CAHUILLA DESERT ACADEMY

Grades 7-8
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Principal's Message

Dear Parents,

It is with great pleasure that I welcome you to Cahuilla Desert Academy on behalf of the Cahuilla Desert Academy's staff. We all hope that each student has a rewarding and positive experience this year at Cahuilla Desert Academy. Middle school is truly a time and place of change and we hope to work with you in guiding our students through the various challenges that they will face during this time of growth and learning. We hope that you have a wonderful middle school experience and look forward to working cooperatively with you in making it a memorable one for all students.

School Motto

"A School Where Redtail Hawks Soar Through Shared Leadership"

School Vision

Ensure that all students, upon leaving CDA in two years, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 4-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. We will create and maintain a learning environment that ensures every student of our learning community reaches a high level of academic achievement as determined by California State standards. We will ensure social and academic success of all students through extraordinary service, support and partnerships.

School Mission

•Cahuilla Desert Academy Middle School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

•Cahuilla Desert Academy Middle School parents will remain actively involved as advocates for their children and supporters of the school programs, faulty & staff.

•Within a nurturing, safe environment, Cahuilla Desert Academy Middle School faculty & staff members will actively engage all students in the learning process during the regular and after-school programs and teach students to become critical thinkers, problem-solvers, and life-long learners.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American		Kindergarten	
American Indian or Alaskan Native	0.3%	Grade 1	
Asian	0.1%	Grade 2	
Filipino	0.2%	Grade 3	
Hawaiian or Pacific Islander		Grade 4	
		Grade 5	
		Grade 6	
Hispanic or Latino	99.0%	Grade 7	484
White (not Hispanic)	0.3%	Grade 8	494
Two or More Races	0.1%		
Socioeconomically Disadvantaged	90.7%		
English Learners	32.5%		
Students with Disabilities	11.2%		
Migrant Education		Total	
Foster Youth	0.6%	Enrollment	978

Cahuilla Desert Academy is located in the western region of the district's boundaries and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2015-16 school year, 978 students were enrolled, including 11.2% students with disabilities, 32.5% English Language Learners, and 90.7% socioeconomically disadvantaged.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through Black Board Connect, the school website, Facebook, and Parent Academy Workshops. Contact the counselor at (760) 398-0097 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom Helper
• Library Assistant

Committees
• School Site Council
• District Advisory Committee
• District English Learner Advisory Council
• English Learner Advisory Council
• Safe Schools Committee
• FIAT (Family Involvement Action Team)

School Activities
• ASB-sponsored Activities
• Back to School Night
• Band Parades
• Campus Cleanup Days
• Parent Academy Workshops
• Parent Center
• Parent Conference Nights
• Scholars Night Award Ceremony
• Winter and Spring Concerts

Student Achievement

Physical Fitness

In the spring of each year, Cahuilla Desert Academy is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16		
Number of Standards Met:		
4 of 6	5 of 6	6 of 6
Grade(s) Tested		
Seventh 19%	20%	24%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title

I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Cahuilla Desert Academy qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	CDA	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	CDA			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	70	65	55	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)
2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	501	494	98.6%	54.9%
Male	271	267	98.5%	58.8%
Female	230	227	98.7%	50.2%
Hispanic or Latino	491	484	98.6%	54.6%
Economically Disadvantaged	462	457	98.9%	54.5%
English Learners	106	102	96.2%	25.5%
Students with Disabilities	50	48	96.0%	33.3%
Migrant Education	18	18	100.0%	50.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Percentage of Students Meeting or Exceeding the State Standards

	CDA		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	24	26	18	22	44	48
Mathematics	12	15	11	14	33	36

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 7								
All Students Tested	491	485	98.8%	24.1%	491	484	98.6%	13.8%
Male	236	232	98.3%	19.9%	236	232	98.3%	15.4%
Female	255	253	99.2%	27.9%	255	252	98.8%	12.5%
Hispanic or Latino	486	481	99.0%	23.9%	486	480	98.8%	13.5%
Socioeconomically Disadvantaged	452	448	99.1%	24.4%	452	447	98.9%	14.1%
English Learners	127	126	99.2%	1.6%	127	125	98.4%	1.6%
Students with Disabilities	67	65	97.0%	1.6%	67	64	95.5%	-
Migrant Education	21	21	100.0%	19.1%	21	21	100.0%	9.5%
Grade 8								
All Students Tested	501	496	99.0%	28.9%	501	497	99.2%	16.2%
Male	271	266	98.2%	22.1%	271	267	98.5%	13.0%
Female	230	230	100.0%	36.7%	230	230	100.0%	19.9%
Hispanic or Latino	491	486	99.0%	28.8%	491	487	99.2%	16.1%
Socioeconomically Disadvantaged	462	459	99.4%	28.1%	462	460	99.6%	16.2%
English Learners	106	104	98.1%	1.9%	106	105	99.1%	3.0%
Students with Disabilities	50	49	98.0%	2.1%	50	49	98.0%	2.0%
Migrant Education	18	18	100.0%	16.7%	18	18	100.0%	11.1%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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 os 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.

Classroom Environment

Discipline & Climate for Learning

Cahuilla Desert Academy's discipline policies are based upon a customized schoolwide discipline plan, PBIS, which are used as a guide to develop school rules, develop behavior management programs, and promote safety, respect, and responsibility. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. These programs provide tiered, progressive disciplinary interventions to assist students in making the right choice.

At the beginning of the school year, assemblies are held to discuss discipline policies and behavior expectations. Parents and students may access the student handbook on the school web site; the handbook outlines school rules and other important information. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Cahuilla Desert Academy employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions									
	CDA			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	84	96	74	902	828	926	279,383	243,603	230,389
Expulsions (#)	2	1	4	13	23	25	6,611	5,692	6,227

Advancement Via Individual Determination

Cahuilla Desert Academy implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Cahuilla Desert Academy is focused on the organizational and note-taking skills for the first year of implementation of this program.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Teaching Load Distribution Departmentalized Instruction				
		2013-14		
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	22	26	38	
Math	19	33	12	
Science	22	9	30	
History	22	11	28	
		2014-15		
English	25	12	25	
Math	25	11	43	
Science	25	7	30	
History	26	6	30	
		2015-16		
English	24	10	39	
Math	25	9	43	
Science	23	7	34	
History	23	7	34	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the qualify of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and/or professional development organizations.

2015-16 District-Sponsored Professional Development:
• All Things iPad! Reaching All Learners
• Biliteracy Units of Study
• Common Core State Standards Implementation Using Units of Study
• Read 180/System 44
• Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Cahuilla Desert Academy works with the Coachella Valley Unified School District to focus on site-based areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training activities are designed to complement and support districtwide training efforts.

Staff development takes place throughout the year before school, after school, and throught teacher release time. During the 2015-16 school year, teacher training activities focused on:

• AVID Strategies
• Building Academic Vocabulary
• Capturing Kids Hearts
• Classroom Management
• Cornell Notetaking and Instruction
• Data Analysis
• Developing Common Assessments, Identifying Key Elements and New Standards
• Digital Edge Clicker (Mobi Training)
• Direct Instruction
• Discovery Education Essentials
• iPad Initiative 1:1
• Interventions
• Read 180 - English/Language Arts
• Teacher Use of iPads in Instruction
• Technology
• Test Prep Strategies
• Thinking Maps

A portion of professional development is led by the school's project facilitator. During the 2015-16 school year, the project facilitator emphasized training on writing.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	McDougal Littell: Language of Literature	0%	7-8
2016	Yes	HMH System 44 Secondary	0%	7-8
2010	Yes	Longman Pearson: Keystones	0%	7-8
2010	Yes	Scholatic Read 180 Stage B Next Generation	0%	7-8
2007	Yes	Rosetta Stone for ELD	0%	7-8
2003	Yes	Pearson: Side by Side (Newcomers)	0%	7-8
2003	Yes	HMH Englsih 3D	0%	7-8
Math				
2014	Yes	McGraw-Hill; CA Middle School Math Course 1, 2, 3	0%	7-8
2014	Yes	McGraw-Hill: ALEKS	0%	7-8
2014	Yes	McGraw-Hill; Accelerated Math	0%	8
Science				
2007	Yes	CPO Science (Life and Physical)	0%	7-8
2007	Yes	CPO Science Spanish Edition	0%	7-8
Social Science				
2007	Yes	Holt: World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt: World History (Spanish Student Edition)	0%	7
2007	Yes	Holt: U.S. History, Independence to 1914	0%	8
2007	Yes	Holt: U.S. History (Spanish Student Edition)	0%	8
Health				
2005	Yes	MacMillan McGraw-Hill: Health and Wellness	0%	7-8
2005	Yes	Macmillan: Salud y bienestar	0%	7-8

Instructional Materials

All textbooks used in the core curriculum at Cahuilla Desert Academy are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/ language arts, math, science, and social science).

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

Counseling & Support Staff

Cahuilla Desert Academy provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Cahuilla Desert Academy's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Nurse	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	0.2
Media Technician	1	1.0
Health Technician	1	1.0
English Learner Support Aide	1	1.0
Average Number of Students per Academic Counselor		489

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.

Teacher Assignment

During the 2015-16 school year, Cahuilla Desert Academy had 43 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	CDA			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	41	44	45	801	844	857
Teachers with Full Credential	41	43	45	801	840	853
Teachers without Full Credential	0	1	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	1	3	1	17	15	9

*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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

School Facilities & Maintenance

Campus Supervision
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: teachers, assistant principal, four yard supervisors, principal, two counselors, and two security officers.

Four yard supervisors, security officers, counselors, and administrators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, security officers, the assistant principal, principal, and counselors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Cahuilla Desert Academy is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cahuilla Desert Academy's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

2015-16 Campus Improvements:
• Installation of new HVAC systems in the school kitchen and boys/girls locker rooms

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Cahuilla Desert Academy. The day custodian is responsible for:

• Cafeteria Cleanup/Setup
• General Maintenance
• Moving Furniture
• Special Events Preparations/Setup
• Fulfilling Teacher Requests

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
CDA	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

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

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Gym
• Locker Rooms
• Classrooms
• Restrooms
• Office Areas
• Special Events Preparations

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1995
Acreage	20
Bldg. Square Footage	129850
	Quantity
# of Permanent Classrooms	38
# of Portable Classrooms	27
# of Restrooms (student use)	6 sets
Band Room	1
Cafeteria	1
Computer Lab	3
Gym	1
Health Office	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Cahuilla Desert Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in May 2016, and discussed with school staff in August 2016.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: October 14, 2016	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			Womens Restroom Next to Room 701 - Exhaust fan not working
Interior Surfaces			✓	Boys Locker Room, Classroom 705, 707 & IBM Lab 201 - Ceiling tile hanging; Classroom 128 - Ceiling tiles missing; Classroom 129 - Wall paper peeling; Classroom 135, 304, 310, 709 & MPR - Ceiling tiles cracked; Classroom 137 & 716 - Carpet soiled; Classroom 301, 311, 315, 319, 501, 710, 713, 714 & IBM Lab 201 - Ceiling tiles stained; Classroom 315 - Clock missing; Classroom 501 - Ceiling has holes; Classroom 705 - Wood lifting on ramp; Classroom 707 & 709 - Sharpener cover missing; Classroom 710 - Wood on ramp damaged; Classroom 716 - Wood rotting at ramp; Library - Wall paper peeling in conference room
Cleanliness	✓			
Electrical	✓			Classroom 302 - Receptacle plate broken; Classroom 311, 319, 704, 716 & Gym - Lights out; Gym - Exit sign front cover missing; Weight Room Boys Restroom & Weight Room Girls Restroom - Sensor hanging from ceiling; Weight Room Girls Restroom - Sign missing
Restrooms/Fountains	✓			Basketball Courts Exterior - Drinker not working, concrete base broken, bad; Boys Locker Room - Toilet seat loose; Boys Restroom Next to Room 137 - Sign missing, faucet loose, stall door missing latch; Boys Restroom Next to Room 308 - Urinals clogged, urinals not working; Boys Restroom Next to Room 701 - Faucet loose, stall door missing latch; Girls Restroom Next to Room 137 - Stall door missing latch; MPR Restroom Girls & Weight Room Boys Restroom - Stall latch not working; Running Track - All three bubblers not working on drinker; Weight Room Girls Restroom - Restroom not clean
Safety	✓			Classroom 706 - Storage, fire extinguisher not present; Classroom 715 - Paint peeling on door; Girls Restroom Next to Room 701 - Wood landing, surface weathered; IBM Lab 201 - Fire extinguisher outdated; Library - Fire extinguisher not present (x2)
Structural	✓			Classroom 710 - Downspout damaged
External	✓			Classroom 709 - Holes in dirt under building, door lock hard to operate; Classroom 711 - Holes in dirt under building; Running Track - Water flowing onto track from sprinklers, dirt mounds around perimeter of track, grass undermining edge of track

Overall Summary of School Facility Good Repair Status			
Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓		

Percentage Description Rating:
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Cahuilla Desert Academy completed by the county took place on October 14, 2016. Results of the inspection are provided in the table above.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Cahuilla Desert Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Cahuilla Desert Academy's SARC and access the Internet in the Parent Center or at any of the county's public libraries. The closest library to Cahuilla Desert Academy is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library
(760) 398-5148
Hours: Mon., Tues. & Thurs.:10 - 6
Wed.: 12-8
Sat.: 10 - 5
Fri. and Sun.: Closed
Number of computers available: 7
Number of printers available: 1

Cahuilla Desert Academy Parent Center
Hours: 8:00 - 3:30
Visitors are required to check in at the school office upon arrival
Number of computers available: 6 Netbooks
Printers available: Yes

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of $10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Current Expense of Education Per Pupil 2014-15					
	Dollars Spent Per Student				
Expenditures Per Pupil	CDA	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,224	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,313	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,911	4,809	81.3%	5,677	84.7%
Average Teacher Salary	64,913	76,521	84.8%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.