

Congressman Jerry Lewis Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School 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
School Website	https://les.svusdk12.net/
County-District-School (CDS) Code	36-73890-6035331

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	192
Grade 1	136
Grade 2	125
Total Enrollment	453

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
Asian	0.4%
Black or African American	11.5%
Filipino	2.4%
Hispanic or Latino	35.3%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	13.9%
White	34%
English Learners	4.2%
Foster Youth	0.2%
Homeless	0.7%
Socioeconomically Disadvantaged	48.8%
Students with Disabilities	14.6%

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)	18.00	66.69	88.70	72.86	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.41	4.00	3.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	14.82	16.20	13.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	7.37	6.70	5.57	12115.80	4.41
Unknown	1.00	3.71	6.00	4.97	18854.30	6.86
Total Teaching Positions	26.90	100.00	121.80	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)	19.60	66.22	95.10	75.13	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.38	1.00	0.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.76	16.00	12.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.00	20.27	10.80	8.54	11953.10	4.28
Unknown	1.00	3.38	3.60	2.87	15831.90	5.67
Total Teaching Positions	29.60	100.00	126.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	4.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.90	5.00
Local Assignment Options	0.00	1.00
Total Out-of-Field Teachers	1.90	6.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	7	1.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2023-24 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. During the beginning of the 2023-2024 school year, a follow-up Williams visit took place. On August 29, 2023 all materials were checked and deemed sufficient.

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. 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 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

For the curriculums that are not from the most recent adoptions, our site administrators and teachers work collaboratively to construct pacing guides based on the most current academic standards. Part of this collaboration includes matching the curriculum to those standards to ensure students have access to the materials. This collaboration process is held regularly and is ongoing throughout the school year.

*The TK Savvas: Three Cheers for Pre-K program is from the most recent local adoption and not an SBE adoption.

All students taking Visual & Performing Arts have sufficient instructional materials.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas: Three Cheers for Pre-K (adopted in 2022 for TK)* McGraw-Hill: Wonders (adopted in 2019 for Kinder and 1st-grade) McGraw-Hill: Wonders (adopted in 2018 for 2nd grade)	Yes	0%
Mathematics	Savvas: Three Cheers for Pre-K (adopted in 2022 for TK)* Pearson: EnVision 2.0 - 2020	No	0%
Science	Savvas: Three Cheers for Pre-K (adopted in 2022 for TK)* Pearson: Elevate- 2019	Yes	0%
History-Social Science	Savvas: Three Cheers for Pre-K (adopted in 2022 for TK)* McGraw Hill: Impact- 2023	Yes	0%
Visual and Performing Arts	Art N/A		0%

School Facility Conditions and Planned Improvements

Adequacy:

Situated on 8.8 acres, Lewis School was originally constructed in 1994. The campus is comprised of 39 permanent classrooms, 15 portable classrooms, a library, a multipurpose room, a kindergarten playground, and one first and second grade playground. All site facilities provide adequate space for all students and staff.

Safety:

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, instructional aides, teachers, office staff, 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 recently updated, 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.

Cleanliness:

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 safe. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and healthy 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 condition. 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. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The most recent inspection took place in December 2023.

Williams Visit Findings

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

School Facilities

The following extreme deficiencies were observed: None.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces

- 20: Plaster or paint is damaged (work order #124795)
- Staff Lounge: Cabinets or counters are damaged or broken (remedied 8/29/23)

Section 9. Sinks/Fountains

- K10: Sink/fountain is not working properly (work order #124794)
- Computer Lab: Water pressure too low (work order #124797, Remedied)

Section 10. Fire Safety

- Parent Center: Fire extinguisher is missing (work order #124798, Remedied 8/29/23)
- Cafeteria/Kitchen: Fire extinguisher is not properly mounted (Remedied 8/29/23)

Section 15. Windows/Doors/Gates/Fences

- K10: Door handles are missing or not functioning properly (work order #124793, Remedied)
- K4: Locks and other security hardware are not functioning properly (work order #124793, Remedied)

School Facility Conditions and Planned Improvements

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed FIT. Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned. Include verified during next fiscal year's SARC review process (if applicable).

Year and month of the most recent FIT report

DECEMBER 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No other actions planned
Interior: Interior Surfaces	X			Section 4. Interior Surfaces <ul style="list-style-type: none"> 20: Plaster or paint is damaged (work order #124795) Staff Lounge: Cabinets or counters are damaged or broken (remedied 8/29/23) No other actions planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No other actions planned
Electrical	X			No other actions planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Section 9. Sinks/Fountains <ul style="list-style-type: none"> K10: Sink/fountain is not working properly (work order #124794) Computer Lab: Water pressure too low (work order #124797, Remedied) No other actions planned
Safety: Fire Safety, Hazardous Materials	X			Section 10. Fire Safety <ul style="list-style-type: none"> Parent Center: Fire extinguisher is missing (work order #124798, Remedied 8/29/23) Cafeteria/Kitchen: Fire extinguisher is not properly mounted (Remedied 8/29/23) No other actions planned
Structural: Structural Damage, Roofs	X			No other actions planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Section 15. Windows/Doors/Gates/Fences <ul style="list-style-type: none"> K10: Door handles are missing or not functioning properly (work order #124793, Remedied) K4: Locks and other security hardware are not functioning properly (work order #124793, Remedied) No other actions planned

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			32.88	23.17	29.47	30.29

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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
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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.

2023-24 Opportunities for Parental Involvement

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, online programs, 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 monthly assemblies, and Family Nights. An active School Site Council and school site Strategic Planning are well attended by parent representatives.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	522	117	22.4
Female	273	264	63	23.9
Male	265	258	54	20.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	61	59	11	18.6
Filipino	13	13	7	53.8
Hispanic or Latino	194	190	59	31.1
Native Hawaiian or Pacific Islander	16	15	5	33.3
Two or More Races	64	63	10	15.9
White	187	179	25	14.0
English Learners	26	26	4	15.4
Foster Youth	4	2	0	0.0
Homeless	4	3	1	33.3
Socioeconomically Disadvantaged	240	237	77	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	104	27	26.0

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.37	0.04	2.81	2.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0
Female	0	0
Male	0.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.07	0
English Learners	3.85	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.93	0

2023-24 School Safety Plan

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, instructional aides, teachers, office staff, 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 recently updated, 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 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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	15	12	
1	21	3	15	
2	21	9	9	
Other	12	3		

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	19	18	9	
1	23		18	
2	22		17	
Other	15	3	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	19	10	20	0
1	22	0	18	0
2	21	12	6	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	12	3	0	0

2022-23 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	0

2022-23 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$4,399	\$208	\$4,191	\$68,375
District	N/A	N/A	\$4,636	\$73,502
Percent Difference - School Site and District	N/A	N/A	-10.1	-3.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-57.9	-18.1

Fiscal Year 2022-23 Types of Services Funded

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: Chromebooks for every student in grades 1 and 2, iPads for every student in grades TK and K, a projector and document camera, a voice projection system, a teacher laptop, and a 75 inch interactive Boxlight board. In addition, the school district provides technology-based software such as ESGI, Pearson Envision, McGraw-Hill Wonders and iReady. Throughout the year, teachers utilize different assessments to gauge 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,931	\$50,875
Mid-Range Teacher Salary	\$74,466	\$79,761
Highest Teacher Salary	\$108,116	\$103,045
Average Principal Salary (Elementary)	\$124,128	\$128,154
Average Principal Salary (Middle)	\$123,737	\$131,774
Average Principal Salary (High)	\$127,188	\$142,676
Superintendent Salary	\$185,817	\$211,462
Percent of Budget for Teacher Salaries	26.95%	30.11%
Percent of Budget for Administrative Salaries	6.18%	5.49%

Professional Development

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 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. In 2020-2021 teachers were offered a variety of professional development. New teachers were provided with behavior training from Lisa Rogers. Teachers received training in reading and writing from Pat Pavelka, and in math from Kristin Hilty. Pearson Elevate Science instruction was ongoing. For the 2021-2022 school year, teachers received training prior to the school year starting in SEL, reading instruction, and math. New teachers were also given training in district technology. New and returning teachers are also being supported with professional development at the school sites with our trainers Pat Pavelka (guided reading implementation), Kristin Hilty (Calendar Math), and Lisa Rogers (Social Emotional Learning). For the 2022-2023 school year, teachers (new and returning) received the same training as mentioned from the 21-

Professional Development

22 school year. They also are receiving training from our local SELPA on Structured Literacy. Our Rtl teachers also went through the Orton-Gillingham Approach Training. For the 2023-2024 school year, teachers were offered the following training prior to the start of the school year: Orton-Gillingham Approach for grades K-3, iReady, and math with Kristin Hilty. New and returning teachers are also being supported with professional development at the school sites with our trainers Pat Pavelka (guided reading and writing implementation) and Kristin Hilty (Calendar Math).

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	20	30