

# Congressman Jerry Lewis Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Congressman Jerry Lewis Elementary School
<b>Street</b>	1800 Blackhawk
<b>City, State, Zip</b>	Ft. Irwin, CA 92310
<b>Phone Number</b>	(760) 386-1900
<b>Principal</b>	Taryn Lamoreaux
<b>E-mail Address</b>	<a href="mailto:tlamoreaux@svusdk12.net">tlamoreaux@svusdk12.net</a>
<b>Web Site</b>	<a href="http://silvervalley.k12.ca.us/lewis/">http://silvervalley.k12.ca.us/lewis/</a>
<b>CDS Code</b>	36-73890-6035331

<b>District Contact Information</b>	
<b>District Name</b>	Silver Valley Unified School District
<b>Phone Number</b>	760.254.2916
<b>Superintendent</b>	Jill S. Kemock
<b>E-mail Address</b>	jkemock@svusdk12.net
<b>Web Site</b>	www.svusdk12.net

### School Description and Mission Statement (School Year 2016-17)

#### 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 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	241
Grade 1	175
Grade 2	148
<b>Total Enrollment</b>	<b>564</b>

#### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	9.8
American Indian or Alaska Native	0.9
Asian	2
Filipino	2.3
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	3
White	40.2
Two or More Races	9.4
Socioeconomically Disadvantaged	49.8
English Learners	9.2
Students with Disabilities	14.7
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	34	31	24	120
<b>Without Full Credential</b>	0	2	7	8
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	96.6	3.5
<b>All Schools in District</b>	99.3	0.7
<b>High-Poverty Schools in District</b>	99.1	0.9
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

**Year and month in which data were collected:** August 2016

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 2016-17 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 06, 2016.

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 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson - 2010	Yes	0%
Mathematics	MacMillan/McGraw Hill - 2006	Yes	0%
Science	Houghton Mifflin - 2007	Yes	0%
History-Social Science	Houghton Mifflin - 2006	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rms 34, 35, 36, and 37 - Poor performing HVAC (not occupied).
<b>Interior:</b> Interior Surfaces	X			Rm 34 - 37 - Carpet in poor condition (not occupied)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

There is no data for this school.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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, and the Fall/Spring 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, Back-to-School Night, and parent conferences in November and 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 School Climate State Priority (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.4	0.5	0.4	4.6	3.3	2.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

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, Comprehensive School Site Safety Plans have been developed for each site with input from the district. The Safety Plans were most recently updated in August 2016, with all revisions reviewed immediately with the staff. 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 twice 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	5	7		21	1	12		21	1	12	
1	22	1	8		20	8	1		20	8	1	
2	23		8		18	8	1		18	8	1	
Other	9	1										

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,395	\$1,695	\$2,700	\$55,104
District	N/A	N/A	\$4,984	\$64,917
Percent Difference: School Site and District	N/A	N/A	-45.8	-5.9
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-51.2	-12.8

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

**Types of Services Funded (Fiscal Year 2015-16)**
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,344	\$42,063
Mid-Range Teacher Salary	\$67,560	\$64,823
Highest Teacher Salary	\$91,680	\$84,821
Average Principal Salary (Elementary)	\$104,398	\$101,849
Average Principal Salary (Middle)	\$105,956	\$107,678
Average Principal Salary (High)	\$113,012	\$115,589
Superintendent Salary	\$170,000	\$169,152
Percent of Budget for Teacher Salaries	28%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

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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, who has 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.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district provided specific staff development for all teachers beginning in 2013-2014. In 2013-2014, staff development topics included Pearson Math Training, Pearson Common Core Training, Singapore Math Training, Waterford Early Reading Training, and Conference opportunities including 3 day CUE Conference, 3 day Singapore Math Conference, Differentiated Instruction Conference, Common Core Strategies Conference, I Teach K and I Teach 1st.

In 2014-2015 teachers were again offered a variety of professional development. Common Core English Language Arts Training, Pearson Math Training, Defined STEM webinars, SuccessMaker and Waterford Early Reading Program trainings were held throughout the year. Conferences were attended in the following areas: CUE-Technology, Southern California Kindergarten Conference, Handwriting without Tears, Differentiated Instruction, I Teach K!, I Teach 1st!, and I Teach 2nd!

In 2015-2016 teachers were again offered a variety of professional development. Common Core English Language Arts Training, Pearson Math Training, Defined STEM webinars, SuccessMaker and Waterford Early Reading Program trainings were held throughout the year. Conferences were attended in the following areas: Southern California Kindergarten Conference, Handwriting without Tears, Differentiated Instruction, I Teach K!, I Teach 1st!, and I Teach 2nd!

For additional support in their profession, beginning teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider.