

Lone Tree School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Lone Tree School
Street	123 Beale Highway Beale AFB
City, State, Zip	CA, 95903
Phone Number	(530) 788-0248
Principal	Jodie Jacklett
Email Address	jjacklett@wheatland.k12.ca.us
School Website	https://lonetree.wheatlandsd.com/
Grade Span	K-5
County-District-School (CDS) Code	58-72751-6056832

2024-25 District Contact Information

District Name	Wheatland Elementary School District (Bear River School, Lone Tree School, ...)
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
Email Address	cguensler@wheatland.k12.ca.us
District Website	www.wheatlandsd.com

2024-25 School Description and Mission Statement

Our school has been a three-time Title I Academic Achievement Award winner, a California Distinguished School, a California Purple Star School and a multi year California Honor Roll school. Our staff believes that our assessment scores and student progress are due to collaboration with effective instructional strategies, program planning and sequencing in both language arts and math, Response to Intervention (RTI) academic programs and our social-emotional skill supports in place for students. As a district, we adopt curriculum that is state adopted and standards-based. Computer-based programs are used to supplement curriculum. We hold student Renaissance rallies and recess activities to recognize student achievement with academics, attendance and behavior elements that, together, help us to encourage and support the growth and success of the whole child.

2024-25 School Description and Mission Statement

We work diligently with our families to support the whole student with a keen focus on optimizing instruction and school activities for students, to include positive attendance to school.

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

Our school is successful with the award of two DoDEA grants: Play and Learn Squad (PALS) 2020 - 2025 for social emotional learning and physical wellness and TEAM STEAM 2022 -2027 for a science, technology, engineering, art and math center on campus for the benefit of standards based lessons with student activity enrichment.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	49
Grade 2	55
Grade 3	45
Grade 4	43
Grade 5	42
Total Enrollment	321

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.3
Asian	0.6
Black or African American	7.2
Filipino	1.9
Hispanic or Latino	28
Two or More Races	15.6
White	44.2
English Learners	2.2
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	51.7
Students with Disabilities	15

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	93.44	55.10	91.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	3.17	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.30	0.50	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.56	2.60	4.43	18854.30	6.86
Total Teaching Positions	15.20	100.00	60.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	100.00	60.40	88.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.50	3.68	15831.90	5.67
Total Teaching Positions	17.00	100.00	68.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	100.00	59.60	86.24	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.45	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.40	9.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.77	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	2.17	14303.80	5.15
Total Teaching Positions	17.00	100.00	69.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders/2017	Yes	0%
Mathematics	MyMath/2016	Yes	0%
Science	Amplify	Yes	0%
History-Social Science	Scott Foresman-Pearson/2005, Studies Weekly		0%

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

School Facility Conditions and Planned Improvements

Lone Tree School was built in 1948. In 2002, all roofs and heating, ventilating, and air-conditioning systems were replaced. In 2007, all electrical transformers were replaced and major electrical work was conducted under critical hardship funds. Projects for 2010–2011 included a parking lot renovation, further playground updates, replacement of all outdoor water fountains, installation of campus cabling for technology, overhaul of classroom electrical supply and sources, and a kitchen upgrade with flooring and equipment. New energy efficient lighting was added in 2014 to the entire campus to continue our progress towards an environmentally friendly campus. Lone Tree has a unique cafeteria mural which depicts the aircraft assigned to Beale Air Force Base. In 2016, we added an entry way mural for those coming into our driveway to further enhance our connectivity with our base location. In 2017, we began updating restroom lighting and restroom faucets. We also began a phased painting of the campus exterior. In 2018 we installed filtered water bottle filler stations in four locations on campus, continued exterior painting and continued mural painting on exterior building walls. In 2019, we added another student art mural, updated the phone system district wide and updated audible horn systems for exterior campus notifications. As part of our 2020/2021 site improvements, we have updated our HVAC systems with ionizing devices and continue painting our buildings. For 2021/2022, we updated carpeting in our Kindergarten building and TK-2 Learning Center. For 2022/2023, continued work with updating our thermostats. For 2023/2024 and going into 2024/2025, we are receiving upgrades to internet, cabling, looking to add campus cameras and managing repairs of our facility. Our campus student-created murals are added each year to adorn our campus, with the most recent artwork to represent the water cycle and local watershed. We aim for our school to be clean, safe, and functional within the available resources. Our site has established cleaning standards. A summary of these standards is available through the site administrator. We give food service and restroom facilities the highest priority on a daily basis to ensure the health and safety of students and staff.

Year and month of the most recent FIT report

06/10/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	59	48	46	46	47
Mathematics (grades 3-8 and 11)	51	40	43	39	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	128	98.46	1.54	58.59
Female	77	75	97.40	2.60	65.33
Male	53	53	100.00	0.00	49.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	60.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	61.54
White	66	65	98.48	1.52	61.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	110	108	98.18	1.82	59.26
Socioeconomically Disadvantaged	64	63	98.44	1.56	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	20.83

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	128	98.46	1.54	39.84
Female	77	75	97.40	2.60	40.00
Male	53	53	100.00	0.00	39.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	53.85
White	66	65	98.48	1.52	43.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	110	108	98.18	1.82	40.74
Socioeconomically Disadvantaged	64	63	98.44	1.56	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	43.18	41.03	34.40	29.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	39	97.50	2.50	41.03
Female	23	22	95.65	4.35	45.45
Male	17	17	100.00	0.00	35.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	44.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	34	33	97.06	2.94	33.33
Socioeconomically Disadvantaged	19	18	94.74	5.26	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.4	97.4	97.4	92.3	97.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Our school's annual site plan, safe plan, English language acquisition plan and required site budget item approvals are made by our School Site Council, which always includes parent members. Our District English Language Advisory Committee is a collaborative opportunity to have input for school programs to support English Learners while encouraging family and student connectivity to school. Teachers connect with families and work with parents to build a communication network for the benefit of the student. The school utilizes an electronic newsletter with active information links. We encourage parent and school engagement through after school activities through music programs, fall carnival, winter parent and student dance, spring STEAM event and student Renaissance rallies. Our parents are active volunteers and we enjoy the positive support with classroom helpers, fund-raiser assistance, field trip chaperones and more. Classroom and campus volunteers are always welcome and needed. To find out how you can volunteer at our school, please contact Mrs. Jacklett, campus administrator, at (530)788-0248. We also encourage family members to be classified and certificated substitutes and to apply for any school positions as they become available.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	356	29	8.1
Female	185	180	12	6.7
Male	181	176	17	9.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	25	25	2	8.0
Filipino	--	--	--	--
Hispanic or Latino	96	94	8	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	62	6	9.7
White	164	157	11	7.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	177	173	17	9.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	69	5	7.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.25	0.51	0.55	1.30	2.71	2.47	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.00
Female	0.00	0.00
Male	1.10	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	21	1	2	
2	15	1	2	
3	25		1	
4	18	1	2	
5	26		2	
Other	26		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	24		2	
2	20	2	1	
3	24		2	
4	29		1	
5	26		1	
Other	14	2	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	16	3		
2	18	3		
3	22		2	
4	29		1	
5	28		1	
Other	15	1	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	642

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,171.33	\$1,187.27	\$6,984.06	\$83,586.21
District	N/A	N/A	\$8,394.06	\$97,268
Percent Difference - School Site and District	N/A	N/A	-18.3	-15.1
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-42.7	-11.9

Fiscal Year 2023-24 Types of Services Funded

Funds are expended to maintain our evolving student-success centered programs. Portions of the money are spent on staff training programs to help teachers continue to grow and keep pace with digital classroom. We also place classroom teaching assistants in lower grades and continue our Life Skills student support program. Dollars are spent to ensure student progress software upgrades, purchase library books for continual student use for Accelerated Reader and literary experiences, keep student-centered materials up to date and in ample supply, and maintain a media for school wide virtual field trips. Technology plays a vital role on our campus, and funds are continuously set aside for technology maintenance and upgrades. Classroom technology that incorporates student participation, such as document cameras and televisions for visual lessons, are in place. All 1st through 5th grade classrooms are outfitted with one to one student tablets and all TK/K has access to tablet centers and mobile carts for student use. Social-emotional programs are in for the forefront of our school supports with expenditures befitting growth in this area, including the expansion of our school social emotional learning instruction. We have a school day intervention program that is staffed with a teacher and expands our Response to Intervention Tier II and Tier III for reading and math skills K - 5. Finally, Lone Tree supports incentive programs through our district-wide Renaissance program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,889	\$57,839
Mid-Range Teacher Salary	\$94,029	\$90,040
Highest Teacher Salary	\$116,879	\$118,647
Average Principal Salary (Elementary)	\$181,702	\$144,639
Average Principal Salary (Middle)	\$190,660	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$263,440	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Lone Tree School and Wheatland School District are dedicated to the educational development of teachers and staff. Seven staff development minimum days are scheduled yearly, designed to enhance the educational experience of our students. Through after school workshops, staff evaluates student data to develop a continuing educational plan to meet the needs of the constantly changing student population. Teachers tackle the areas of Common Core curriculum, school safety, state testing demands, technology updates and implementation and look at social-emotional student needs to develop a program that looks to educate the whole student.

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

Teachers are supported throughout the implementation process through a combination of peer led trainings, trainings and meetings, as well as administrative observations. Data is evaluated often to ensure the continued growth of our programs and provide opportunities to address student needs through our continued professional development. Our district nurse and site health aide train our staff for student medical needs and continue to assist staff with safety protocols for an overall prepared campus with regard to health safety measures. Further, instructional staff receives technology training to reimagine the content and presentation of learning opportunities with expanding their repertoire of platforms and resources for students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			