

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Cahuilla Elementary School
Street	833 E. Mesquite Avenue
City, State, Zip	Palm Springs, CA 92262-0119
Phone Number	(760) 416-8161
Principal	Ryan E. Saunders, Ed.D.
E-mail Address	rsaunders@psusd.us
School Website	www.psusd.us
CDS Code	33671736032395
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Palm Springs Unified School District
Street	980 East Tahquitz Canyon Way
City, State, Zip	Palm Springs, CA 92262
Phone Number	(760) 416-6000
Superintendent	Sandra Lyon
Web Site	www.psusd.us
E-mail Address	slyon@psusd.us
District Logo	 Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	John Gerardi, President
Member 2	James Williamson, Clerk
Member 3	Richard Clapp, Member
Member 4	Karen Cornett, Member
Member 5	Madonna Gerrell, Member
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Sandra Lyon
Administrator 1	Michael Swize, Ed.D Assistant Superintendent, Educational Services
Administrator 2	Mauricio Arellano Assistant Superintendent, Human Resources
Administrator 3	Brian Murray, Ed.D. Assistant Superintendent, Business Services
Administrator 4	
Administrator 5	
Administrator 6	
Administrator 7	
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 540 students in grades (TK) kindergarten through fifth. At Cahuilla 70% of the students are Hispanic, 14% are White, 8% are African American, and 8% represent other ethnic backgrounds. This is an approximate 2% increase in representation of students with 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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 dedicate 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 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 traditional parent teacher conferences during the designated times of the school year. In addition, SSC meets on a monthly basis to support families and students. Parents and/or teachers are able to call conferences at any time either party feel necessary.

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

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 8:40 a.m. and dismisses at 3:30 p.m. Students are allowed on campus beginning at 8:05 a.m. for breakfast and the playground opens at 8:20 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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 11/23/2016

This section should be kept to 1-2 paragraphs.

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 (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rm. 16: 4. Entryway VCT tiles chipped 10. Monthly inspection of Fire X required
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Boy's R/R by Lunch Shelter: 7. (2) hand dryers non-operable
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			P-2: 11. Repair exterior S/W siding
Structural: Structural Damage, Roofs	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	25		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	1	

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (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	Average Number of Students per Academic Counselor
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 (non-teaching)	1.00	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 9/13/16

This section should be kept to 1-2 paragraphs.

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.

Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillen/McGraw Hill 2009-2010	Yes	0
Mathematics	enVision Math-Pearson 2008-2009	Yes	0
Science	California Science-Harcourt 2007-2008	Yes	0
History-Social Science	Reflections-Harcourt 2006-2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$10,604	\$2,851	\$7,753	\$75,980
District	♦	♦	\$8,016	
Percent Difference: School Site and District	♦	♦	-3.3	-0.7
State	♦	♦		
Percent Difference: School Site and State	♦	♦	36.6	0.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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.

Funds are utilized to ensure a Tier approach to instruction. All students receive a Tier I approach including an RTI model referred to as Core Support. Students demonstrating a need for additional support receive it in a Tier II reading program as well--Read Live and Read Naturally GATE. Students in Grade 4 and 5 also receive Tier II support in Mathematics provided by their homeroom teacher.

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.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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, and effective research based teaching strategies, which include small group instruction, designated and integrated EL support, direct instruction, Specifically Designed Academic Instruction 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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	