



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>

2017-18 School Accountability Report Card Published During the 2018-19 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. Darrin Watters

Deputy Superintendent

Business Services

Mr. Darel Hansen

Assistant Superintendent

Human Resources

Mrs. Tracy Chambers

Assistant Superintendent

Educational Services

Dr. Karen Valdes

Assistant Superintendent

Student Services

School Description

Cawston Elementary School is a Transitional Kindergarten through Grade 5 public elementary school enjoying its 15th 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 830 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	120
Grade 2	116
Grade 3	144
Grade 4	137
Grade 5	141
Total Enrollment	777

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.8
Asian	0.5
Filipino	0.5
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.0
White	25.7
Socioeconomically Disadvantaged	74.3
English Learners	9.8
Students with Disabilities	11.8
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	16-17	17-18	18-19
With Full Credential	39	40	39
Without Full Credential	3	4	6
Teaching Outside Subject Area of Competence	0	0	0
Hemet Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Cawston Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* 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.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 9/4/18 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 4, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 Benchmark Ready to Advance - Benchmark April 2018 Benchmark Advance - Benchmark April 2018 Benchmark Steps to Advance - Benchmark April 2018 Read 180/System 44 - Scholastic, Inc. July 2015 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 The textbooks listed are from most recent adoption: Yes 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt Science California Edition - Harcourt Brace March 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science for California - Pearson, Scott-Foresman June 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health & Fitness - Harcourt, Inc. July 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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: 9/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	A-3 & Restrooms: Workroom - 3 stained ceiling tiles, Timeout room - 1 lamp out, Restroom-119 - toilet continues to flush MPR: 11 Lamps out, Drinking fountain very dirty, Window sills dusty, Storage closets need housekeeping (items are blocking the electrical panels)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	137 - B wing Elec. Room (near computer lab): Electrical room is very dusty, Remove all items in the Electrical room 187 - D Work RM/storage RM/computer Lab: Workroom storage closet (Day Custodian's Office) - needs housekeeping, Office: Custodial closet - housekeeping needed (dirty and dry old mops), Day Custodian needs to sign all fire extinguisher tags, Drinking fountain overshoots and is very dirty
Electrical: Electrical	Good	106 Nurse: Restroom fan load humming noise 131 B-4: MPR: 11 Lamps out, Drinking fountain very dirty, Window sills dusty, Storage closets need housekeeping (items are blocking the electrical panels)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A-3 & Restrooms: Workroom - 3 stained ceiling tiles, Timeout room - 1 lamp out, Restroom-119 - toilet continues to flush A-4: Sinks faucets overshoots (3 sinks)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	41.0	44.0	36.0	36.0	48.0	50.0
Math	35.0	36.0	23.0	22.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.2	20.7	35.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 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	401	400	99.75	44.00
Male	191	191	100.00	40.31
Female	210	209	99.52	47.37
Black or African American	29	28	96.55	32.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	231	100.00	40.26
White	102	102	100.00	56.86
Two or More Races	32	32	100.00	43.75
Socioeconomically Disadvantaged	298	297	99.66	37.71
English Learners	68	68	100.00	42.65
Students with Disabilities	32	32	100.00	6.25
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 2017-18 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	401	400	99.75	35.75
Male	191	191	100	37.7
Female	210	209	99.52	33.97
Black or African American	29	28	96.55	21.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	231	100	31.6
White	102	102	100	47.06
Two or More Races	32	32	100	43.75
Socioeconomically Disadvantaged	298	297	99.66	30.98
English Learners	68	68	100	29.41
Students with Disabilities	32	32	100	3.13
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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, 2018 and is monitored monthly for necessary revisions to be applied in the 2019-20 school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	2.6	1.8
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	31	20	3		1	4	4	5		1	
1	23	24	23	1			5	5	5			
2	25	27	22				4	5	4			
3	23	26	27				6	5	5			
4	26	32	29				5	3	4		1	
5	26	30	28			1	5	5	5			
Other	8	8	17	3	3	1			1			

* 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services 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.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,620	\$47,903
Mid-Range Teacher Salary	\$76,184	\$74,481
Highest Teacher Salary	\$102,723	\$98,269
Average Principal Salary (ES)	\$125,540	\$123,495
Average Principal Salary (MS)	\$133,205	\$129,482
Average Principal Salary (HS)	\$142,286	\$142,414
Superintendent Salary	\$223,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

A variety of field trips such as Pathfinder, student support through our Elementary Counselor and a variety of web based learning applications such as Compass Learning and Imagine Learning are available to students. Furthermore, Cawston offers extended day opportunities to our Kindergarten families, English Language Learners and students in need to additional instruction in the area of Math.

Cawston engages in monthly STEAM projects and extended day STEAM instruction during the winter/early spring.

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 -- \$335,822
- Site Supplemental -- \$37,574
- AVID --\$5,940
- Site Lottery -- \$22,683
- Title I -- \$123,078
- ASES-After School Program -- \$115,732

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,556	1,108	5,447	62,030
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-14.7	-26.3
Percent Difference: School Site/ State			-26.7	-26.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.