Caswell Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Caswell Elementary School
Street	1800 North Central Ave.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1620
Principal	Alfonso Navarro
Email Address	anavarro@ceres.k12.ca.us
Website	http://caswell.ceres.k12.ca.us/
County-District-School (CDS) Code	50710436052435

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Caswell Elementary School, a Transitional Kindergarten-6 elementary school, is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. Caswell is transitioning to a Dual Immersion School with the target language of Spanish. Our kindergarten classes are currently the only grade level with this program. The school, which was built in 1949, has undergone renovation. It is on a traditional attendance track. Caswell has approximately 584 students. Over 92.0% of our student body was on free or reduced lunch. About 55% of the students enrolled were designated second language learners, Spanish being the majority language. Speech, language development, adaptive PE, and resource programs are provided as part of the Special Education Services. Supplemental programs are offered to students who are experiencing difficulty meeting state proficiency targets. Interventions include the following: Power Hour, Reading Foundational Skills Intervention, After School Academic Intervention Program (AIP), after school English Language Development classes, after school migrant education classes, After School Education and Safety (ASES), and EL tutoring groups.

Caswell's Mission; We ensure high levels of learning for ALL students. Our Vision: Our school is built to foster healthy relationships, for the purpose of student learning. Our students and their learning needs are our number one priority. Caswell is designed to accommodate the learning needs of ALL of our students. We have structures and systems that are flexible, in order to achieve our mission. Each staff member is on a high performing collaborative team that has norms, SMART goals, a guaranteed and viable curriculum, common formative assessments, and interventions. Our students' results are celebrated and they are excited about their learning. Supplemental programs include the following: After School Academic Intervention Program, summer school, and after school English Language Development classes. Extra curricular activities include chorus, music, beginning/advanced band, and serving on the Student Council. Our school-wide reward system, involving PBIS includes Student of the Month, ROAR expectations, and assemblies for academic achievement and good behavior. Furthermore, an afternoon enrichment program (ASES) is available daily that is open to all Grades K-6 students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	82
Grade 2	70
Grade 3	83
Grade 4	78
Grade 5	86
Grade 6	64
Total Enrollment	573

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.7
Asian	1
Filipino	0.2
Hispanic or Latino	88.5
White	7.2
Socioeconomically Disadvantaged	93.5
English Learners	59.5
Students with Disabilities	6.8
Homeless	0.5

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	25	612
Without Full Credential	2	4	1	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus is well maintained and the staff, students, and families take pride in their clean and safe campus. Caswell is an older site so a strict maintenance plan is extremely critical to the upkeep of the school. Mature trees create a pleasant park like atmosphere and are well maintained as are the many lawns and large field in the rear of the school. All staff are trained and instructed to report all safety hazards immediately. The facility is evaluated on a regular basis by both site administration and district personnel. Overall the site looked well maintained. Custodian and his team are commended for several areas at the site. The grounds were well pruned and mowed, the restrooms were very clean, overall the Library was clean, and there were minimal chemical issues. This year the site earns a 9 out of 10. Continue to work together to get the site in top shape.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Custodial Storage Room: There is a fridge blocking the electrical panel. There is an extension cord plugged into a surge protector. Electrical Rooms: There is custodial equipment blocking the electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Grounds: There is a non operational waterfountain near the blacktop area.
Safety: Fire Safety, Hazardous Materials	Good	Classroom 9: There is alcohol based hand sanitizer underneath the sink. Office: There is an unmarked spray bottle underneath the sink.
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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	24	12	42	38	50	50
Mathematics (grades 3-8 and 11)	14	12	25	25	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	307	98.71	1.29	12.38
Male	161	158	98.14	1.86	7.59
Female	150	149	99.33	0.67	17.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	274	271	98.91	1.09	9.96
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	36.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	298	294	98.66	1.34	11.90
English Learners	218	216	99.08	0.92	7.41
Students with Disabilities	30	30	100.00	0.00	6.67
Students Receiving Migrant Education Services	32	32	100.00	0.00	12.50
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	310	308	99.35	0.65	11.73
Male	160	159	99.38	0.62	13.21
Female	150	149	99.33	0.67	10.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	273	272	99.63	0.37	11.03
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	15.79
Two or More Races					
Socioeconomically Disadvantaged	297	295	99.33	0.67	11.90
English Learners	217	217	100.00	0.00	10.60
Students with Disabilities	30	30	100.00	0.00	3.33
Students Receiving Migrant Education Services	32	32	100.00	0.00	12.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.6	16.9	14.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Parents/families along with other members of the community are encouraged to be actively involved in the school. Opportunities include the following:

- Regular communication through the Caswell Newsletter (Cougar Connection) and social media such as Twitter and Instagram
- Translators for verbal and written communications
- Family Nights – annual Book Faire, Back-to-School Night, Kinder Skills Night, Family Fitness Night, Family Literature Night, PTC Movie Nights, Kinder parent Writing Workshops, Fall Festival
- Community partnership with Rotary International – i.e., Rotary Read-In
- Parent Teacher Club
- Parent Observation Day
- School Site Council, DAC
- English Learner Advisory Committee, DELAC
- School Advisory Council, SAC
- Coffee with the Principal
- Parents and other family members serve as volunteers in the classroom or as chaperones on field trips
- Access to Healthy Start resources
- Resources through Ceres Partnership for Healthy Children
- Parent conferences
- Student Study Team meetings
- Parent attendance at Superintendents Advisory Council
- Parent Survey's to collect information to improve school
- School-Student-Parent Compact
- Parent attended student recognition assemblies
- Caswell adopted a new Title 1 Parent Involvement Policy in 2013-2014.
- McDonald's Night
- Bi-literature Night
- Weekly Parent Volunteer group: Wednesday Volunteers
- Factor
- Building on Greatness

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.6	5.2	3.3	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.1	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The staff and administration at Caswell Elementary School are committed to providing a safe and secure environment for students and employees. Our Safe School Plan is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Additionally, it will assist our school in providing a safe and civil learning environment. This plan was developed in compliance with California Code of Regulations, Title V, Education, Section 560 and is based on input from administrators, teachers, paraprofessionals, clerical staff, custodians, and other staff, parents, students, and law enforcement representatives. The major goal of this plan is to assist our school site in preparing for the potential of emergency situations. Our school continually strives to develop a comprehensive program, including ways to develop a culture that promotes responsibility, safety, respect, and opportunity for all. Our school is working work with staff, students, and parents to create a Safe and Civil school, which demonstrates our Guidelines for Success. We are using PBIS to promote this goal. It encompasses being positive, responsible, respectful, compassionate, always exhibiting integrity and pursuing excellence through meeting challenges. Areas that address school-wide encouragement procedures continue to be reexamined and updated.

We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. That is why we continue to work hard to create an environment that is inviting and promotes safety, pride, sense of ownership, and freedom from fear. Providing a safe environment allows us to nurture in each student, the desire to contribute and to make meaning out of life. Safe and Civil Schools promotes and annual evaluation of safety preparedness including emergency procedures. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	3		19	5			22		9	
1	22		4		22		3		21	1	2	
2	19	4			22		4		23		3	
3	21	1	3		19	4			21	1	3	
4	31		2		28		3		26		3	
5	31		3		32		2		29		3	
6	32		2		31		3		32		2	
Other**									21		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8343.44	1691.50	6651.94	75120.85
District	N/A	N/A	7103.79	$78,954.00
Percent Difference - School Site and District	N/A	N/A	-6.6	-5.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-12.1	-8.8

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2018-19)

Caswell received funds for Title I, EIA (SCE and LEP), and General in the 2018-2019 school year. These funds are strategically used to increase student achievement. Funds are used to purchase support staff (administrative assistant, a library-media clerk, and paraprofessionals), print shop, instructional supplies, interventions, supplementary materials, professional development, technology, etc.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,742	$51,374
Mid-Range Teacher Salary	$76,883	$80,151
Highest Teacher Salary	$103,252	$100,143
Average Principal Salary (Elementary)	$117,671	$126,896
Average Principal Salary (Middle)	$118,995	$133,668
Average Principal Salary (High)	$137,253	$143,746

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$234,274	$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	14	15

The school site had 5 professional development days during the 2017-2018 school year. In the 2018-2019 school year, the school site had 5 professional development days and 9 collaboration/early release days. Lastly, in the 2019-2020 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Teachers attend grade level and staff meetings where professional development and staff collaboration on student achievement are the highest priorities.

Caswell utilizes research based "best practices" through the implementation of the CUSD Instructional Norms and the Ceres Certification of Direct Instruction process. Teachers work in collaborative teams to share lessons and best practices, examine data to learn how students are learning, and make plans to address the needs of the students that haven't learned and celebrate our successes. Teachers have attended various workshops to support this work. The staff has also studied research and implemented practices from the 90-90-90 schools research and Dual Immersion research.

The district participates in Ceres Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.