

Cahuilla Elementary School

833 E. Mesquite Avenue • Palm Springs, CA 92262-0119 • (760) 325-8161 • Grades TK-5

Ryan E. Saunders, Ed.D., Principal

rsaunders@psusd.us

www.psusd.us



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

Karen Cornett, Member
Shari Stewart, President
John Gerardi, Clerk
James Williamson, Member
Richard Clap, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

Mission Statement:

At Cahuilla Elementary we believe all students can learn; therefore, we are committed to high expectations for all students, staff, and families.

Vision- Personnel:

In our school, staff will utilize scheduled planning time to respectfully collaborate and discuss ideas to improve the teaching process, planning time will be used to guide the implementation of curriculum which will directly impact student achievement, teachers will analyze student data, share effective research-based teaching strategies, and conscientiously implement the agreed upon action plan. Finally, staff will share common goals for student behavior and academic success.

Vision- School Climate:

In order to advance our shared vision of an exemplary school, we will work collaboratively and treat each other with respect so we can achieve a safe, clean, and positive learning environment. We will promote school unity and pride to be a school where staff and students want to be, and implement a conflict-management model and recognition for good behavior throughout all grade levels.

Vision- Parents/Community:

In our exemplary school, we will increase community and parental involvement. We will implement a volunteer program, provide donations, facilitate community relations, and generate school resources. Parents are valued as an integral part of our school community.

Cahuilla Elementary School is located in Palm Springs, California. Cahuilla serves approximately 570 students in grades (TK) kindergarten through fifth. At Cahuilla 70% of the students are Hispanic, 15% are White, 9% are African American, and 6% represent other ethnic backgrounds.

Our school will evaluate the effectiveness of our SPSA after SBAC scores are released and our SSC and Leadership Team have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and /or material changes during the school year.

The SPSA is updated annually by the Cahuilla School Site Council. Our school works with the district to be in alignment with the LEA plan for Palm Springs Unified School District. To provide a cohesive effort at each site, district, state, and federal goals we work in conjunction with the district on the following: benchmark exams, pacing guides aligned to state standards, development of the school plan, and development of school budget.

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 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 at (760) 325-8161 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	98
Grade 2	87
Grade 3	90
Grade 4	86
Grade 5	84
Total Enrollment	535

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.6
Asian	0.7
Filipino	3
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.2
White	16.1
Two or More Races	3.6
Socioeconomically Disadvantaged	86.5
English Learners	39.4
Students with Disabilities	11.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Cahuilla Elementary School	13-14	14-15	15-16
With Full Credential	23	25	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Cahuilla Elementary School	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks and other instructional materials are in good condition and each child has access to them. All of the textbooks are the most recent state-approved versions. We adopted California Treasures Reading. California Science in 2007-2008; Reflections in 2006-2007; enVision Math in 2008-2009. The selection process is done at the district level. Teachers have the opportunity to be on a textbook committee to help with the selection process. All students have access to their own textbooks. Every student, including English Learners, has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 2/20/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillen/McGraw Hill 2009-2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math-Pearson 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science-Harcourt 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections-Harcourt 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facility holds 31 classrooms, library, computer lab, multipurpose room, administration which houses speech and language, psychology, and counseling services.

The Palm Springs Unified School District employs one full time custodian for the daytime and one full time custodian for the evening. The custodians keep the school facility clean and safe. Each week, the principal meets with the day custodian to review the facility for maintenance and any upcoming activities needing custodial services.

Students are kept safe at all times on the school campus. The classroom teachers walk their students to the appropriate area at all times including recess and lunch. The students are supervised before school by yard supervisors. In addition, the students are supervised in the lunchroom and there are several teachers on duty after school to ensure their safety. All teachers on duty are easily identified by wearing a bright green safety vest.

The facilities at Cahuilla Elementary support teaching and student learning. All of the classrooms are spacious and well lit. There is only one bell at the beginning and at the end of the day with no bells occurring during the school day so as not to disrupt the learning process.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/24/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Work Orders on file in M&O Office
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/24/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.60	33.70	38.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	27	32	44
Math	24	20	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	45
Male	44
Female	46
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	47
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	22
Students with Disabilities	41
Foster Youth	--

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	40	45	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	94	98.9	51	28	17	4
	4	92	81	88.0	51	21	14	15
	5	89	87	97.8	46	18	25	8
Male	3		52	54.7	52	33	10	6
	4		46	50.0	54	15	17	13
	5		58	65.2	50	19	22	7

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		42	44.2	50	21	26	2
	4		35	38.0	46	29	9	17
	5		29	32.6	38	17	31	10
Black or African American	3		4	4.2	--	--	--	--
	4		8	8.7	--	--	--	--
	5		10	11.2	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Asian	3		3	3.2	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	1.1	--	--	--	--
Filipino	3		3	3.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		6	6.7	--	--	--	--
Hispanic or Latino	3		67	70.5	58	25	10	6
	4		57	62.0	56	18	9	18
	5		52	58.4	48	15	21	13
White	3		12	12.6	25	33	42	0
	4		14	15.2	43	36	14	7
	5		14	15.7	21	36	43	0
Two or More Races	3		4	4.2	--	--	--	--
	5		3	3.4	--	--	--	--
Socioeconomically Disadvantaged	3		85	89.5	52	26	18	5
	4		70	76.1	51	21	13	14
	5		71	79.8	46	20	24	8
English Learners	3		46	48.4	61	20	15	4
	4		37	40.2	54	22	8	16
	5		20	22.5	75	5	15	5
Students with Disabilities	3		9	9.5	--	--	--	--
	4		6	6.5	--	--	--	--
	5		7	7.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	94	98.9	43	31	21	5
	4	92	87	94.6	40	37	20	3
	5	89	87	97.8	52	26	10	11
Male	3		52	54.7	40	31	21	8
	4		47	51.1	38	38	21	2
	5		58	65.2	53	28	9	10
Female	3		42	44.2	45	31	21	2
	4		40	43.5	43	35	18	5
	5		29	32.6	48	24	14	14
Black or African American	3		4	4.2	--	--	--	--
	4		8	8.7	--	--	--	--
	5		10	11.2	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Asian	3		3	3.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.1	--	--	--	--
Filipino	3		3	3.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		6	6.7	--	--	--	--
Hispanic or Latino	3		67	70.5	54	22	19	4
	4		62	67.4	47	32	16	5
	5		52	58.4	50	19	13	17
White	3		12	12.6	17	42	25	17
	4		14	15.2	21	50	29	0
	5		14	15.7	36	50	7	7
Two or More Races	3		4	4.2	--	--	--	--
	5		3	3.4	--	--	--	--
Socioeconomically Disadvantaged	3		85	89.5	42	33	19	6
	4		72	78.3	39	40	18	3
	5		71	79.8	52	23	13	13
English Learners	3		46	48.4	46	24	28	2
	4		37	40.2	43	32	19	5
	5		20	22.5	70	25	5	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		9	9.5	--	--	--	--
	4		6	6.5	--	--	--	--
	5		7	7.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

At Cahuilla Elementary, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Cahuilla's parent involvement policy by: providing translation for parents at all parent meetings and for all written correspondence. Cahuilla also meets the federal and state requirements for access for persons with disabilities. In addition all parents are invited to become members of the Parent Teacher Organization which provides opportunities for them to support our students through: volunteering in the classrooms, library, picture day, student store, book fairs, field trips, annual carnival, and fundraisers. The PTO also hosts a parents and pastries annual event to encourage parents to get involved with the PTO as well as enjoy breakfast with their child at school. Also, we have a program called Watch D.O.G.S. (Dads of Great Students) that allows fathers to dedicated one day of service to the school a year.

Annually, Palm Springs Unified School District and Cahuilla host a Back to School Night in the fall to visit classrooms and learn about grade level standards as well as celebrate the work that students have produced. Throughout the year Cahuilla teachers organize family nights including Family Reading Night and Science Night. In addition, we we are very proud of our arts program, with two productions throughout the year, our Talent Show and Winter Musical are always favorites with the students and parents.

At Cahuilla Elementary, parents have the opportunity to participate in Student Led Conferences. Student Led Conferences provide the student with the opportunity to take an active role and reflect on their progress towards grade level standards by leading their conference. The student's job is to inform their parents about their accomplishments, and areas that still need improvement. Its a perfect opportunity for parents to celebrate their child's successes and set goals together on areas that still need improvement.

Parents are encouraged to be a part of the following committees: School Site Council and English Language Advisory Council (when applicable--meaning parents elect to have a committee rather than delegate it to School Site Council). The parents on these committees play a pivotal role in assisting the school in the development of the school plan, allocation of resources, its implementation, and the annual review of the school plan. The parents on the school site council also help the staff to develop the school's parent involvement policy which is distributed to all parents at the beginning of each school year. In addition, they help identify staff education needs around valuing and supporting parent education.

Cahuilla is a Title I school which requires the development of a compact that is approved by the staff and parents. A copy of this compact is kept in the office. In addition, Cahuilla spends 1% of our Title I dollars on parent involvement including: bilingual aides for translation at parent education meetings and conferences, refreshments at parent education meetings, as well as any childcare costs for these meetings.

PTO Contact Person Name: PJ Davis-Lewallen Contact Person Phone Number: 760-416-8161

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Cahuilla Elementary is dedicated to ensuring a safe campus and building a true sense of community within the school. This will be achieved by following our safe school plan and building community through activities such as: , grade level team meetings, Family Nights, Partnership with PS Rotary Club, Parent Teacher Organization activities, awards assemblies, theatre arts productions, and regular parent conferences. Our safety committee meets twice yearly to debrief evacuation drills which are held monthly. We also have a committee which performs a school vulnerability assessment of the entire campus. In addition, our staff wears safety vests during recess, lunch, and after school duty, which make them highly visible while supervising students. Additional drills are conducted when recent events warrant an emphasis of a particular aspect of school safety.

The school wide discipline plan will reflect the expectation that all students adhere to the Self-Manager expectations, and is aligned to the Pillars of Character. The school community will be treated with fairness and respect. Students will be given Caught Being Good Tickets for treating others respectfully and fairly. Students who earn Self-Manager status earn additional recess time as a reward for making good choices.

The staff at Cahuilla makes every effort to keep students safe on school grounds before, during, and after the school day. The school day begins at 8:50 a.m. and dismisses at 3:25 p.m. Students are allowed on campus beginning at 8:15 a.m. for breakfast and the playground opens at 8:30 at which time supervision is provided. All staff members supervise all students at the bus loading zone and the student pick up zone at the end of the school day. All gates to the school are locked during the school day. Any volunteer must first sign a volunteer form, are screened through the Megan's Law web site, meet with the principal, and are fingerprinted if volunteering more than 4 hours. Visitors are required to report to the office to sign in before being allowed on campus. All visitors must wear a visitor badge when visiting the school campus. Volunteers who wish to contribute services in an on-going manner, must have a face-to-face meeting with the principal before beginning their service.

Internal emergency procedures are in place and will be adhered to in the event of a catastrophic disaster. Monthly fire and disaster drills take place to ensure all students and staff is prepared for a safe evacuation in the event of an emergency.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.11	0.90	1.09
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	32	31	20			2	1	2	3	2	1	
1	34	30	27					3	3	3		
2	31	25	21			1	3	4	3			
3	30	28	21			2	3	3	2			
4	29	29	28				3	3	3			
5	24	26	27	1	1		3	3	3			
Other	11	8	10	2	3	2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Teachers, paraprofessionals, volunteers, SSC, and administrators have several opportunities to participate in professional development.

Teachers, paraprofessionals, and administration have received professional development in the areas of Professional Learning Communities, data analysis, standards based instruction, Character Counts, Professional Learning Communities, Apple Technology, Write from the Beginning, No Excuses University and effective research based teaching strategies, which include reciprocal teaching, direct instruction, Specifically Designed Academic Instructing in English, and Write from the Beginning/Thinking Maps. These areas of focus for professional development were chosen based on research and analysis of student assessment data. Regular bi-monthly staff meetings are dedicated to professional development and grade level meetings focus on classroom instruction and implementation of the district-adopted curriculum. Teachers also meet bi-monthly to analyze data and plan instruction. Any teachers experiencing difficulty or in need of improvement receive assistance from the reading coach, instructional strategy coach, and administration. Support includes modeling and demonstration of lessons, in-class coaching, team teaching, and classroom observations with feedback.

SSC members receive training at the first SSC meeting of the year. This includes: the role of the SSC and the bylaws for operating as a SSC.

Volunteers receive training at the volunteer welcome back meeting at the beginning of the year and additional training as needed is provided by teachers

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

Programs and supplemental services are provided by Palm Springs Unified School District and Cahuilla to enable students to master standards. Centralized district funds are used for professional development, supplemental educational services, services to homeless students, Program Improvement Services, and Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services.

Homeless students' needs are met through free breakfast and lunch, free uniforms and shoes, counseling, and a community aide to connect parents of homeless students with free or low cost services in the community.

Cahuilla's categorical funds are used to provide professional development, instructional strategy coach, parent involvement and education training, bilingual instructional aides supporting English Language Learners, substitute costs associated with Student Success Team meetings, and data analysis team meetings both focused on creating action plans to support underachieving students in mastering standards while using technology. In addition, underachieving students are supported through categorical funds by purchasing supplemental standards-based instructional materials for intervention classes within the school day and providing after school intervention classes.

Cahuilla also provides categorical funds to support enrichment for Gifted and Talented Education students through purchasing supplemental instructional materials as well as providing enrichment classes after school. Specials Education students are supported through categorical funding by providing teacher training, instructional materials, and intervention classes after school.

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, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,872	\$2,399	\$6,473	\$72,665
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-7.5	-1.8
Percent Difference: School Site/ State			21.0	-0.4

* Cells with ♦ do not require data.