

Congressman Jerry Lewis Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Congressman Jerry Lewis Elementary School
Street	1800 Blackhawk
City, State, Zip	Ft. Irwin, CA 92310
Phone Number	(760) 386-1900
Principal	Taryn Lamoreaux
Email Address	tlamoreaux@svusdk12.net
Website	http://silvervalley.k12.ca.us/lewis/
County-District-School (CDS) Code	36-73890-6035331

Entity	Contact Information
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jesse M. Najera
Email Address	jnajera@svusdk12.net
Website	www.svusdk12.net

School Description and Mission Statement (School Year 2019-20)

School Vision Statement

Lewis Elementary School is dedicated to work in a partnership with parents, community, and staff to meet the academic, social, and emotional needs of each student. Collectively, we will provide a safe, supportive learning environment so that all students reach their maximum potential and become lifelong learners.

We are Lewis

United, Educated, Moving Forward ...

Coyote Strong!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	209
Grade 1	198
Grade 2	145
Total Enrollment	552

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.4
Asian	0.7
Filipino	2
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	1.1
White	45.3
Two or More Races	10
Socioeconomically Disadvantaged	49.1
English Learners	7.8
Students with Disabilities	15.6
Foster Youth	0.5
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	21	100.5
Without Full Credential	7	6	7.5	23.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2019-20 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 10, 2019.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in August 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders (adopted in 2018 for Kinder and 1st-grade) McGraw-Hill Wonders (adopted in 2017 for 2nd grade)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pearson EnVision - 2015	Yes	0%
Science	Pearson Elevate- 2019	Yes	0%
History-Social Science	Houghton Mifflin - 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 17.7 acres, Lewis School was originally constructed in 1994. The campus is comprised of 30 permanent classrooms, 12 portable classrooms, a library, a multipurpose room, a kindergarten building, a kindergarten playground, and one first and second grade playground.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District, including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: DEC 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at the school. The PTA has made generous contributions to numerous trips, assemblies, book fairs, presentations, Family Night, our PBIS Coyote Store and the Fall Carnival.

Parents are encouraged to volunteer in the classroom, as well as attend school-wide events held throughout the year. Parents are kept abreast through community forums, parent surveys, parent notifications in student folders, all call system, PTA Facebook and newsletters, school Twitter, Back-to-School Night, and parent conferences in November and February/March, including winter performances, spring performances, monthly assemblies, and Family Nights. An active School Site Council and school site Strategic Planning are well attended by parent representatives.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.1	0.5	0.5	3.2	3.0	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Lewis School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and school administrators.

To safeguard the well-being of students and staff, a Comprehensive School Site Safety Plan has been developed for the district with input from each school site. The Safety Plans were most recently updated in November 2019, with all revisions reviewed immediately. Key elements of the Safety Plan focus on the following: school rules and procedures, disaster procedures, current status of school crime, notification to teachers, child abuse reporting procedures, school-wide dress code, routine and emergency drills, sexual harassment policy, policies related to suspension and expulsion, maintaining a safe and orderly school environment, safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held throughout the year. Fire drills are held monthly, earthquake drills are held twice a year and intruder drills are held three times a year.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	86	4	8	2	85	5	8	3	109	1	8	3
1	24		6		23		6		27		7	
2	23		7		24		6		28		5	
Other**	89	1		1					12	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,243	\$73	\$3,170	\$60,425
District	N/A	N/A	\$4,233	\$72,410
Percent Difference - School Site and District	N/A	N/A	-28.7	-18.0
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-81.2	-18.8

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

Types of Services Funded (Fiscal Year 2018-19)

Lewis Elementary School is provided a comprehensive set of programs and services to support and assist students. Every classroom being utilized is equipped with technology including: 5 student desktop computers, 7 student iPads, a projector and document camera, a voice projection system, a teacher iPad and laptop. In addition, the school district provides technology-based software such as ESGI, Renaissance Place, Pearson Envision, McGraw-Hill Wonders and Moby Max. Throughout the year, teachers utilize the computers to benchmark students' academics and then adjust instruction through differentiation strategies. Periodically, the teacher will meet with the School Principal for student monitoring conferences in which the students' test scores and performance levels are discussed and instructional best practices are reviewed.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,596	\$46,208
Mid-Range Teacher Salary	\$70,993	\$72,218
Highest Teacher Salary	\$98,913	\$92,742
Average Principal Salary (Elementary)	\$106,486	\$134,864
Average Principal Salary (Middle)	\$108,075	\$118,220
Average Principal Salary (High)	\$115,272	\$127,356
Superintendent Salary	\$173,400	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	34	19

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and permanent teachers are evaluated every other year. Permanent teachers with ten years experience in the district and good evaluations are evaluated on a rotating basis or with an alternative evaluation process. Evaluations are conducted by the principal and assistant principal, who have been trained and certified for competency to perform teacher evaluations. Evaluations include the following: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

In 2017-2018 teachers were offered a variety of professional development. The focus this year was on new teacher support. New teachers received training in: Common Core English Language Arts Training, Pearson Math Training, Moby Max and Waterford Early Reading Program training were held throughout the year. New teachers in TK also attended a conference for the Handwriting Without Tears program. Returning teachers also continuing to receive support in ELA with Pat Pavelka and the new Moby Max program. In 2018-2019 teachers were again offered a variety of professional development. The focus again this year was on new teacher support. New teachers received training in: Common Core English Language Arts Training, Pearson Math Training, Singapore Math, and ELA support with Pat Pavelka. 2nd grade teachers also received training on McGraw-Hill Wonders curriculum which was adopted this year. Returning teachers (mainly 2nd grade and grade level leads) also are continuing to receive support in ELA with Pat Pavelka. 2nd grade is working with Pat Pavelka on writing. In 2019-2020 teachers (both new and returning) were offered a variety of professional development. Returning teachers and new teachers were provided with behavior training from Lisa Rogers. All teachers have also received support in reading and writing from Pat Pavelka, and in math from Kristin Hilty. McGraw-Hill Wonders curriculum was adopted in K and 1st grade this year so training for ELA curriculum will be ongoing. Pearson Elevate was also adopted for Science so training was offered and will be ongoing. Social Emotional Curriculum was adopted this year as well (Second Step) and embedded PD is offered through the curriculum.

For additional support in their profession, beginning teachers may enlist the services of the district's CTI program with support teachers.