



# Cahuilla Elementary School

833 E. Mesquite Avenue • Palm Springs, CA 92262-0119 • (760) 416-8161 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Palm Springs Unified School District**

150 District Center Drive  
Palm Springs, CA 92264  
(760) 883-2700  
www.psusd.us

#### **District Governing Board**

John Gerardi, President

Karen Cornett, Clerk

Richard Clapp, Member

Madonna Gerrell, Member

Timothy S. Wood, Member

#### **District Administration**

Sandra Lyon, Ed.D  
**Superintendent**

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

Tony Signoret, Ed.D  
**Assistant Superintendent,  
Human Resources**

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

### **School Description**

#### **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 483 students in grades (TK) kindergarten through fifth. At Cahuilla 72% of the students are Hispanic, 11% are White, 9% are African American, and 4% Filipino/Asian, and <1% American Indian/Alaskan Native.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	99
Grade 2	74
Grade 3	79
Grade 4	83
Grade 5	96
Total Enrollment	525

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.6
Asian	0.4
Filipino	3.2
Hispanic or Latino	68.6
White	12.8
Two or More Races	4.8
Socioeconomically Disadvantaged	90.5
English Learners	32.2
Students with Disabilities	11.4
Homeless	9.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Cahuilla Elementary	17-18	18-19	19-20
With Full Credential	28	24	23
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

### Teacher Misassignments and Vacant Teacher Positions at Cahuilla Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 24, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges Mathematics 2018/2019 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

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

**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. Regular campus walks are conducted by the principal and/or custodian to observe potential safety concerns.

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: 12/05/19**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Work order on file in M&O office
<b>Electrical:</b> Electrical	Good	Work orders on file in M&O office
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Work order on file in M&O office
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Work orders on file in M&O office
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	42	40	42	50	50
Math	35	40	26	28	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

#### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	4.1	41.8	48.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	249	96.89	41.77
Male	126	121	96.03	32.23
Female	131	128	97.71	50.78
Black or African American	26	26	100.00	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	169	164	97.04	37.80
White	39	37	94.87	54.05
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	230	222	96.52	40.09
English Learners	108	105	97.22	40.00
Students with Disabilities	36	34	94.44	5.88
Homeless	20	17	85.00	15.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	251	97.67	39.84
Male	126	122	96.83	33.61
Female	131	129	98.47	45.74
Black or African American	26	26	100.00	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	169	165	97.63	39.39
White	39	38	97.44	39.47
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	230	224	97.39	37.05
English Learners	108	106	98.15	41.51
Students with Disabilities	36	34	94.44	11.76
Homeless	20	17	85.00	15.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

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. A copy of the Parent Involvement policy distributed on a yearly basis, is on file in the office, and copies can be provided, free of charge, to all parents upon request.

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 regular 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. 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 engagement 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. In addition, Cahuilla hosts 7 Habits of Highly Effective Families training during the year, as well as "make and take" events sponsored by teachers in content areas.

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, 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 State priority: School Climate (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. Cahuilla has implemented a Social-Emotional Learning Curriculum called Second Steps, in order to ensure students are being taught these essential skills.

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 8:15 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 via Raptor before being allowed on campus. All visitors must wear a visitor badge when visiting the school campus. In addition, Cahuilla added the Raptor Visitor Management system that scans the ID's of all visitors to a registry of sex offenders. 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. Finally, Cahuilla Elementary is a closed campus, which means only visitors with appointments are allowed to sign-in via Raptor and enter campus. All volunteers, supervisory or non-supervisory, must register as a volunteer using the PSUSD Policy.

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. Finally, a multi-tiered Crisis Response plan is in place as well. We fully comply with a variety of emergency preparedness drills including: Active Shooter/Lock-Down/Shelter In Place, Fire Drills, & Earthquake Drills. We utilize the H.E.R.O. Curriculum to prepare students as well. The School Safety Plan was reviewed with the entire staff on August 7, 2019 at our annual back-to-school meeting. The plan was reviewed again by the Safety Committee on November 19, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.4
Expulsions Rate	0.0	0.0	0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	525.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		20	1	5		24		4	
1	20	3	1		20	2	2		25		4	
2	24		3		27		3		25		3	
3	22	1	4		20	1	3		24		3	
4	34			2	24		4		18	2	3	
5	27	1	2	1	23	1	3		24	1	2	1
Other**	6	1										

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	24	24

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years, as well as an addition of training around Claim 2 (Writing). The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 12 days of ELA training in 2017-18 and for the 2018-19 and 2019-20 years there are 6 full days for ELA and the remaining days are full days of professional learning for math.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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. We currently work with the PSUSD Mental Health department to target students/families in crisis. In addition, we have a fully funded school counselor as well. Also, Cahuilla received a security officer one day per week, and a site funded behavior paraprofessional works to support students in need as well.

Cahuilla's categorical funds are used to provide professional development, parent involvement and education training, a behavior paraprofessional for incident de-escalation, supervision and communication materials, substitute costs associated with Student Success Team meetings, as well as curricular planning. This year, we added a Teacher On Special Assignment to support PLC/Data Analysis teams. Data analysis team meetings focus on creating action plans to support underachieving students in mastering standards while using technology. Also, funds are used to ensure Cahuilla students have access to technology as a daily part of their learning environment. 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. An increased focus on Social-Emotional Learning is also evident in the SPSA.

All students receive a Tier I approach to learning using Best First Instruction including access to recent adopted curriculum, teacher designed and targeted instruction, guided reading, small group instruction/intervention, and tutoring. Students demonstrating a need for additional support receive it in a Tier II programs that include teacher tutoring and SES tutoring. The SST process is used to meet the needs of students who are demonstrating struggles in learning. PLC's are utilized as a part of the Pre-SST process to ensure a tiered support system for students is in place to promote early detection and prevention.

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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,996	\$3,561	\$9,435	\$86,065
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.2	3.8
School Site/ State	-25.8	8.2

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

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