Cahuilla Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact 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.
Email Address	rsaunders@psusd.us
School Website	http://caes.psusd.us
County-District-School (CDS) Code	33671736032395

2022-23 District Contact Information

District Name	Palm Springs Unified School District
Phone Number	(760) 883-2700
Superintendent	Mike Swize, Ed.D.
Email Address	mswize@psusd.us
District Website Address	www.psusd.us

2022-23 School Overview

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 the 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; Achieve a safe, clean, and positive learning environment; Promote school unity and pride 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:
At Cahuilla Elementary we will foster community and parental involvement; We will have a robust volunteer program, 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 425 students in transitional kindergarten through fifth grade. At Cahuilla 70.3% of the students are Hispanic, 10.5% are White, 9.6 are African American, and 1.9% Filipino/Asian, and 0.9% American Indian/Alaskan Native.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	69
Grade 2	66
Grade 3	66
Grade 4	74
Grade 5	68
Total Enrollment	411

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	1.7
Asian	1.0
Black or African American	9.2
Filipino	1.5
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.8
White	10.0
English Learners	27.5
Foster Youth	1.2
Homeless	15.3
Migrant	0.0
Socioeconomically Disadvantaged	91.2
Students with Disabilities	10.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	100.00	910.60	88.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.80	0.95	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	0.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	42.00	4.07	12115.80	4.41
Unknown	0.00	0.00	68.30	6.62	18854.30	6.86
Total Teaching Positions	23.00	100.00	1033.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected	September 13, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018	Yes	0
Mathematics	Bridges Mathematics 2018/2019	Yes	0
Science	Amplify Science / 2020-2021	Yes	0
History-Social Science	Reflections-Harcourt 2006-2007	Yes	0

School Facility Conditions and Planned Improvements

The school facility holds 31 classrooms, a library, a multipurpose room, an 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. Currently, there is additional custodial support during the pandemic. 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.

During a Non-Pandemic Setting:
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 7:45 a.m. and dismisses at 2:35 p.m. Students are allowed on campus beginning at 7:15 a.m. for breakfast and the playground opens at 7:20 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.

Currently, Cahuilla has one additional custodian whose sole purpose is to ensure the steady and timely sanitizing of rooms and other frequently touched surfaces.
The principal and custodian routinely walk the campus and monitor open and closed work orders for repairs.
Learning spaces are flexible and in compliance with CDC and PSUSD guidelines and adhere to social distancing requirements.
There are inside and flexible outside spaces that can be used for learning and eating.
PPE is securely located and has been distributed to appropriate staff members.
Communication has been put in place to keep families students informed.
The handbook outlines all of the safety information regarding the steps Cahuilla is taking to ensure the campus is safe.

Year and month of the most recent FIT report	11/14/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Data cable plate on stage has come off wall - resolved/ work order submitted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Update wheelchair lift binder - resolved/ work order submitted
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Damaged rubber surface - resolved/ work order submitted

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	204	98.55	1.45	37.75
Female	101	99	98.02	1.98	40.40
Male	106	105	99.06	0.94	35.24
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	19	19	100.00	0.00	36.84
Filipino	--	--	--	--	--
Hispanic or Latino	147	146	99.32	0.68	34.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	13	86.67	13.33	53.85
White	21	21	100.00	0.00	42.86
English Learners	54	53	98.15	1.85	13.21
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	33.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	199	197	98.99	1.01	38.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	9.52

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	204	98.55	1.45	24.02
Female	101	99	98.02	1.98	19.19
Male	106	105	99.06	0.94	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	19	19	100.00	0.00	10.53
Filipino	--	--	--	--	--
Hispanic or Latino	147	146	99.32	0.68	21.92
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	13	86.67	13.33	38.46
White	21	21	100.00	0.00	33.33
English Learners	54	53	98.15	1.85	11.32
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	18.18
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	199	197	98.99	1.01	23.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	21	95.45	4.55	4.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.08	14.08	17.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61	1.39	14.08
Female	33	33	100	0	9.09
Male	39	38	97.44	2.56	18.42
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	53	100	0	15.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	14	14	100	0	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	69	98.57	1.43	14.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 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 engagement 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, the annual carnival, and fundraisers. (Some of these events are not fully implemented due to pandemic restrictions and will resume when safety precautions are less stringent).

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. (These items will return when the pandemic restrictions are lifted).

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 feels necessary. Conferences, meetings, etc. are held with the option of in-person or using Zoom during the 2022/2023 school year.

Parents are encouraged to be a part of the following committees: School Site Council and English Language Advisory Council. The ELAC voted to delegate its responsibilities to the School Site Council until the school year returns to a more normal setting and can resume meetings without Zoom. This year, the site imade multiple attempts to form an ELAC committee. The effort to form an ELAC will continue until one is formed. 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.

2022-23 Opportunities for Parental Involvement

Cahuilla continues to implement a schoolwide communication and engagement platform called Class DoJo. This operates as an in-house social media type platform that is very easy to use and provides embedded translations for communication. Attachments are still provided in translated format. This tracks number of engagement instances parents have with each post. On average, each post engages approximately 50-60% of the school--depending upon the nature of the post.

Cahuilla is a Title I school that 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.

Monthly informal gatherings called Coffee w/The Principal are conducted via Zoom. They host guest speakers and provide opportunities for attendees to learn about resources and ask questions. In addition, a Parent Advisory Meeting is scheduled one time each trimester to provide input on school aspects such as curriculum, culture/climate, and communication.

A new PTO has been formed and is supporting Cahuilla Elementary students.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	452	165	36.5
Female	220	210	79	37.6
Male	250	242	86	35.5
American Indian or Alaska Native	7	7	6	85.7
Asian	5	5	0	0.0
Black or African American	45	41	19	46.3
Filipino	6	6	0	0.0
Hispanic or Latino	322	313	106	33.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	36	36	16	44.4
White	49	44	18	40.9
English Learners	124	121	31	25.6
Foster Youth	11	10	10	100.0
Homeless	93	85	44	51.8
Socioeconomically Disadvantaged	435	418	156	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	26	44.8

C. Engagement	**State Priority: School Climate**

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.96	4.74	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.98	0.05	5.62	0.20	3.17
Expulsions	0.00	0.00	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.98	0.00
Female	1.82	0.00
Male	4.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	9.09	0.00
Homeless	6.45	0.00
Socioeconomically Disadvantaged	2.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.17	0.00

2022-23 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 that 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.

During a Non-Pandemic Setting:
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 Step, in order to ensure students are being taught these essential skills.

During a Non-Pandemic Setting:
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 7:45 a.m. and dismisses at 2:35 p.m. Students are allowed on campus beginning at 7:15 a.m. for breakfast and the playground opens at 7:20 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.

2022-23 School Safety Plan

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 8, 2022 at our annual back-to-school meeting. The plan was reviewed again by the Safety Committee on September 30, 2022.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	21	1	3	
2	22		4	
3	25		3	
4	33		1	
5	22	1	3	
Other	6	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	22		3	
2	23		3	
3	21	3	1	
4	23	1	2	
5	33		1	1
Other	3	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	23		3	
2	22		3	
3	22	1	2	
4	25		3	
5	34			2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	411

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, 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)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,914	$5,834	$10,080	$92,232
District	N/A	N/A	$10,164	$91,322
Percent Difference - School Site and District	N/A	N/A	-0.8	1.0
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	41.8	7.7

2021-22 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 is working with the mental health department to secure a part-time mental health therapist to provide crisis support for targeted families.

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 continue to utilize a Teacher On Special Assignment to support reading intervention in response to the pandemic. Data analysis team meetings continue to 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 recently 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 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.

Specials Education students are supported through categorical funding by providing teacher training, instructional materials, and we operate in a full-inclusion model.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,137	$51,081
Mid-Range Teacher Salary	$80,534	$77,514
Highest Teacher Salary	$111,829	$105,764
Average Principal Salary (Elementary)	$138,377	$133,421
Average Principal Salary (Middle)	$142,131	$138,594
Average Principal Salary (High)	$161,091	$153,392
Superintendent Salary	$275,095	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. 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.

In 2019-2020, ELA professional development support focused on depth of knowledge, ELA claims and targets, and rigorous questioning strategies as well as an intro to Claim 2 (Writing). This support continued during the 2020-2021 school year with a focus on strengthening student learning in the virtual setting. The 2021-2022 school year continued the previous years' work in a differentiated model allowing school sites 3 days of professional development support based on the need for refinement in claim 1 (Reading) or claim 2 (writing) with grade-level teams, provide an overview to new teachers, or extend the work beyond grade levels to develop vertical school-wide plans for implementation. The professional development in these areas was provided by the Schoolhouse Project. During 2022-2023, all sites received one full district day of professional development focused on English Language Development including the Ellevation program, Listenwise, and Thinking Maps.

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlighting the landscape of learning in mathematics. During Year 2 (2019-20) the focus was 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 supported teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During Year 3 (2020-2021), we continued the work of year 2 due to the school closure and provided support for instructional math delivery in the virtual setting. During Year 4 (2021-2022), all elementary teachers, instructional coaches, and administrators collaborated with High Impact Math consultants to continue the math studio work from years 1-3 inclusive of planning, co-teaching, and debriefing with teachers and coaches. Core lessons were developed focusing on priority standards and incorporating the math goal, content development, high-yield instructional strategies, and assessment. The school site received a total of 4 days in 2022-23 with the consultants for the math studio work and time for the consultant, coach, and administrator to develop a site action plan for continuous support following the training.

During the 2021-2022 school year, teachers received 1 day of Kagan Cooperative Learning Strategies which is applicable to student engagement in all content areas. Follow up training and new teacher training is provided as needed during 2022-23.

A big initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. Elementary school principals were involved in a two-day UDL Implementation Academy in 2022-23.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	18	24	12