

# Lewiston Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-8

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**Duncan Hobbs**

Superintendent/Principal

## Principal's Message

Lewiston Elementary School is located in the beautiful and historic village of Lewiston in eastern Trinity County. It serves 58 students in grades kindergarten through eight.

Lewiston's Elementary School's instructional program is closely aligned to the California State Standards. Mastery testing in language arts occurs every six to eight weeks. Classroom teachers and intervention specialists provide re-teaching and follow-up testing.

The facilities support seven classrooms, a Special Education resource room, a music/fine arts room, library/computer lab, cafeteria, school office, gymnasium, and extensive playing areas.

The staff includes:

- Three classroom teachers
- A part-time Special Education teacher
- A part-time home school teacher
- A part-time library/technology/instructional assistant
- Five part-time teaching assistants
- A full-time district secretary
- Three part time support staff members (transportation, custodian, and cafeteria)
- Three part-time after-school program staff
- A part-time school secretary
- A part-time superintendent/principal
- A part-time P.E. teacher
- A part-time Social/Behavior Specialist

The District contracts with the Trinity County Office of Education for speech and language therapy, psychological services, and school nurse services.

The Human Response Network provides a State preschool on campus.

## Parental Involvement

Lewiston Elementary School has many opportunities for parents to be involved. These include Site Council, Back-to-School Night, Open House, parent-teacher-student conferences, Student Study Team meetings, individualized education program (IEP) meetings, classroom volunteers, sports program volunteers, special events volunteers, banking day, field trips, after-school activities, and fundraising.

For opportunities to become involved, contact Cyd Cooper, District Secretary, at (530) 778-3984.

## Professional Development

All teachers are fully credentialed for their assignments. The teachers at Lewiston Elementary School have pursued professional development far beyond minimum requirements. In addition, all teachers have an opportunity to attend professional conferences each year allowing them to focus on the State standards, benchmarks, and assessments. The main area of focus for staff development has been in Houghton-Mifflin reading and mathematics per Senate Bill (SB) 472. All teachers are trained in the delivery of Houghton-Mifflin Reading and they are supported through our Reading First Coach.

Weekly teacher meetings are held on campus after school. No school days were dedicated to staff and professional development for the 2007-08 and 2008-09 school year. For the 2009-10 school year, two days were dedicated to staff and professional development. Most professional development is scheduled for non-school days.



## School Vision

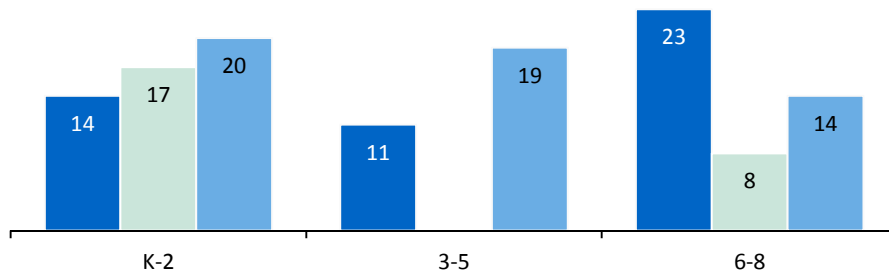
We, the people of Lewiston, seek to:

- Create a joy for learning that is lifelong
- Create a safe and successful environment for learning
- Inspire students to learn through self-expression and discovery
- Provide a focused instructional program that assures that each student meets or exceeds adopted California standards
- Develop attitudes that are caring and respectful towards self and community
- Nurture a sense of responsibility to teach and to learn
- Build an appreciation of nature and the arts
- Prepare our students to excel in high school and life
- Maintain cutting edge technology
- Enjoy learning in the present to prepare for the future

**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



**Class Size Distribution — Number of Classrooms By Size**

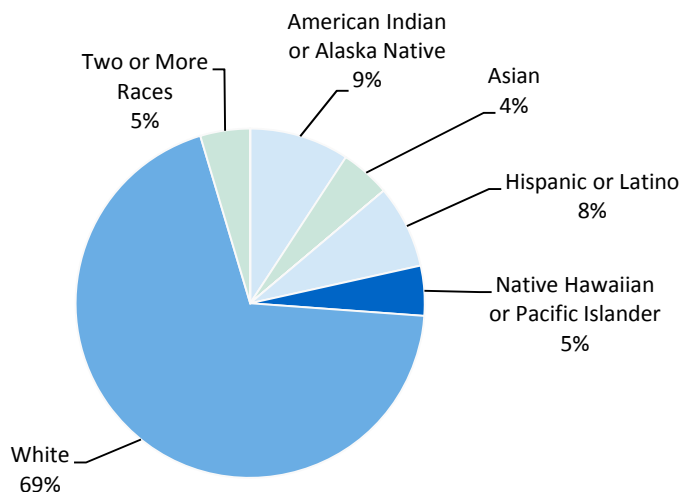
Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2	2			2			1		
3-5	1						1		
6-8		2		3			1		

**School Safety**

The Lewiston Safe School Plan was developed with input from all staff members, volunteers, Site Council members, and Board of Trustees members. Parts of the Plan have been reviewed by local law enforcement officials. The School Safety Plan is reviewed annually in August with the entire staff. The School Safety Plan was most recently reviewed, updated, and discussed with the school faculty on August 10, 2011. Every staff member has a Safe School Plan binder kept on or near the exit of each room; one is kept locked in the gym. The Site Council reviews the Plan annually in November. Each classroom has a portable telephone and the school maintains close communication with the probation and sheriff's departments. The key elements of the Plan include anti-bullying action plan, disaster response procedures, and policies on child abuse, student discipline, sexual harassment, and hate crimes.

**Enrollment and Demographics**

The total enrollment at the school was 58 students for the 2009-10 school year.



**Suspensions and Expulsions**

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Lewiston ES			
07-08	08-09	09-10	
0.407	0.310	0.123	
Lewiston ESD			
07-08	08-09	09-10	
0.407	0.310	0.123	
Expulsion Rate			
Lewiston ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Lewiston ESD			
07-08	08-09	09-10	
0.000	0.000	0.000	



### Textbooks and Instructional Materials

Lewiston Elementary School selection process is through Site Council, staff meetings, and the Board of Trustees. The textbooks are adopted from the most recent State-approved list. They are consistent with the adoption cycle adopted by the State Board of Education. Each student is supplied with his or her own copy of the textbooks for the core curriculum at the beginning of the year. Lewiston Elementary School uses the most effective instructional materials available, including:

- Scholastics *Phonics Readers and Shoebox Readers* for reading in grades K-2
- Houghton-Mifflin *Reading* in grades K-6
- *Zoo Phonics* to enhance phonetic skills in grades K-1
- Prentice-Hall *Literature* for comprehensive reading and language arts instruction in grades 6-8
- Prentice-Hall *Science* in grades 6-8
- SPARKS (Sports, Play and Active Recreation for Kids) physical education program in grades K-8
- *Second Step* for developing empathy, anger management, and problem-solving skills
- Houghton-Mifflin *Social Studies* for history and geography
- PowerPoint, Claris Works, Microsoft Office, Type to Learn, Web Workshop, Wiggleworks, and Storybook Weaver are a few of the programs used by students to integrate computer technology into the curriculum
- Wright Group *Fast Track*
- Developmental Center for Education *SIPPS-Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words*

All students attend music and art classes and have access to appropriate textbooks and instructional materials.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>A Legacy of Literacy</i> , Houghton Mifflin (K-6)	4/23/2002
English-Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall	4/23/2002
Mathematics	<i>California Math</i> , Saxon (K-6)	6/23/2008
Mathematics	<i>California Math Course 2</i> , McDougal Littell (6-8)	6/23/2008
Mathematics	<i>California Pre-Algebra, Algebra I</i> , McDougal Littell (7-8)	6/23/2008
Science	<i>California Science</i> , Houghton Mifflin (K-6)	7/24/2007
Science	<i>Science Explorer: Focus on Earth, Life, and Physical Science</i> , Pearson Prentice Hall (6-8)	7/24/2007
Science	<i>California Science: Earth, Life and Physical Science 2007</i> , Holt, Rinehart and Winston (6-8)	7/24/2007
History-Social Science	Houghton Mifflin (K-5)	10/10/2006
History-Social Science	<i>Discovering Our Past (California Edition)</i> , Glencoe/McGraw-Hill (6-8)	6/27/2006
History-Social Science	<i>Teachers' Curriculum Institute: History Alive! California Middle Schools Program</i> (6-8)	6/27/2006

Note: This data was most recently collected and verified in October 2010.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Lewiston ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



“Each student is supplied with his or her own copy of the textbooks for the core curriculum at the beginning of the year.”

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/Fountains	Fair
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/13/2010
Date of the Most Recent Completion of the Inspection Form			10/13/2010

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Heating controls replacement in Summer/Fall 2011.
Electrical	Telephone system was upgraded in 2010.
Restrooms/Fountains	Student restrooms need to be remodeled; planned for sometime in the next two years.
External	North wing windows to be replaced within the next two years.

## School Facilities

Lewiston Elementary School provides a free breakfast program for all students. Two staff members supervise breakfast. Students go directly to the cafeteria for breakfast in the morning and are picked up and taken to class by their teacher. Supervision is provided all day for our students. At the end of the day a teacher walks students to the buses, and supervises until the buses leave. One teacher supervises the students who walk to the subdivision from the back of the school.

The school faculty supports teaching and learning. Restrooms are available in the K-5 classrooms and one boys and one girls restroom for the third through eighth graders is located close to the classrooms and playground.

The custodial staff consists of three part-time positions who attend to the school facilities from 8:30 A.M. to 5:30 P.M.

The Lewiston Elementary School campus was built in the mid 1950s. Care has been taken to repair and maintain the campus as needed. The facility includes seven classrooms, a Special Education resource room, a music/fine arts room, library (with 1,500 books), two portable computer labs (with 46 internet-ready computers), cafeteria, school office, gymnasium, and extensive playing areas.

The school grounds, building, and restrooms are in good working condition and are cleaned daily by custodial staff. The eight emergency facilities needs specified in *Education Code* Section 17592.72(c)(1) do not exist at this school site.

The school's phone system was upgraded with E Rate funding.

The school updated the internal cable plant and data electronics system in the summer of 2009 after receiving E Rate funding.

The playground was resurfaced in the summer of 2009 after receiving a Tire Derived Product grant.

The District participates in the State School Deferred Maintenance Program, which 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, electrical systems, interior or exterior painting, and floor systems.

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Lewiston ES			Lewiston ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35%	44%	49%	35%	44%	49%	46%	50%	52%
Mathematics	44%	60%	55%	44%	60%	55%	43%	46%	48%
Science	50%	❖	67%	50%	*%	67%	46%	50%	54%
History-Social Science	21%	❖	25%	21%	*%	25%	36%	41%	44%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	49%	55%	67%	25%
All Students at the School	49%	55%	67%	25%
Male	43%	53%	55%	❖
Female	56%	56%	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	51%	59%	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	47%	49%	71%	27%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	8*	2*	5*
Similar Schools API Rank	*	*	*

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### API Growth by Student Group

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-123	74	13
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



## API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Lewiston ES	Lewiston ESD	California
All Students	797	797	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Lewiston ES	Lewiston ESD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

## API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
Grade 7	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖

❖ Scores are not shown when the number of students tested is 10 or less,

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Lewiston ES		Lewiston ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	**		**	
Graduation Rate	◇		◇	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.  
 ◇ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.05
Ratio of Students Per Academic Counselor	58:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.15
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.15
Psychologist	0.05
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.10
Other	0.00

◇ Not applicable.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

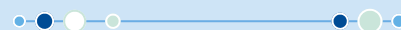
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



### Teacher Qualifications

Teacher Credential Information				
	Lewiston ESD	Lewiston ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	5	6	6	5
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Lewiston ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Lewiston ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



*"Lewiston  
Elementary School -  
Home of the Lions!"*



## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Lewiston ESD	Similar Sized District
Beginning Teacher Salary	✘	\$38,905
Mid-Range Teacher Salary	✘	\$56,504
Highest Teacher Salary	✘	\$71,750
Average Principal Salary (Elementary School)	✘	\$92,053
Superintendent Salary	✘	\$111,055
Teacher Salaries — Percent of Budget	20.1%	37.9%
Administrative Salaries — Percent of Budget	6.9%	6.8%

✘ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Lewiston ES
Total Expenditures Per Pupil	\$11,416
Expenditures Per Pupil From Restricted Sources	\$4,903
Expenditures Per Pupil From Unrestricted Sources	\$6,513
Annual Average Teacher Salary	\$54,106

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lewiston ES	\$6,513	\$54,106
Lewiston ESD	\$6,513	\$54,106
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+12.8%	-6.0%

◆ Because Lewiston ESD is a single-site district, the percent difference does not apply.

## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## Types of Services Funded

Lewiston Elementary School District operates as a School Wide Program and School Based Coordinated Program under Title I, Part A. The District also uses the Rural Education Achievement Program to combine resources to meet student needs. A Gifted and Talented Education (GATE) program provides additional opportunities for students, and we have Class Size Reduction in kindergarten through third grade. Lion's Den is offered every day and is funded by the After School Education Safety Grant.

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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