

# Lewiston Elementary School

685 Lewiston Rd. • Lewiston, CA 96052 • 530.778.3984 • Grades K-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **Lewiston Elementary School District**

685 Lewiston Road  
Lewiston, CA  
530.778.3984  
www.lewistonesd.com

### **District Governing Board**

Mike McMaster  
Scott White  
Chad Cook

### **District Administration**

Allan Carver  
Superintendent

### **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 65 students in grades K-8. Lewiston Elementary School has adopted and implemented a curriculum based on the California State Standards. The school recently purchased Common Core English Language Arts and mathematics curriculum. The facilities support four 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.

## 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	10
Grade 1	9
Grade 2	9
Grade 3	8
Grade 4	1
Grade 5	5
Grade 6	9
Grade 7	6
Grade 8	5
<b>Total Enrollment</b>	<b>62</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.6
Asian	1.6
Filipino	0
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0
White	83.9
Two or More Races	1.6
Socioeconomically Disadvantaged	77.4
English Learners	0
Students with Disabilities	9.7
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			
Lewiston Elementary School	15-16	16-17	17-18
With Full Credential	5	3.5	3.0
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lewiston Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lewiston Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

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 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: 1/10/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces	X			New cabinets and counters have been installed throughout the facility.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/10/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Current student restrooms are clean and safe but not ADA compliant. State Modernization and Developer Fees are being reviewed to fund this need.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Regular Safety Meetings and safety drills are conducted.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	33	45	33	45	48	48
Math	26	35	26	35	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	--	--	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	33	31	93.94	45.16
Male	19	17	89.47	47.06
Female	14	14	100	42.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	26	25	96.15	52
Socioeconomically Disadvantaged	31	29	93.55	48.28
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	33	31	93.94	35.48
Male	19	17	89.47	35.29
Female	14	14	100	35.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	26	25	96.15	40
Socioeconomically Disadvantaged	31	29	93.55	37.93
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 School Site Council, 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 drills and intruder on campus drills are regularly scheduled.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	7.4	4.3	11.5
Expulsions Rate	0.0	0.0	1.3
District	2014-15	2015-16	2016-17
Suspensions Rate	7.4	4.3	11.5
Expulsions Rate	0.0	0.0	1.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
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		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.15
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	.05
Resource Specialist	.15
Other	8.0
Average Number of Students per Staff Member	
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.

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

Grade	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-20			21-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	6	6	5	1	2	2						
1	8	6	9	1	1	1						
2	5	8	9	1	1	1						
3	6	3	8	1	1	1						
4	6	4	1	1	1	1						
5	8	7	3	1	1	2						
6	3	7	5	1	1	2						

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

**Professional Development provided for Teachers**

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 2017/18 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,076	\$42,598
Mid-Range Teacher Salary	\$55,370	\$62,232
Highest Teacher Salary	\$66,663	\$80,964
Average Principal Salary (ES)	\$92,906	\$102,366
Average Principal Salary (MS)	\$92,906	\$104,982
Average Principal Salary (HS)	N/A	
Superintendent Salary	\$92,906	\$117,868
Percent of District Budget		
Teacher Salaries	29%	32%
Administrative Salaries	6.5%	7%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$18,810	\$4,891	\$13,919	\$57,463
District	♦	♦	\$14,232	\$57,463
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			-2.2	0.0
Percent Difference: School Site/ State			71.7	-7.5

\* Cells with ♦ do not require data.

**Types of Services Funded**

**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.