



Cawston Elementary School

4000 W. Menlo Ave. • Hemet, CA 92545 • (951) 765-0277 • Grades K-5
Colleen Flavin, Principal
cflavin@hemetusd.org
<http://cawston.hemetusd.org>

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



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetusd.org

District Governing Board

Ms. Stacey Bailey
Mr. Rob Davis
Mrs. Megan Haley
Mr. Gene Hikel
Mr. Vic Scavarda
Mr. Patrick Searl
Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett
Superintendent
Mr. Darel Hansen
**Assistant Superintendent
Human Resources**

Mr. Vince Christakos
**Assistant Superintendent
Business Services**

Mrs. Tracy Chambers
**Assistant Superintendent
Educational Services**

School Description

Cawston Elementary School is a Kindergarten through Grade 5 public elementary school enjoying its 14th year of providing high-quality education to young people. Cawston Elementary is also home to a preschool - Grade 5 Specialized Academic Instruction program for students with Autism. This year, Cawston Elementary has the privilege of serving approximately 800 students. Cawston believes student achievement will be attained when we promote and sustain a respectful, responsible and safe learning environment where all students can grow.

Cawston Elementary encourages creativity, innovative thinking, cooperative problem solving and a strong commitment to citizenship and academic excellence. The unique potential and self-efficacy of individual students is valued and nurtured. This comprehensive approach to education prepares our students for success throughout their academic career as well as preparing them to become productive and active citizens within our community.

Students Achieving in Fun Environments (SAFE), an after school program serves approximately 100 of our students. The SAFE program provides students in first through fifth grade extended learning opportunities and positive behavior support from school dismissal until 6:00 P.M. SAFE provides access to homework assistance, extended learning opportunities in math and language arts, and a standards-based physical education program.

At Cawston Elementary, promotes global citizenship! The school focuses on building a school culture and climate that considers all stakeholders members of the Cawston Family. A safe school environment that fosters a climate of respect, responsibility and safety is the base for our Multi-Tiered System of Support. The expectations for academic, social emotional and behavioral growth are clear to faculty, students and parents. All members of the Cawston community reinforce these expectations.

The Parent Teacher Association (PTA), Action Team for Partnerships (ATP) and English Learner Parent Advisory Committee of Cawston Elementary coordinate a variety of family events and activities throughout the school year. In addition, our amazing PTA regularly contributes to our classroom teachers by providing resources for annual projects to better our school.

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 | 158 |
| Grade 1 | 128 |
| Grade 2 | 139 |
| Grade 3 | 135 |
| Grade 4 | 144 |
| Grade 5 | 140 |
| Total Enrollment | 844 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 10.3 |
| American Indian or Alaska Native | 0.8 |
| Asian | 0.8 |
| Filipino | 0.9 |
| Hispanic or Latino | 55.7 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 25.2 |
| Two or More Races | 6.2 |
| Socioeconomically Disadvantaged | 74.8 |
| English Learners | 11.7 |
| Students with Disabilities | 11.7 |
| Foster Youth | 1.3 |

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 | | | |
|--|-------|-------|-------|
| Cawston Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 41 | 39 | 40 |
| Without Full Credential | 2 | 3 | 4 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Hemet Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 1095 |
| Without Full Credential | ♦ | ♦ | 43 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 120 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Cawston 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)

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, including English learners, 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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/5/17 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

| Textbooks and Instructional Materials | |
|---|--|
| Year and month in which data were collected: September 5, 2017 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | English Now! V 2.0 - LitConn, Inc. Dec. 2006 Open Court Reading - SRA/McGraw Hill May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 Compass Learning - Odyssey June 2011 Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Eureka Math - Great Minds June 2017 MIND ST Math Program - MIND Research Institute October 2011 Compass Learning - Odyssey June 2011 Percent of students lacking their own assigned textbook: 0% |
| Science | Harcourt Science California Edition - Harcourt Brace March 2001 Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | History-Social Science for California - Pearson, Scott-Foresman June 2007 Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0% |
| Health | Harcourt Health & Fitness - Harcourt, Inc. July 2005 Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Cawston Elementary School is located on the west side of Hemet in a beautiful facility consisting of one permanent building and sixteen re-locatable classrooms. At the heart of our school is our library. Monthly, the custodian and assistant principal review the site for needed repairs. Upon completion, work orders are generated to request support from maintenance.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/7/2017 | | | | |
|---|------------------|-------------|-------------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | M-2: 2 ceiling water spots - ceiling tile holes. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | | X | | 131 B-4: Badly stained carpet |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | M-6: Low water pressure at sink faucet |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | M-13: Replace carpet, Trip hazard outside of classroom |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | 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 | 42 | 41 | 37 | 36 | 48 | 48 |
| Math | 34 | 35 | 24 | 23 | 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 | 30 | 49 | 45 | 43 | 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 |
| 5 | 14.4 | 23 | 46.8 |

* 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 |
| All Students | 142 | 138 | 97.2 | 48.6 |
| Male | 77 | 74 | 96.1 | 59.5 |
| Female | 65 | 64 | 98.5 | 35.9 |
| Black or African American | 11 | 10 | 90.9 | 50.0 |
| Hispanic or Latino | 73 | 71 | 97.3 | 45.1 |
| White | 46 | 45 | 97.8 | 57.8 |
| Socioeconomically Disadvantaged | 59 | 55 | 93.2 | 43.6 |
| English Learners | 15 | 15 | 100.0 | 6.7 |
| Students with Disabilities | 20 | 19 | 95.0 | 52.6 |

* 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 | 413 | 406 | 98.31 | 40.64 |
| Male | 214 | 211 | 98.6 | 36.49 |
| Female | 199 | 195 | 97.99 | 45.13 |
| Black or African American | 40 | 39 | 97.5 | 25.64 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 220 | 99.1 | 39.09 |
| White | 115 | 112 | 97.39 | 46.43 |
| Two or More Races | 24 | 24 | 100 | 41.67 |
| Socioeconomically Disadvantaged | 304 | 300 | 98.68 | 34 |
| English Learners | 77 | 76 | 98.7 | 28.95 |
| Students with Disabilities | 58 | 57 | 98.28 | 12.28 |
| 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 | 413 | 407 | 98.55 | 34.89 |
| Male | 214 | 212 | 99.07 | 38.68 |
| Female | 199 | 195 | 97.99 | 30.77 |
| Black or African American | 40 | 39 | 97.5 | 28.21 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 220 | 99.1 | 28.64 |
| White | 115 | 112 | 97.39 | 48.21 |
| Two or More Races | 24 | 24 | 100 | 33.33 |
| Socioeconomically Disadvantaged | 304 | 300 | 98.68 | 29.67 |
| English Learners | 77 | 77 | 100 | 23.38 |
| Students with Disabilities | 58 | 57 | 98.28 | 8.77 |
| 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 involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include: District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC).

Opportunities for parent involvement at Cawston Elementary are available 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, Action Team for Partnerships, and English Learner Advisory Committee. These require parent/family members to advise and assist us in developing our school plans. If you are interested in engaging with any of these groups or you would like to volunteer, please call our office manager, Donna Arias at (951) 765-0277 ext. 201.

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

Cawston Elementary School maintains, reviews and revises our School Safety Plan. The School Safety Plan includes: the school's vision, personal characteristics of pupil and staff. Additionally the plan provides an outline and description of the school's seven school safety strategies. Included in the appendix of the School Safety Plan is our procedures and protocols for emergencies and disasters. Also in the appendix: student discipline policies, dress code expectations, are discussed in detail. The plan includes general school information related to site operations and protocols. The safety plan describes policies and procedures related to Child Abuse, pupil suspension, expulsion and mandatory expulsion. The safety plan was last reviewed in February, 2017 and is monitored monthly for necessary revisions to be applied in the 2018-19 school year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.9 | 0.8 | 2.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.9 | 6.3 | 7.0 |
| Expulsions Rate | 0.3 | 0.3 | 0.6 |
| 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 | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 20 | |
| Percent of Schools Currently in Program Improvement | 80 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.688 |
| Psychologist | 0.6 |
| Social Worker | 0 |
| Nurse | 0.1 |
| Speech/Language/Hearing Specialist | 1.6 |
| Resource Specialist | 0 |
| Other | 1 |
| 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* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 20 | 17 | 31 | 3 | 3 | | 4 | 4 | 4 | | | 1 |
| 1 | 23 | 23 | 24 | | 1 | | 5 | 5 | 5 | | | |
| 2 | 26 | 25 | 27 | | | | 5 | 4 | 5 | | | |
| 3 | 21 | 23 | 26 | 2 | | | 5 | 6 | 5 | | | |
| 4 | 34 | 26 | 32 | | | | | 5 | 3 | 4 | | 1 |
| 5 | 24 | 26 | 30 | 2 | | | | 5 | 5 | 4 | | |
| Other | | 8 | 8 | | 3 | 3 | | | | | | |

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

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided by the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Teachers On Special Assignment (TOSA) provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment. Additionally, the TOSAs are now support the ten site-based Instructional Coaches that are located a various elementary and middle schools across the district.

During the 2016-2017 and 2017-2018 school year, HUSD has two non-student days that are for the purpose of professional development for all staff. A summer 3-day new teacher academy was offered in the 2017-2018 school year, for all new the HUSD teachers. Additionally, a new elementary math curriculum was adopted and teachers were provided two days of training during the summer.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$49,872 | \$47,808 |
| Mid-Range Teacher Salary | \$75,058 | \$73,555 |
| Highest Teacher Salary | \$101,205 | \$95,850 |
| Average Principal Salary (ES) | \$125,947 | \$120,448 |
| Average Principal Salary (MS) | \$131,097 | \$125,592 |
| Average Principal Salary (HS) | \$141,020 | \$138,175 |
| Superintendent Salary | \$246,921 | \$264,457 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 35% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 | 6,608 | 1,049 | 5,559 | 77,200 |
| District | ◆ | ◆ | 5,834 | 77,020 |
| State | ◆ | ◆ | \$6,574 | \$79,228 |
| Percent Difference: School Site/District | | | -4.8 | 0.2 |
| Percent Difference: School Site/ State | | | -16.7 | -2.6 |

* Cells with ◆ do not require data.

Types of Services Funded

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 123 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs that are funded are: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics.

OTHER PROGRAMS

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:

- LCAP Supplemental Initiatives -- \$99,965
- Supplemental/Concentration -- \$33,165
- Site Lottery -- \$22,080
- Title I -- \$126,546
- Spec Ed Local Asst -- \$67,849
- ASES-After School Program -- \$105,943
- Special Education State/Local -- \$515,340
- RCOE Local Grant -- \$750

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.