Lone Tree Elementary School

School Accountability Report Card, 2005–2006
Wheatland Elementary School District

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

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Wheatland Elementary School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average elementary school in the county and state. We do this to provide the most meaningful and fair comparisons.

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

»» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

Lone Tree Elementary School

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Wheatland Elementary School District

» Principal's Message

At Lone Tree School, 2005-2006 was a very exciting year. We were the recipient of the California Distinguished School Award, the Title One Academic Achievement Award, and the California Business for Educational Excellence Foundation Award. We also added the fourth and fifth grade students and staff from Far West to our campus.

Despite declining enrollment across the district and continued budget reductions, our test scores increased 12 points over the previous year, and we hit an Academic Performance Index (API) of 835. Our staff believes that we've made these gains through 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
847
County Average: 760
State Average: 757

Student enrollment
476
County Average: 402
State Average: 542

Teachers
26
County Average: 20
State Average: 27

Students per teacher
18
County Average: 20
State Average: 20

Students per computer
2
County Average: 4
State Average: 5

Major Achievements

- We received the Distinguished School Award in 2005-2006.
- We also received the Title One Academic Achievement Award and the California Business for Educational Excellence Award.
- Our API increased by 12 points.
- 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.
- This year we have focused on improving student writing and on better aligning our academic afterschool programs with classroom instruction. We will measure our progress toward these goals through the district writing assessments and meetings each trimester with our Afterschool Program Coordinator.

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 our 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 847 (out of 1000). This is an increase of 12 points compared to last year's API. All students took the test, which met the state's required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 835. 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 8 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 9 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 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 2005–2006 school year. Just for reference, 58 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	**847**
Growth attained from prior year	**+12**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic 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 2006
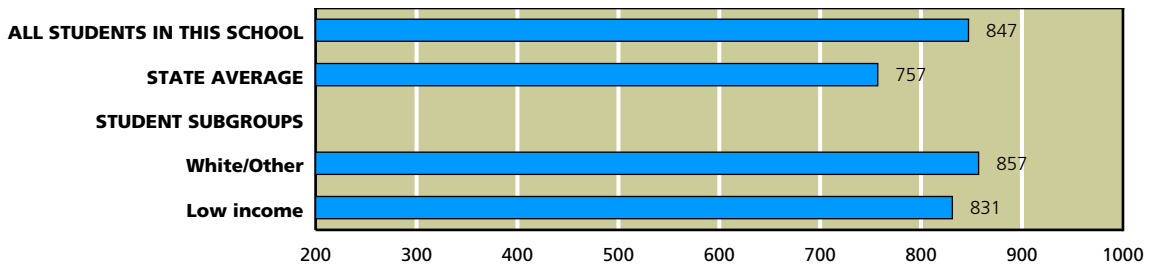
ALL STUDENTS IN THIS SCHOOL	847
STATE AVERAGE	757
STUDENT SUBGROUPS	
White/Other	857
Low income	831

SOURCE: API based on spring 2006 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 and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 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 590 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 2006	**No**

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic 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 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% 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 March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain 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.
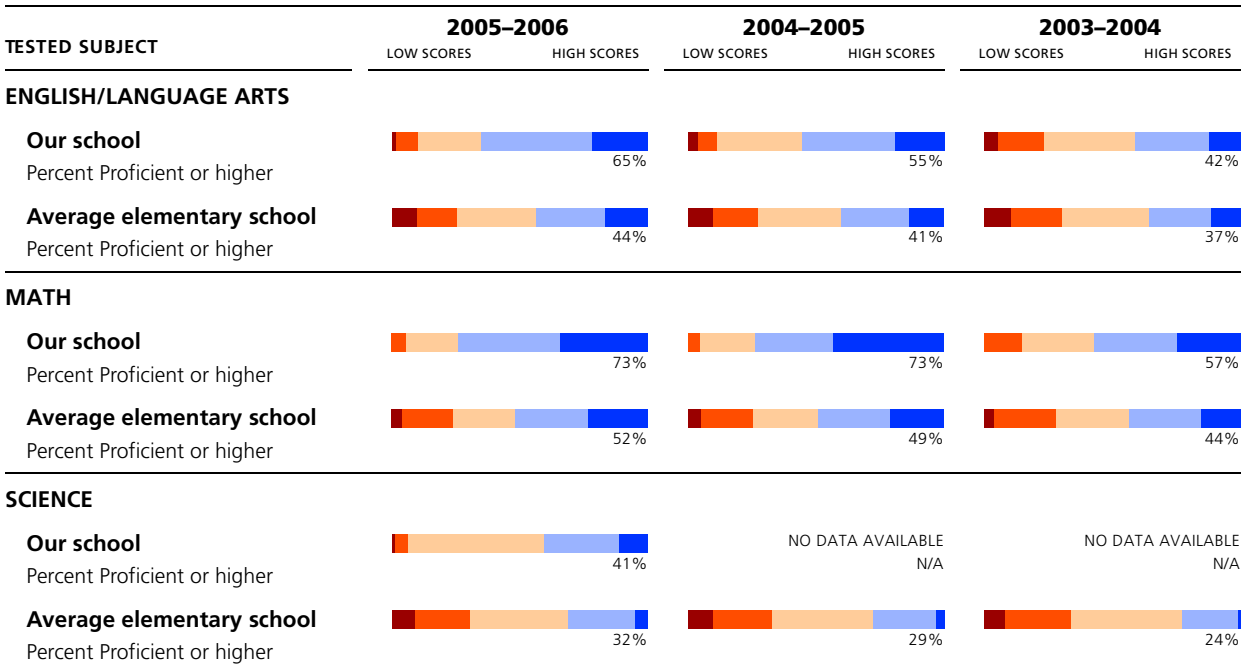
STUDENT ACHIEVEMENT

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 SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

TESTED SUBJECT	2005–2006	2004–2005	2003–2004
	LOW SCORES — HIGH SCORES	LOW SCORES — HIGH SCORES	LOW SCORES — HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	65%	55%	42%
Average elementary school Percent Proficient or higher	44%	41%	37%
MATH			
Our school Percent Proficient or higher	73%	73%	57%
Average elementary school Percent Proficient or higher	52%	49%	44%
SCIENCE			
Our school Percent Proficient or higher	41%	NO DATA AVAILABLE N/A	NO DATA AVAILABLE N/A
Average elementary school Percent Proficient or higher	32%	29%	24%

SOURCE: The scores for the CST are from the spring 2006 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 Appendix to 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 are scored against five criteria. 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 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 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 CSTs. 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.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

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 understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		65%	100%	**SCHOOLWIDE AVERAGE:** About 21 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		42%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		44%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
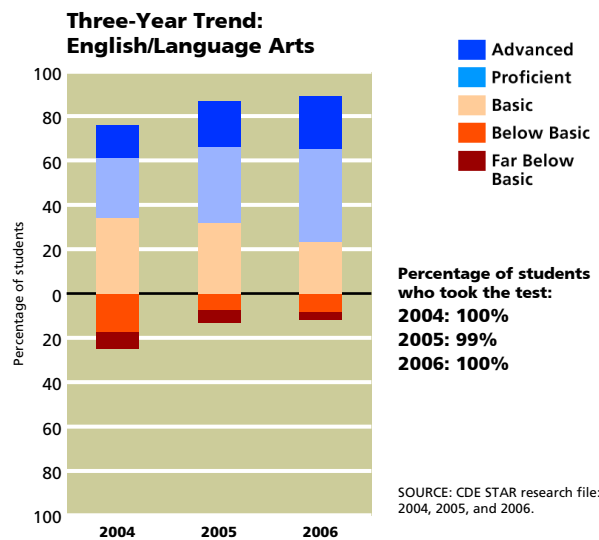
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		62%	160	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls		69%	144	
English proficient		66%	289	**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	15	
Low income		57%	106	**INCOME:** About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		70%	198	
Learning disabled	NO DATA AVAILABLE	N/A	1	**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		65%	304	
African American		57%	49	**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.
Hispanic/Latino		64%	37	
White/Other		67%	174	

SOURCE: The scores for the CST are from the spring 2006 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 for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.

Three-Year Trend: English/Language Arts

Legend:
- ■ **Advanced**
- ■ **Proficient**
- ■ **Basic**
- ■ **Below Basic**
- ■ **Far Below Basic**

Percentage of students who took the test:
2004: 100%
2005: 99%
2006: 100%

SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			73%	99%	**SCHOOLWIDE AVERAGE:** About 21 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			46%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			52%	96%	

Subgroup Test Scores

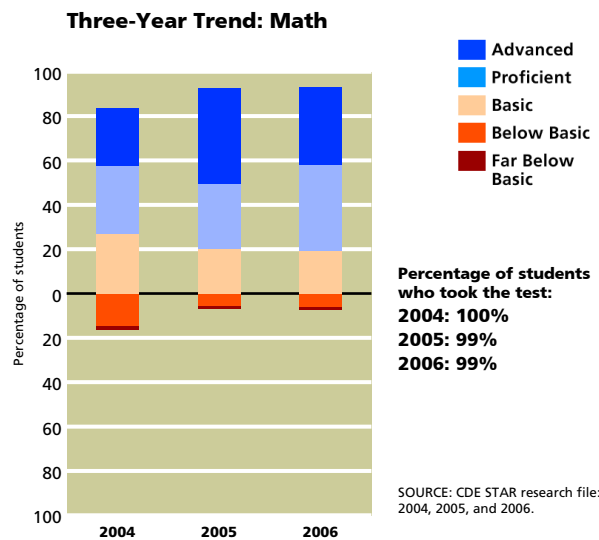**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			75%	160	**GENDER:** About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			72%	143	
English proficient			74%	288	**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	15	
Low income			69%	106	**INCOME:** About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			76%	197	
Learning disabled	NO DATA AVAILABLE		N/A	1	**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			74%	303	
African American			65%	48	**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.
Hispanic/Latino			73%	37	
White/Other			76%	174	

SOURCE: The scores for the CST are from the spring 2006 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 for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.

Three-Year Trend: Math

Legend:
- ■ Advanced
- ■ Proficient
- ■ Basic
- ■ Below Basic
- ■ Far Below Basic

Percentage of students (y-axis): 100, 80, 60, 40, 20, 0, 20, 40, 60, 80, 100

Years (x-axis): 2004, 2005, 2006

Percentage of students who took the test:
2004: 100%
2005: 99%
2006: 99%

SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES　　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		41%	100%	**SCHOOLWIDE AVERAGE:** About nine percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		27%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		32%	98%	

Subgroup Test Scores

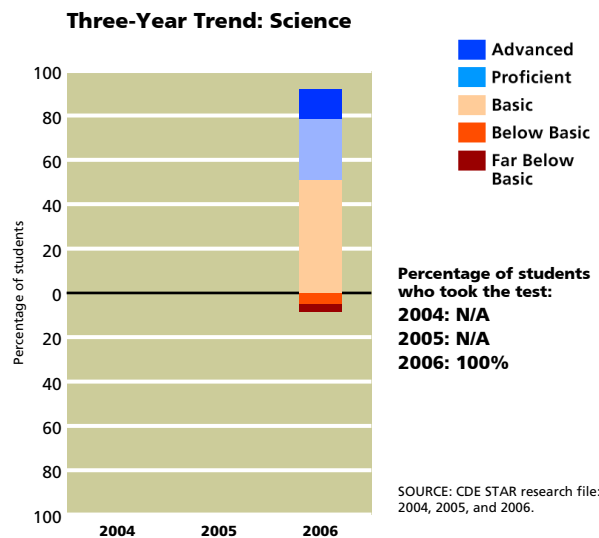**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

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

GROUP	LOW SCORES　　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		45%	33	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	28	
English proficient		42%	57	**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	4	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	20	**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		46%	41	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**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		41%	61	
White/Other		40%	42	**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 2006 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.
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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:
2004: N/A
2005: N/A
2006: 100%

SOURCE: CDE STAR research file: 2004, 2005, and 2006.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, 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)	27%	16%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	55%	40%	38%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	28%	16%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	53%	41%	45%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	40%	25%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	51%	55%

SOURCE: The scores for the CAT/6 are from the spring 2006 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, 55 percent of students scored at or above average in reading (compared to 38 percent statewide); 53 percent scored at or above average in language (compared to 45 percent statewide); and 68 percent scored at or above average in math (compared to 55 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 fourth of students nationally (above the 75th percentile). At Lone Tree, 27 percent of students scored at the top in reading (compared to 15 percent statewide); 28 percent scored at the top in language (compared to 19 percent statewide); and 40 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.

California Achievement Test (CAT/6)

- Our school
- County average
- State average
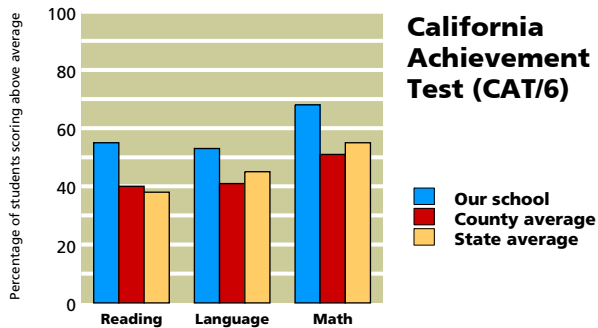
SOURCE: Spring 2006 test cycle. County and state averages represent elementary schools only.

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.

STUDENTS

Students' English Language Skills

At Lone Tree, 97 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the students who were still learning English in 2004–2005, 14 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	97%	81%	68%
English learners	2%	19%	32%

SOURCE: Language Census for school year 2005–2006. 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 16 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 whose native language is English. 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	38%	64%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	26%	1%
Filipino/Tagalog	19%	0%	1%
Korean	13%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	30%	8%	9%

SOURCE: Language Census for school year 2005–2006. 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 Latino/Hispanic 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	14%	4%	7%
Asian American/ Pacific Islander	14%	9%	11%
Latino/Hispanic	14%	23%	50%
White/European American/ Other	58%	64%	32%

SOURCE: CBEDS census of October 2005. 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 $35,798 a year (based on a family of four) in the 2005–2006 school year. At Lone Tree, 63 percent of the students qualified for this program, compared to 57 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	63%	63%	57%
Parents with some college	87%	62%	53%
Parents with college degree	33%	27%	29%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 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 87 percent of the students at Lone Tree have attended college, and 33 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 55 percent of the students who took the standardized tests 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 grades.

The average class size at Lone Tree varies across grade levels from a low of 18 students to a high of 25. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	18	19	19
Second grade	20	20	19
Third grade	20	20	20
Fourth grade	25	27	29
Fifth grade	23	29	29

SOURCE: CBEDS census, October 2005. County and state averages represent elementary schools only.

Safety

Our classrooms are open 15 minutes before school begins. Staff monitors 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 will review our school safety plan in October of 2006 and are currently working with Rapid Responder, a county services program, and a military base liaison to coordinate the plan with outside agencies.

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, in-house, 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.

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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	3	2
	2004–2005	7	5
	2003–2004	6	4
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2005–2006 school year, we had 12 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.

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.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	41%	26%	24%
Girls in Fitness Zone	48%	30%	28%
All students in Fitness Zone	44%	28%	26%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

Schedule

The school year includes 180 days of instruction. Classes begin at 8:30 a.m. for all students. Kindergarten through third grade students are dismissed at 2:15 p.m. Fourth and fifth grade students are released at 2:35 p.m. On minimum days students are released at 1:15 p.m. and 1:35 p.m. respectively. We offer 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.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	53,340	36,000
Grades 1–3	50,640	50,400
Grades 4–5	54,240	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mrs. Gouker has been principal of our school for four years. She has seven years of experience as a principal and eight 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.

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	18	11	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	15%	22%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	23%	14%	31%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	77%	86%	69%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 15 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, 18 years of experience. About 77 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 23 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	100%	92%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	5%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. 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.

All of the faculty at Lone Tree hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Lone Tree holds 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 92 percent. You can find three years of data about teachers' credentials in the Appendix to 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%	32%	11%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	8%	3%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"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. None of our teachers was 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 Acountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2006–2007 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 standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced–price lunches. We compare the first quartile of schools (most low–income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

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)	12%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	0%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	64%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

The average percentage of courses in our district not taught by a "highly qualified" teacher is 12 percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 64 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

Teachers are evaluated every other year using the California Standards for the Teaching Profession. Evaluations are based on classroom observations, effective lesson design, and student engagement and learning. Teachers receive ongoing training in effective elements of instruction within our district. Those identified as needing extra assistance work with the administration to formulate an action plan and have the opportunity to take additional training. All new teachers participate in the Beginning Teacher Support and Assessment program.

Staff Development

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

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 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	1.0
Librarians	1.5
Psychologists	1.0
Social workers	0.0
Nurses	1.0
Speech/language/ hearing specialists	1.0
Resource specialists	2.0

SOURCE: School office.

Specialized Programs and Staff

Lone Tree has the benefit of a part–time counselor, 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 mini–labs. We also have a full–time and part–time librarian. Finally we have a part–time music teacher who serves our third through fifth grades.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has ten students who qualify for this program.

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: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 12 students who qualify for these special education programs.

Lone Tree has three full–time Resource Specialist Program (RSP) and Special Day Class (SDC) teachers on site. These teachers have the benefit of working with three full–time assistants and six part–time assistants, whose time is distributed according to student needs. Students enrolled in our special education program meet daily with a special education teacher who provides instruction based on the student's Individualized Education Plan (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: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

Lone Tree has a very small number of English learners (EL), approximately two percent of the school's population. We identify these students by using the CELDT. We place English learners with teachers who have the qualifications necessary for teaching them. These students may also participate in the Fast4Word, English in a Flash, and afterschool intervention (extra help) programs. We focus our instruction on reading, math, and verbal skills for these students.

CURRICULUM AND TEXTBOOKS

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).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for English/language arts for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the math standards for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for **first** grade, **second** grade, **third** grade, **fourth** grade, and **fifth** grade, see the CDE's Web site.

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 appendix to 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 2006–2007 school year, and whether those **textbooks** covered the California Content Standards.

RESOURCES

Buildings

Lone Tree School was built in 1948. In 2002, all roofs and heating, ventilating, and air conditioning systems were replaced. We are currently scheduled to undergo 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. This year, 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.

Our school includes 16 buildings, of which none are portables. On an average day, 502 students and staff occupy these buildings, taking up 50 percent of our capacity.

The bathrooms in our school contain 81 toilets, all of which were in good working order when we surveyed the building. More information about the **condition and cleanliness of bathrooms** can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the **condition of our school buildings** are available in an online supplement to this report. 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 legislation known as Williams. If you'd like to see the six–page **survey form** used for the assessment, you will find it 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 239 computers available for student use, which means that, on average, there is one computer for every two students. There are 24 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	4	5
Internet-connected classrooms	24	17	29

SOURCE: CBEDS census of October 2005. 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.

Parent Involvement

Our school's annual site plan and some site budget approvals are made by our School Site Council (SSC), 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.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	$13,629,529	N/A	N/A
Expenses per student	$9,728	$6,897	$7,127
FISCAL YEAR 2003–2004			
Total expenses	$13,771,367	N/A	N/A
Expenses per student	$9,249	$6,643	$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $9,728 per student in the 2004–2005 school year, compared to an average of $6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were $13,629,529. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the **Ed-Data Partnership's Web site.**

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$32,735	$37,797
Midrange teacher's salary	$59,317	$57,601
Highest-paid teacher's salary	$69,960	$71,233
Average principal's salary (elementary school)	$98,915	$88,676
Superintendent's salary	$114,498	$127,179
Percentage of budget for teachers' salaries	36%	42%
Percentage of budget for administrators' salaries	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Much of our site and categorical 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 training our first grade and Life Skills classroom assistants. Last year over $8,000 went to updating library books and Accelerated Reader quizzes, and over $30,000 was spent for classroom laptops and computer upgrades. 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.

A new law passed in 2005 required schools to report school–specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our **school's expenditures**, along with the **average salaries of our teachers**. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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