



Lewis Elementary School

Silver Valley Unified School District

Patricia Baer, Principal

Serving grades Kindergarten through Two

pbaer@svusdk12.net

2011-2012 School Accountability Report Card

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Principal's Message

Congressman Jerry Lewis School provides an instructional program which emphasizes high expectations for academic achievement and student behavior. We have a staff of qualified and outstanding educators that care deeply for their students and their families. Positive and productive learning environments are created, which are conducive to learning. Our goal is to provide a rigorous academic, standards based program that will prepare our students to be caring and competent citizens and to become life long learners.

District Vision

Powerful Learning for Our Most Precious Resource

ACHIEVEMENT shall be accomplished by meeting the diverse needs of all students so that they will be prepared to pass state exams and reach their dreams.

PARTICIPATION in our organization by parents, partnerships, and community will be vital as we embrace change necessary for improvement.

SCHOOLS that are safe, efficient, and provide access to 21st century technology which will be essential to meet our goals.

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!

Coyote Pledge

- I will do my best to come to school on time.
- I will follow the directions of the school staff and volunteers.
- I will be kind and courteous to others by always using proper language.
- I will keep hands, feet, and objects to myself.
- I will respect and take care of school property.
- I will walk on the sidewalks and in the hallways.
- I am a member of a Coyote Class at Lewis Elementary School.

Community & School Profile

Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,500 students in grades kindergarten through twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

The district is comprised of seven school sites including three elementary schools, two middle schools, one comprehensive high school, and an alternative education center. The alternative education center is made up of four schools and includes, Calico High School, Silver Valley Academy, Silver Valley Community Day School, and Silver Valley Adult Education all at one location.

Lewis School served 612 kindergarten through second grade students on a traditional calendar schedule during the 2011-12 school year.

Additional student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	13.2%
American Indian	1.3%
Asian	0.7%
Filipino	1.3%
Hispanic or Latino	25.2%
Pacific Islander	3.9%
White	46.4%
Two or More	7.2%
None Reported	0.8%

Discipline & Climate for Learning

Students at Lewis School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of the discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The Coyote Tickets Accountability System issues a "ticket" to any student who breaks a rule after a warning has been given. The objective of the system is to teach students that there are consequences for their choices; students with tickets have progressive consequences to their actions.

The school's major rules are emphasized every day in the Coyote Pledge, which is recited after the Pledge of Allegiance. Parents and students are informed of discipline policies at the beginning of each school year and Back-to-School Night.

The suspensions and expulsions table below illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	7	6	8	382	253	310
Suspension Rate	0.9%	0.9%	1.3%	12.8%	9.9%	12.7%
Expulsions	0	0	0	7	15	7
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.6%	0.3%

Student Recognition

Staff members reward and encourage students exhibiting positive behavior. Recognition for achievement and citizenship is given at monthly Coyote Assemblies and may include the following:

- Coyote Awards
- Achievement Awards in Language Arts & Math
- Perfect Attendance Awards
- Citizen Award
- Student-of-the-Month
- Class Attendance Awards



Class Size

The table shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students				21-32 Students				33+ Students			
	10	11	12		10	11	12		10	11	12	
By Grade Level												
K	26	21	24	-	8	-	10	2	9	-	-	-
1	23	20	22	-	9	-	9	-	9	-	-	-
2	26	23	22	-	2	-	8	6	8	-	-	-

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. The chart displays the trend in enrollment over the past three years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	220	237	224
1st	254	204	208
2nd	221	198	180

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Independent study is available for students who are absent for an extended period of time.

Curriculum Improvement

Teachers work with administration to recommend appropriate state-approved textbooks and instructional materials to the Board of Trustees for adoption and to ensure the sufficient availability to meet the needs of all learners in the Silver Valley Unified School District. Teachers receive professional development in order to fully implement the state approved and Board approved instructional programs, which are rigorous and robust.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom is equipped with a minimum of four computers for student use, an ELMO document reader, a LCD projector, and a teacher laptop. In addition, the school has a computer lab with 26 computers and a SMART board. Students receive computer-assisted instruction on a regular schedule. The Accelerated Reader and STAR Early Literacy programs evaluate students' skills and reading literacy with frequent computer-based testing. Students also utilize Tumbleweed.com online library, Waterford Early Reading Program, and Starfall as well as technology resources through Pearson and MacMillan Math curriculum.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout San Bernardino County, which contain numerous computer workstations. For a listing of locations and hours, please visit <http://www.library.ca.gov/lids/docs/CaliforniaPublicLibraryDirectory.pdf>.

Textbooks & Instructional Materials (School Year 2012-13)

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 2012-13 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 June 19th, 2012.

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 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-2	English/ Language Arts	Pearson	2010	Yes	0.0%
K-2	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-2	Mathematics	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-2	Science	Houghton Mifflin	2007	Yes	0.0%

Library Information

The school's library, staffed by a full-time library clerk, is stocked with numerous books that are available for students to check out, including books and materials translated in Spanish. Students visit the library on a weekly basis with their classes and are encouraged to visit at recess and during lunch. Soldiers from Fort Irwin and firefighters regularly come to the library to read to the students.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at the school. The PTA has made generous contributions to numerous programs and activities. PTA fundraisers enable the school to offer field trips, assemblies, book fairs, presentations, and the Fall/Spring Carnival.

Parents are encouraged to volunteer in the classroom, as well as attend schoolwide events held throughout the year. Parents are kept abreast of school activities through monthly PTA Newsletters, automated calls, community forums, parent surveys, parent notifications in the Thursday folder, Back-to-School Night, and parent conferences in November and March. The school offers numerous family-oriented events held on-site, including winter performances, spring performances, monthly assemblies, the Young Authors' & Artists' Fair, and Family Nights.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities, may contact the office at (760) 386-1900. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Lewis School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

The chart displays a list of support services that are offered to students at Lewis School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Clerk	1	1.0
Library Clerk	1	1.0
Military Family Life Counselor	1	1.0
Nurse	1	As Needed
Psychologist	1	0.1
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	2	2.0

The district Health Services Department provides screenings for vision, hearing, scoliosis, dental, growth and development, and further evaluation of health needs. A school-based clinic, operated by the Health Services Department, provides various medical services to families in the district. A detailed directory of referral agencies is located on the Health Services Department website.

The DENTAC on post provides free dental services to all students. Additionally, the post offers counseling services and teacher training to help students cope with the special circumstances that military families often face.

Lewis Elementary offers support to students whose test results indicate they need additional assistance to achieve grade level standards. Students with difficulty are recommended to the Student Success Team (SST). The SST is available to discuss and recommend strategies that ensure each student receives the extra help he or she needs.

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). EL students are placed with appropriately credentialed teachers and accommodated with specialized instruction in the regular classroom, including English Language Development (ELD).

Students with special education needs are accommodated based on Individual Education Plans (IEP). These are developed with the IEP team for students that qualify under CA guidelines for students with learning, emotional or social disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include a Resource Specialist Program, Special Day Class, and/or sessions with the Speech/Language Specialist.

Data Sources

Data within the SARC was provided by Silver Valley Unified School District, retrieved from the 2011-12 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



Student Achievement & Testing

The district has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, Accelerated Reader Tests (K-8th), and report card grades are used to determine whether students are performing below, at, or above grade-level standards. Silver Valley Unified School District blueprints were given quarterly and used by classroom teachers and the school to plan instruction. The Directed Reading Assessment (DRA) is used at all levels to provide specific skills information in reading.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	51	51	62	46	53	56	52	54	56
Mathematics	60	51	63	38	46	52	48	50	51
Science	*	*	*	50	52	60	54	57	60
History/Social Science	*	*	*	35	40	44	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	56	52	60	44
School	62	63	*	*
African American/ Black	65	62	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	40	49	*	*
Pacific Islander	73	82	*	*
White	68	67	*	*
Males	60	65	*	*
Females	65	61	*	*
Socioeconomically Disadvantaged	64	62	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2011-2012	-
Year in PI (2012-13)	Year 1	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.00%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	5	4
Similar Schools	6	6	3
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-3	-11	71
White			
Actual API Change	13	-46	94
Socioeconomically Disadvantaged			
Actual API Change	-6	-12	84

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	143	854	1,431	796	4,664,264	788
Black or African American	22	836	174	776	313,201	710
Hispanic or Latino	36	816	401	777	2,425,230	740
White	59	861	670	799	1,221,860	853
Socioeconomically Disadvantaged	70	833	743	769	2,779,680	737

Adequate Yearly Progress (AYP) (School Year 2011-12)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State Academic Achievement Standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	



Teacher Assignment

Silver Valley Unified School District recruits and employs only the most qualified credentialed teachers. During the 2011-12 school year, Lewis School staffed 28 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	37	31	28	151
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2012-13 school year, the most current available data are reported.

Misassignments/Vacancies				
	10-11	11-12	12-13	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	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.

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Evaluation & 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 tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which 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 sponsored five staff development days in 2009-10, six in 2010-11, and 40 in 2011-12. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. 2011-12 staff development day topics included: OARS Training, Pearson ELA Training, Pearson DRA Training, Holt Differential Instruction ELA, CMAT (Math) Training, three day RTI Conference, Scholastic Read180 & System 44 training, Waterford Early Reading Program training, and Success Maker training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

School Leadership

Leadership at Lewis School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Patricia Baer for the past three years. Ms. Baer has more than 30 years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Individual Education Plan (IEP) Team
- Student Success Team (SST)
- Leadership Team
- Parent Teacher Association (PTA)
- School Site Council
- Technology
- Positive Behavior Intervention System (PBIS) Team

School Facilities

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. From 2010 to 2012, the school installed new carpets in most classrooms and the library.

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 school's custodial 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. The chart displays the results of the most recent school facilities inspection, provided by the district.

School Facility Conditions				
Date of Last Inspection: 09/19/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Rms K5, K6, K7, K8, K9, and K10 - Poor performing HVAC, mechanical unit to be replaced 10/1/12; Rms 34, 35, 36, and 37 - Poor performing HVAC, Not occupied.
Interior			X	Halls - Some interior surface damage, Rm K7 - Some stained ceiling tiles, Rm 31 - Damaged interior wall surfaces, Rm 34 - Carpet in poor condition.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Rm 4 - Several lights not working.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Halls - Windows in hallway permanently "fogged" or etched from hard water.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, flooring. For the 2012-13 school year, Silver Valley Unified School District did not participate in the deferred maintenance program.

School 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, teachers, and school administrator.

To safeguard the well-being of students and staff, Comprehensive School Site Safety Plans have been developed for each site by the district. The Safety Plans were most recently updated in March 2012, 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, schoolwide 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, including fire, earthquake and intruder drills, are held monthly.



School Site Teacher Salaries (Fiscal Year 2010-11)

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2010-11 school year. For comparison purposes, the California Department of Education has provided average salary data from all unified school districts. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$55,611
District	\$61,947
Percentage of Variation	-10.23%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	-11.58%

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$40,982	\$38,725
Mid-Range Teachers	\$62,439	\$59,717
Highest Teachers	\$84,730	\$77,957
Elementary School Principals	\$101,076	\$95,363
Middle School Principals	\$102,519	\$98,545
High School Principals	\$106,741	\$107,031
Superintendent	\$154,000	\$149,398
Salaries as a Percentage of Total Budget		
Teacher Salaries	30.8%	37.9%
Administrative Salaries	6.9%	6.0%

District Expenditures (Fiscal Year 2010-11)

Based on 2010-11 audited financial statements, Silver Valley Unified School District spent an average of \$11,679 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,489
From Supplemental/Restricted Sources	\$1,392
From Basic/Unrestricted Sources	\$4,097
District	
From Basic/Unrestricted Sources	\$2,173
Percentage of Variation between School & District	88.54%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-24.89%

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs:

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

