



HEMET UNIFIED SCHOOL DISTRICT

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School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Cawston Elementary School

www.hemetusd.k12.ca.us

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Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Data

DataQuest is an online data tool located 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

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.

Our Mission Statement

Our mission as a school community is to empower all students with the skills, knowledge and values necessary for them to be lifelong learners and contributors within the community.

We do this by providing a safe, supportive environment that is tailored to meet the needs of each individual student.

We do this so that they are prepared to meet future challenges and opportunities with confidence and expertise and experience the joy of learning throughout their lives.

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. We spent our first year coming together 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. We formed a collaborative school 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.

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.

School Profile

Cawston Elementary School serves students in kindergarten through fifth grade and is located on the west side of Hemet on a beautiful parcel of land adjacent to a rock covered hillside. The state of the art facility consists of 25 permanent classrooms in wings radiating off a 2000+ square foot media center. There are also sixteen new modular classrooms that house third, fourth and fifth grade students.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	18.0	6		20.9	4	3		19.2	6					
Grade 1	20.0	6		22.4		5		19.1	8					
Grade 2	19.7	6		19.8	6			18.1	8					
Grade 3	36.6	4		19.7	7			18.7	7					
Grade 4	28.7		3	29.6		5		28.2		5				
Grade 5	28.0		3	29.8		4		30.2		5				
K-3	16.0	1												
4-5	26.0		1											

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.

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African-American	8.0
American Indian or Alaska Native	0.82
Asian	1.53
Filipino	3.53
Hispanic or Latino	40.47
Pacific Islander	0.24
White (Not Hispanic)	40.71
Multiple or No Response	4.71
Socioeconomically Disadvantaged	61.0
English Learners	14.0
Students with Disabilities	13.0

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Kindergarten	115
Grade 1	154
Grade 2	147
Grade 3	131
Grade 4	150
Grade 5	153
Total Enrollment	850

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: August, 2008

Date the plan was last reviewed with staff: August, 2008

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.

School gates are closed after the bell rings and opened when school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of each visit.

A clean, safe, and secure teaching and learning environment is the highest priority to Cawston Elementary administration and staff.

Suspensions and Expulsions

The following 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:

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	4.3	3.8	1.5	17.1	15.4	14.8
Expulsions	0.0	0.0	0.1	0.1	0.5	0.6

School Facilities:

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

School Facility Conditions and Improvements

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 twelve re-locatable classrooms. Every classroom has adequate space and all the materials needed to ensure student success.

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction in April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 7, 2008 facilities validation site visit was conducted at Cawston Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Adjust entry door and stall door in boy's RR.
Interior Surfaces (walls, floors, and ceilings)			X	Several stained/missing ceiling tiles; several stained carpets.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)		X		Several lights burned out; hand dryer inoperable in boy's RR; one classroom bad ballasts.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			One drinking fountain adjust faucet flow.
Restrooms	X			
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			Possible roof leaks in several classrooms.
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Support Staff:

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School
Library Media Services (paraprofessional)	1.0
Psychologist	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other (Health Tech)	1.0

Teachers:

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 their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	33	37	40	1,058
Without Full Credential	1	2	2	45
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

Core Academic Courses 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 <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7



Curriculum and Instructional Materials:

Adopted Textbooks

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. The chart below outlines the adopted textbooks we use in our District.

ADOPTED TEXTBOOKS K-5					
Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science <i>for California</i>	Pearson, Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 st Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

Instructional Materials

We have various programs offered here at Cawston Elementary School:

21st Century After-School Program: This is an after-school program that provides up to 4 hours of activities such as homework assistance and enrichment. Space is limited and it is on a first come first served basis.

Choir: We have a choir program available to 3rd, 4th & 5th grade students after school. This program is taught by a credentialed teacher 2 days a week. They have performances several times throughout the school year.

Band: We offer music lessons during the week for 4th & 5th grade students.

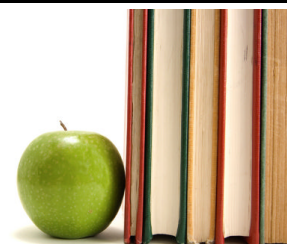
Title I: We receive Title I funding, which allows us to purchase supplemental material for our classrooms, fund extended day student services, and provide professional growth opportunities for our staff.

After-School & During-School Tutoring: We offer intervention programs, such as REACH and Success Maker for those students who require additional assistance in becoming proficient. These programs are usually offered during the school day, but are at times offered after school.

PRICE Parenting Classes: The district offers PRICE Parenting classes throughout the year. These classes are taught at various campuses throughout the valley. Check with the school for availability.

On October 7, 2008 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2008-2009 pursuant to Education Code 60119. This table displays the results of that resolution.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Health	0%
Visual and Performing Arts	0%



School Finance:

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)

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 salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,974	\$517	\$4,457	\$54,488
District			\$5,080	\$62,751
Percent Difference-School Site & District			(12%)	(13%)
State			\$5,300	\$65,008
Percent Difference-School Site & State			(16%)	(16%)

Teacher & Administrative Salaries (Fiscal Year 2006-07)

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 can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,778	\$40,721
Mid-Range Teacher Salary	\$64,198	\$65,190
Highest Teacher Salary	\$84,864	\$84,151
Average Principal Salary (Elem)	\$102,266	\$104,476
Average Principal Salary (MS)	\$106,564	\$108,527
Average Principal Salary (HS)	\$113,768	\$119,210
Superintendent Salary	\$203,730	\$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

Other Programs

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

Program	Amount
Title I	\$71,440
School & Library Improvement Block Grant	\$27,196
EIA/LEP	\$56,128
ELAP	\$5,000
Total	\$159,764

Student Performance:

California Physical Fitness Test Results

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 meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
5	56.89

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Tests (CST)

The California Standards Tests (CST) 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, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

**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).

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
ELA	47	41	48	39	39	43	42	43	46
Math	58	53	64	34	34	37	40	40	43
Science	27	38	58	28	32	39	35	38	46

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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.

Group	Percent of Students Scoring at Proficient or Advanced Level		
	English-Language Arts	Mathematics	Science
African American	40	53	64
Asian	82	10	*
Filipino	71	92	*
Hispanic or Latino	40	56	41
White (not Hispanic)	55	70	70
Male	42	61	61
Female	48	68	56
Economically Disadvantaged	40	61	53
English Learners	16	40	9
Students with Disabilities	15	49	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Accountability:

Academic Performance Index

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 API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks—Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	5	6	6
Similar Schools	7	7	8

API Changes by Student Group

This table displays, by student group, the actual API changes in points added or lost for the past year, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	26	-3	21	805
Hispanic or Latino	0	24	19	753
White (not Hispanic)	44	-13	20	844
Economically Disadvantaged	11	24	22	777

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes



Student Progress

Student progress is monitored both informally and formally throughout the school year. Informal monitoring processes include teacher observation and assessment of work samples. Formal assessments include district benchmark tests in Language Arts and Mathematics, publisher's assessments tied to core curriculum, and teacher made quizzes and tests.

Parents receive formal reports six times per school year; three of these are progress reports and three are report cards.

Student progress is also reported to parents more informally through weekly notes and letters. At least one formal conference between the teacher and parents is scheduled in the fall of the school year. The overall performance of students is reported to students, parents, staff, and the school community through the school's API results. These are published, disseminated and discussed at staff and parent meetings.

Instructional Planning and Scheduling:

Professional Development

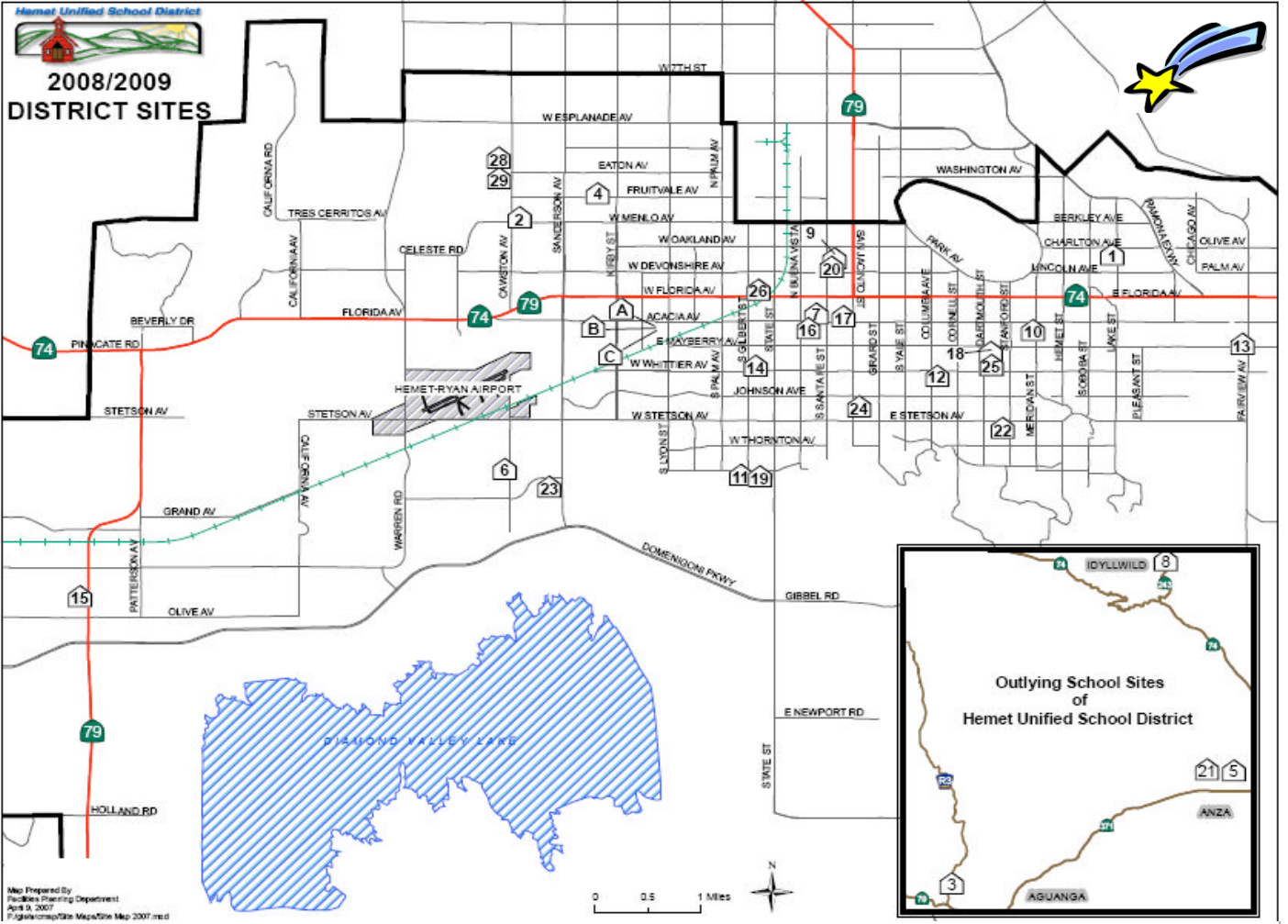
The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner

Authorization, 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, four BTSA induction support providers, five academic 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.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2007-08 school year.



Cawston Elementary School



Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeney	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C