## School Description

Lewiston Elementary School is a single school district located in the beautiful and historic village of Lewiston in eastern Trinity County. It serves approximately 70 students in grades K-8. Lewiston Elementary School has adopted and implemented a curriculum based on the California State Standards. The school uses Common Core English Language Arts and mathematics curriculum. The facilities support three classrooms, a special education resource room, a music/fine arts room, library, cafeteria, school office, gymnasium and extensive playing areas. The school operates a ACES After-school Program from 2:45 - 6:00 PM that focuses on completing homework, music and art, physical exercise and sport teams. A state preschool operated by Human Response Network is located on our site. The district contracts with the Trinity County Office of Education for speech and language therapy, psychological services, co-operative services, and school nurse services.

School Mission - To provide a safe environment which promotes academic excellence, responsible citizens and a life-long desire for learning.

### 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 the SARC

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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 12 |
| Grade 1 | 10 |
| Grade 2 | 6 |
| Grade 3 | 7 |
| Grade 4 | 5 |
| Grade 5 | 9 |
| Grade 6 | 5 |
| Grade 7 | 5 |
| Grade 8 | 3 |
| Total Enrollment | 62 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 3.2 |
| American Indian or Alaska Native | 4.8 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 6.5 |
| White | 82.3 |
| Socioeconomically Disadvantaged | 85.5 |
| Students with Disabilities | 12.9 |
| Foster Youth | 0 |

## 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 for Lewiston Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 3.0 | 3.0 | 5.0 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Lewiston Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 5 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

**Teacher Misassignments and Vacant Teacher Positions at Lewiston Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| 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)**
Students also have access to iReady Common Core ELA and Math supplemental curriculum.

**Textbooks and Instructional Materials**
**Year and month in which data were collected: Jan. 10, 2017**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | Houghton Mifflin, EMC |
| | **The textbooks listed are from most recent adoption:**  Yes |
| | **Percent of students lacking their own assigned textbook:**  0 |
| **Mathematics** | Saxon, Envision, Go Math, CPM |
| | **The textbooks listed are from most recent adoption:**  Yes |
| | **Percent of students lacking their own assigned textbook:**  0 |
| **Science** | Pearson Prentice Hall, California Science |
| | **The textbooks listed are from most recent adoption:**  Yes |
| | **Percent of students lacking their own assigned textbook:**  0 |
| **History-Social Science** | Glencoe/McGraw-Hill, Houghton Mifflin |
| | **The textbooks listed are from most recent adoption:**  Yes |
| | **Percent of students lacking their own assigned textbook:**  0 |

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**
Regular inspections of the school buildings, play areas and grounds are conducted by the Superintendent/Principal and maintenance person.  All safety concerns are noted and repairs undertaken as quickly as possible.  School Safety Meetings are held during the school year to review the School Safety Plan, procedures, products used and discuss safety concerns of committee members.

In past years the District has secured funding to re-roof the classrooms, cafeteria and office buildings, and install energy saving light bulbs and motion sensors in all buildings.  The hot water heating system was modernized.  A new phone system/backbone was installed, included in this installation was a new school computer/data network.  In-addition, the District used ARRA and technology funds to upgrade and repair components of the school electrical system.

The School Site Council and School Board have developed a Lewiston Elementary School Facility Americans With Disabilities ACT and Modernization Plan. In the Plan ADA and modernization needs are identified, prioritized as well as funding sources to be used.  Currently, upper grade student bathrooms remodel are in the planning stages.

**School Facility Good Repair Status (Most Recent Year)**
**Year and month in which data were collected: 1/08/2019**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Fair | This year LES experienced drainage/sewer issues. We hired a specialized plumbing service to complete needed work. For now, the issue seems to be resolved. |
| **Interior:** Interior Surfaces | Good | New cabinets and counters have been installed throughout the facility. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | The school site is clean. |
| **Electrical:** Electrical | Fair | Current electrical needs are being met by exposed conduits and boxes attached to the walls of the buildings.  All attached electrical conduits and boxes, phone and internet lines need to be secured in the walls of the buildings.  State Modernization funding is being reviewed to fund this need. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | Current student restrooms are clean and safe but not ADA compliant. State Modernization and Developer Fees are being reviewed to fund this need. We have no working drinking fountains. |
| **Safety:** Fire Safety, Hazardous Materials | Fair | Regular Safety Meetings and safety drills are conducted. Asbestos monitoring is done yearly. |
| **Structural:** Structural Damage, Roofs | Fair | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Fair** | |

## 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 ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| ELA | 33 | 35 | 33 | 35 | 50 | 50 |
| Math | 31 | 31 | 31 | 31 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight, and Ten**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| Science | 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.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | | | |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 35 | 31 | 88.57 | 35.48 |
| Male | 24 | 22 | 91.67 | 27.27 |
| Female | 11 | 9 | 81.82 | 55.56 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| White | 31 | 28 | 90.32 | 39.29 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 30 | 28 | 93.33 | 35.71 |
| Students with Disabilities | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 35 | 32 | 91.43 | 31.25 |
| Male | 24 | 22 | 91.67 | 27.27 |
| Female | 11 | 10 | 90.91 | 40.00 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| White | 31 | 29 | 93.55 | 34.48 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 30 | 29 | 96.67 | 31.03 |
| Students with Disabilities | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

## 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)**
Parent participation is an important part of our school. Parents are encouraged to stay actively involved in their students education by reviewing their homework, classwork, and attending school activities. Parents are also welcome to serve as a member of the Board of Trustees, on the Parent Advisory Committee, as a parent volunteer in the classroom, or Chaperone on field trips. Parents who are interested in becoming a parent volunteer should contact the school office.

**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.

**School Safety Plan**
Lewiston Elementary School has a comprehensive School Safety Plan that is annually reviewed and updated in the Spring by the School Site Council and the Board of Trustees. Fire and earthquake drills as well as intruder on campus drills are regularly scheduled.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 11.5 | 4.1 | 2.7 |
| Expulsions Rate | 1.3 | 1.4 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 11.5 | 4.1 | 2.7 |
| Expulsions Rate | 1.3 | 1.4 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## 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.

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

| Title | Ratio |
|---|---|
| Academic Counselor* | .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 Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

\* 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.

**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 | 5 | 2 | | | 6 | 2 | | | 22 | 2 | | |
| 1 | 9 | 1 | | | 7 | 1 | | | 4 | 1 | | |
| 2 | 9 | 1 | | | 8 | 1 | | | 6 | 1 | | |
| 3 | 8 | 1 | | | 7 | 1 | | | 5 | 1 | | |
| 4 | 1 | 1 | | | 8 | 1 | | | 7 | 1 | | |
| 5 | 3 | 2 | | | 2 | 1 | | | 8 | 1 | | |
| 6 | 5 | 2 | | | 2 | 1 | | | 4 | 1 | | |
| Other** | | | | | | | | | | | | |

*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.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | | 1 | |

Over the last three years, staff development needs have been focused on use of technology such as smart boards, computers and computer instructional programs as well as direct instruction skills and student monitoring and motivation. These areas were selected by staff as part of the yearly program and plan review process and regularly reviewed and sometimes modified at Teacher Meetings. Professional development is delivered in a variety of ways including attendance at workshops, after school program workshops and classroom mentoring. The district received a $25,000 grant to support professional development in the 2018/2019 school year. These funds will support professional development for the 2018/19 and 2019/20 school years. Professional development will also focus on behavior interventions such as Positive Behavior Interventions and Supports as well as Response to Intervention strategies to improve academic performance across all grades and subgroups.

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $ | 45398 |
| Mid-Range Teacher Salary | $ | 57030 |
| Highest Teacher Salary | $ | 68663 |
| Average Principal Salary (ES) | $ | 93500 |
| Average Principal Salary (MS) | $ | 93500 |
| Average Principal Salary (HS) | $ | $ |
| Superintendent Salary | $ | 93500 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Teacher Salaries | 22% | 31% |
| Administrative Salaries | 10% | 7% |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $18,810 | $4,891 | $13,919 | 55132 |
| District | N/A | N/A | $14,232 | 55132 |
| State | N/A | N/A | $7,506.64 | 65210 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| School Site/District | -2.2 | 0.0 |
| School Site/ State | 59.9 | -16.7 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**