE COURSES NOT TAUGHT BY HQT IN STATE |
|---|---|---|---|
| **Districtwide** | Percentage of core courses not taught by "highly qualified" teachers (HQT) | 0% | 8% |
| **Schools with the most low-income students** | First quartile of schools whose core courses are not taught by "highly qualified" teachers | N/A | 5% |
| **Schools with the fewest low-income students** | Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers | N/A | 11% |

SOURCE: Data is from the California Department of Education, SARC research file.

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

The average percentage of courses in our district not taught by a "highly qualified" teacher is zero percent, compared to eight percent statewide.

## Staff Development

Lone Tree School offers ongoing staff development to all of our teachers. For the past six years, our site has been working on the development of effective instructional strategies with Dr. Marilyn Bates. This year our staff had three half days of instruction on these essential skills. In addition, we teamed with the Step Up to Writing facilitators and had five half days of training in the use of this program. Finally, each trimester, teachers met in grade-level groups to review student work, plan instruction, decide on curriculum, and review student progress.

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|------|------------------------------|
| **2007–2008** | 3.0 |
| **2006–2007** | 3.0 |
| **2005–2006** | 3.0 |

SOURCE: This information is supplied by the school district.

## Evaluating and Improving Teachers

Teachers are evaluated using the California Standards for the Teaching Profession. Tenured teachers are evaluated every other year. Evaluations are based on classroom observations, effective lesson design, and student engagement and learning. Within our district, teachers receive ongoing training in effective elements of instruction. Those identified as needing extra help work with the administration to decide on a plan for improvement and options for additional training. All new teachers participate in the Beginning Teacher Support and Assessment program.

## Substitute Teachers

Lone Tree is fortunate to have a pool of retired teachers and a group of parents who have teaching credentials from other states who serve as substitutes. When a substitute cannot be found for a class, the principal or vice-principal often steps in to teach. As a last resort, classes may be split so that other teachers cover students on that day. Teachers have emergency substitute plans on file in the office to minimize disruption.

## Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

| STAFF POSITION | STAFF (FTE) |
|----------------|-------------|
| **Counselors** | 0.0 |
| **Librarians** | 0.0 |
| **Psychologists** | 0.0 |
| **Social workers** | 0.0 |
| **Nurses** | 0.0 |
| **Speech/language/ hearing specialists** | 0.0 |
| **Resource specialists** | 0.0 |

SOURCE: CBEDS census, October 2007.

## Specialized Programs and Staff

Lone Tree has the benefit of a part-time counselor, a school resource officer, a part-time psychologist, and a part-time nurse to assist students on our campus. These individuals are assigned based on student need. We have two full-time computer technical aides who help maintain site technology and oversee our three computer labs and classroom minilabs. We also have a full-time and part-time librarian. Finally, we have a part-time music teacher who serves our second through fifth grades.

**GIFTED AND TALENTED EDUCATION (GATE):**  Students in fourth and fifth grade may be placed in GATE based on academic achievement and placement test scores. Lone Tree's GATE program runs after school. Each trimester a different focus is chosen, such as art, science, or drama, and students engage in a multitude of related projects, lessons, and field trips planned by the GATE coordinator. Participation in this program is voluntary for those who qualify.

**SPECIAL EDUCATION PROGRAM:**  Lone Tree has two full-time Resource Specialist Program (RSP) and Special Day Class (SDC) teachers on site. These teachers have the benefit of working with two full-time assistants and six part-time assistants, whose time is distributed according to student needs and the goals written into their Individualized Education Programs (IEPs). Students enrolled in our special education program meet daily with a special education teacher who provides instruction based on the student's IEP. IEPs are carefully formulated and monitored to ensure student growth. Special education students may also work with the school's part-time counselor or part-time psychologist to receive additional guidance in being successful at school.

**ENGLISH LEARNER PROGRAM:**  Lone Tree has a very small number of English Learners, approximately two percent of the school's population. We identify these students by using the California English Language Development Test. We place English Learners with teachers who have the qualifications necessary for teaching them. These students may also participate in Rosetta Stone, English in a Flash, and afterschool intervention (extra help) programs. We focus our instruction on reading, math, and verbal skills for these students.

## RESOURCES

### Buildings

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. We are currently scheduled to undergo a parking lot renovation next year. 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 restroom facilities the highest priority on a daily basis to ensure the health and safety of students and staff. Two years ago, Lone Tree was lucky enough to have a parent volunteer completely make over our cafeteria with a mural project. This mural depicts the planes that fly out of Beale Air Force Base. Over the past two years, we have fully renovated three of our five playgrounds.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

### Library

Our library is open five days a week from 7:30 a.m. to 3:30 p.m. The library is staffed with one full-time and one part-time library technician. Every classroom has one hour a week scheduled for the library. The library is the foundation of our computer-based Accelerated Reader program. Last year we spent over $8,000 updating books and buying Accelerated Reader quizzes.

## Computers

We have 298 computers available for student use, which means that, on average, there is one computer for every student. There are 35 classrooms connected to the Internet.

| RESOURCES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|---|---|
| **Students per computer** | 1 | 3 | 4 |
| **Internet-connected classrooms** | 35 | 18 | 29 |

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

All classrooms have a teacher laptop and a minimum of four student computers. In addition we have two computer labs supervised by two full-time computer technical aides. Over 90 percent of the teachers on campus have Web sites for student and parent use. Each classroom is designated one full hour of computer lab time a week. We have a variety of software programs, including Accelerated Reader, Accelerated Math, Math Facts in a Flash, English in a Flash, ABC World, Drawing for Children, and more.

## Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

## SCHOOL EXPENDITURES

Much of our site and state money is spent maintaining programs. Portions of the money are spent on staff training programs, such as Essential Skills of Instruction and Step Up to Writing. We also fund our first grade and Life Skills classroom assistants. Last year over $8,000 went to updating library books and Accelerated Reader quizzes, and $6,000 was used to create a media room to house schoolwide virtual field trips. Technology plays a vital role on our campus, and funds are continuously set aside for technology maintenance. Finally, Lone Tree supports several incentive programs that have been crucial to our students' continued success. These programs are Accelerated Reader, Accelerated Math, and Math Facts in a Flash.

### Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 412 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

| TYPE OF FUNDS | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|---|---|---|---|---|---|
| **Unrestricted funds ($/student)** | $7,149 | $7,240 | -1% | $5,300 | 35% |
| **Restricted funds ($/student)** | $1,465 | $3,029 | -52% | $2,817 | -48% |
| **TOTAL ($/student)** | $8,614 | $10,269 | -16% | $8,117 | 6% |

SOURCE: Information provided by the school district.

### Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

| CATEGORY | UNRESTRICTED FUNDS | RESTRICTED FUNDS | TOTAL | PERCENTAGE OF TOTAL* |
|---|---|---|---|---|
| **Teacher salaries** | $1,852,292 | $117,616 | $1,969,908 | 56% |
| **Other staff salaries** | $368,879 | $147,136 | $516,015 | 15% |
| **Benefits** | $587,478 | $85,376 | $672,854 | 19% |
| **Books and supplies** | $49,848 | $182,921 | $232,769 | 7% |
| **Equipment replacement** | N/A | $0 | N/A | N/A |
| **Services and direct support** | $86,921 | $70,361 | $157,282 | 4% |
| **TOTAL** | $2,945,418 | $603,410 | $3,548,828 | |

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

## Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 26 FTE teachers working in our school.

| CATEGORY | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|---|---|---|---|---|---|
| Salaries | $69,510 | $61,876 | 12% | $62,157 | 12% |
| Retirement benefits | $6,061 | $5,758 | 5% | $6,557 | -8% |
| Health and medical benefits | $8,918 | $7,929 | 12% | $10,416 | -14% |
| Other benefits | N/A | N/A | N/A | $453 | N/A |
| TOTAL | $84,490 | $75,563 | 12% | $79,583 | 6% |

SOURCE: Information provided by the school district.

## Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

| CATEGORY | TOTAL | PERCENTAGE OF TOTAL* |
|---|---|---|
| Salaries | $1,807,272 | 82% |
| Retirement benefits | $157,598 | 7% |
| Health and medical benefits | $231,859 | 11% |
| Other benefits | N/A | N/A |
| TOTAL | $2,196,729 | |

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

# » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

# » Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.