

Cawston Elementary School

4000 W. Menlo Ave. ◆ Hemet, CA 92545 ◆ (951) 765-0277 ◆ Grades K-5 Tracy Chambers, Principal

2008-09 School Accountability Report Card

Published during 2009-10



Hemet Unified School District

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Our Mission Statement

We are a learning community of dedicated teachers, administrators, and staff who provide an engaging, safe, learning environment, so that our students will be successful and productive members of our community.

Our Vision Statement

Each child can become an outstanding individual who will positively affect the world. We are committed to providing the support necessary for this to occur.

Principal's Message

Cawston Elementary School opened in August 2004. The first year was spent developing as a school community, creating relationships, new traditions, and a climate of mutual respect. High expectations for both staff and students, based on California standards for educators and students, were established. A collaborative school was formed where everyone works together to meet the needs of our students.

As our fifth year begins we are welcoming new students, families, and staff members; new construction within our school boundaries results in increasing enrollment. We are pleased that our students come from a variety of backgrounds and diverse cultures and look forward to sharing with and learning from each other.

Our base of parent support is strong and growing every day. We welcome families to our campus and urge them to be involved in our school by whatever means they can. We are Cawston Elementary School, a community of learners and friends.

Opportunities for Parent Involvement

Opportunities for parent involvement at Cawston Elementary abound and we appreciate and welcome family members to take an active part in our educational and social activities. We have a wonderful PTA and are always looking for new recruits. Whether you wish to be a regular volunteer at school, enjoy chaperoning field trips, like to help out at special events or are willing to donate supplies, you can make a difference!

We also have a School Site Council, English Learner Advisory Committee, and GATE Advisory Committee. These require parent members to advise and assist us in putting together our school plans. If you are interested in getting involved with any of these groups or you would like to volunteer, please call our office manager, Donna Arias at (951) 765-0277 ext. 201.

District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Hemet Unified School District's Core Values

- which students and staff can succeed.
- Recruit, train, retain the very best staff for HUSD.
- Effective initial instruction is the most powerful tool for achievement.
- Provide viable alternative pathways for student success.
- Nutritional and physical well-being supports achievement.
- Non-academic endeavors and activities are necessary to provide a balanced educational experience.
- The quality of our published works and the state of our facilities reflects how we view ourselves.
- HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group				
2008-09 Enrollment: 870				
African American	9.89%			
American Indian or Alaska Native	1.15%			
Asian	0.92%			
English Learners	13.00%			
Filipino	3.45%			
Hispanic or Latino	40.69%			
Pacific Islander	0.57%			
White (not Hispanic)	40.92%			
Socioeconomically Disadvantaged	60.00%			
Students with Disabilities	12.00%			
Multiple or No Response	2.41%			

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspension Rates						
ı		School		District		
	06-07 07-08 08-09			06-07	07-08	08-09
Suspensions	3.8	1.5	9.0	15.4	14.8	18.4
Expulsions	0.0	0.1	0.0	0.5	0.6	0.4

Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standardsbased instructional program.

District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Professional Development (continued)

Provide a data-driven, standards-based academic program in Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour All students will improve their achievement in each subject each clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Class Size and Distribution

This table displays by the average class size and the number of academic classrooms that fall into each size category (a range of total students

Average Class Size & Class Size Distribution (Primary)					
Grade	Avg.	Number of Classrooms			
Grade	Class Size	1-20	21-32	33+	
		2006-07			
K	20.9	4	3		
1	22.4		5		
2	19.8	6			
3	19.7	7			
4	29.6		5		
5	29.8		4		
		2007-08			
K	19.2	6			
1	19.1	8			
2	18.1	8			
3	18.7	7			
4	28.2		5		
5	30.2		5		
		2008-09			
K	32.0		3	1	
1	20.0	6			
2	20.3	6	1		
3	19.8	8			
4	29.3		4		
5	31.8		2	2	

Types of Services Funded

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Title I	\$53,676
EIA	\$19,424
EIA/LEP	\$15,741
ELAP	\$4,979
School & Library Improvement Block Grant	\$12,555
Lottery	\$21,428
GATE	\$952
Safe & Drug Free Schools	\$980

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and

http://www.cde.ca.gov/ds/fd/cs/

Expenditures Per Pupil and Teacher Salaries							
Level	Average						
Level	Total	Total Supp. Basic Salary					
School	\$5,866	\$896	\$4,970	\$60,512			
District	1	1	\$5,473	\$63,697			
State			\$5,586	\$67,109			
Percent Difference (School/District)			-9	-5			
Percent Differe	ence (School/	/State)	-11	-10			

Teacher and Administrative Salaries (FY 07-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries				
Category	District Amount	State Average		
Beginning Teacher Salary	\$40,147	\$42,065		
Mid-Range Teacher Salary	\$66,015	\$67,109		
Highest Teacher Salary	\$87,860	\$86,293		
Superintendent Salary	\$234,185	\$216,356		
Average Principal Salary (Elementary)	\$109,340	\$107,115		
Average Principal Salary (Middle)	\$114,758	\$112,279		
Average Principal Salary (High)	\$126,437	\$122,532		
% of Budget (Teacher Salaries)	41.21%	5.5%		
% of Budget (Administrative Salaries)	7.7%	39.4%		

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are					
Level	NCLB Compliant	Non-NCLB Compliant			
This School	97.4	2.6			
All Schools in District	93.3	6.7			
High-Poverty Schools	92.1	7.9			
Low-Poverty Schools	77.4	22.6			

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Academic Counselors and Other Support Staff				
Title	# of FTE Assigned to School			
Academic Counselor	0			
Average # of Students per Counselor	0			
Library Media Teacher	0			
Library Media Services Staff	0.69			
Psychologist	0.4			
Social Worker	0			
Nurse	0			
Health Technician	0.87			
Speech/Language/Hearing Specialist	1			
Resource Specialist (non-teaching)	1.5			
Other	0			

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials					
Teachers		District			
i cacileis	06-07 07-08 08-09 08-09				
With Full Credential	37	40	37	998	
Without Full Credential	2	2	2	34	
Outside Subject Area of Competence	0	0	0	81	

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies						
07-08 08-09 09-10						
Teachers of English Learners	0	0	0			
Total Teacher Misassignments	0	0	0			
Vacant Teacher Positions	0	1	0			

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks						
2006 2007 2008						
6	6	6				
7	8	9				

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: May 2009

Date the plan was last reviewed with staff: August, 2009

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as before and after school. Disaster preparedness drills are conducted monthly. The school has a current disaster preparedness and safety plan. The staff is trained in emergency procedures, including evacuation routes and safety checks.

Facilities Maintenance

Cawston Elementary School opened its doors in the fall of 2004 and is located on the west side of Hemet in a beautiful facility consisting of one permanent building and sixteen re-locatable classrooms. Every classroom has adequate space and materials needed to ensure student success.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions						
Item Inspected		Repair Status		Repair Needed /		
item inspected	Exemplary	Good	Fair	Poor	Action Taken or Planned	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[]	[X]	[]	[]		
Interior: Interior Surfaces	[]	[X]	[]	[]	Several stained/missing ceiling tiles; several stained carpets.	
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]		
Electrical: Electrical	[]	[X]	[]	[]	Several lights out.	
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	Boys restroom one stall not latching.	
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]		
Structural: Structural Damage/Roofs	[]	[X]	[]	[]		
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]		
Overall Rating	[]	[X]	[]	[]		

Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

	Adopted Textbooks							
	Grade Levels / Title	Publisher	Edition	Adopted				
	Reading/Language Arts							
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02				
	English Language Development							
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06				
	Mather	matics						
K-5	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08				
	Social S	Science						
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07				
	Science							
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01				
	Hea	alth						
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05				

	Interventions Programs for Reading/Language Arts						
	Grade Levels / Title	Publisher	Edition	Adopted			
	Reading/Language Arts						
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05			
4-12	High Point El	Hampton-Brown Co.	2001	5/05			
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05			

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results							
	4 of 6 5 of 6 6 of 6						
Grade 5	9.3	17.2	54.3				

DataQuest and Access to Data

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Percent of Students Scoring At Proficient or Advanced									
Subject	School		District			State			
Subject	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	41	48	49	39	43	46	43	46	50
Mathematics	53	64	59	34	37	38	40	43	46
Science	38	58	50	32	39	41	38	46	50
History-Social Science				28	31	34	33	36	41

CST Results by Student Group - Most Recent Year

This 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.

testing period.	ent of Students Scoring At Pr	roficient or Advan	and	
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	48	39	-
American Indian / Alaska Native	*	*		
Asian	*	*	*	
Hispanic or Latino	40	53	41	
Filipino	90	100	*	
Pacific Islander	*	*	*	
White (not Hispanic)	59	63	68	
Male	45	57	54	
Female	54	60	45	
Economically Disadvantaged	40	51	42	
English Learners	32	39	14	
Students with Disabilities	31	42	46	
Students Receiving Migrant Education				

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for All Students							
Subject and Grade Level	Average S	cale Score	State Percent at Achievement Level				
oubject and Grade Level	State	National	Basic	Proficient	Advanced		
Reading 2007, Grade 4	209	220	30	18	5		
Reading 2007, Grade 8	251	261	41	20	2		
Mathematics 2009, Grade 4	232	239	41	25	5		
Mathematics 2009, Grade 8	270	282	36	18	5		

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners								
Subject and Grade Level	SWD Student Pa	articipation Rate	EL Student Participation Rate					
oubject and Grade Level	State	National	State	National				
Reading 2007, Grade 4	74	93	65	80				
Reading 2007, Grade 8	78	92	66	77				
Mathematics 2009, Grade 4	79	96	84	94				
Mathematics 2009, Grade 8	85	96	78	92				

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria					
	School	District			
AYP Overall	No	No			
Participation Rate:					
English-Language Arts	Yes	Yes			
Mathematics	Yes	Yes			
Percent Proficient:					
English-Language Arts	No	No			
Mathematics	Yes	No			
API	Yes	Yes			
Graduation Rate (High Schools)	N/A	Yes			
Number of Schools Currently in Pl	N/A	13			
Percent of Schools Currently in PI	N/A	46.4			

Federal Intervention Program

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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status					
School Distric					
PI Status	In PI	In PI			
First Year of PI	2009-2010	2004-2005			
Year in PI	Year 1	Year 3			

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes						
	Act	ual Cha	nge	Score		
Student Group	06-07	07-08	08-09	2009		
All Students at the School	-3	21	-6	789		
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Hispanic or Latino	24	19	11	751		
Pacific Islander						
White (not Hispanic)	-13	20	-10	827		
Socioeconomically Disadvantaged	24	22	-21	745		
English Learners		·	·			
Students with Disabilities				690		