Cathedral City Elementary

69-300 Converse Road • Cathedral City, CA 92234 • 760-770-8583 • Grades K-5
Jessica Whiteman, Principal
jwhiteman@psusd.us

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

PSUSD PALM SPRINGS UNIFIED SCHOOL DISTRICT

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

District Governing Board

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Superintendent

Michael Swize, Ed.D
Assistant Superintendent, Educational Services

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Assistant Superintendent, Human Resources

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

School Description

The mission of Cathedral City Elementary School is to provide and continually enhance a highly academic and safe environment through a collaborative partnership with staff, families and the community that, despite all challenges, results in students who experience excellence in education and technology, master state standards, succeed on standardized tests, and are prepared as responsible and independent members of society.

Cathedral City Elementary School is located in Cathedral City, California within the Palm Springs Unified School District. Cathedral City Elementary School provides services for approximately 675 students in grades TK-5th.

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	130
Grade 1	104
Grade 2	104
Grade 3	109
Grade 4	110
Grade 5	110
Total Enrollment	667

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
Asian	0.9
Filipino	0.1
Hispanic or Latino	91.8
White	3.9
Two or More Races	1.2
Socioeconomically Disadvantaged	96.6
English Learners	61.6
Students with Disabilities	10.3
Foster Youth	0.3
Homeless	16

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 Cathedral City	17-18	18-19	19-20
With Full Credential	33	32	33
Without Full Credential	1	2	0
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 Cathedral City Elementary

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 of CCE's textbooks and instructional materials are provided by our PSUSD Department of Educational Services. 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. All students, including English Language Learners, have access to their own state adopted textbooks and instructional materials. Our Science program (provided by Harcourt - California Science) was adopted 07/08. Our Math program (provided by The Math Learning Center - Bridges) was adopted 18/19. Our Social Science program (provided by Harcourt - Reflections) was adopted 06/07. CCE's TK-5th grade Language Arts program is McGraw-Hill's California Wonders Program which was adopted for use in 2017-2018. CCE has passed all Williams Act quantity and quality inspections.

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	The Math Learning Center - Bridges 2018-2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt - California Science 07/08 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt - Reflections 06/07 **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)

Cathedral City Elementary School's current facility opened in 2000. The grounds are maintained on a weekly basic by the school district. The maintenance and cleanliness of the facility is jointly maintained by the school site custodians and the district's maintenance and operations department. The school was recently painted and parking lot solar panels were installed during the summer of 2015. There is a plan to revamp the school's parking lot in the spring/summer of 2020. No other major construction or projects are planned at this time. Facilities meetings occur two times a month with administration, the custodian, and the school secretary to monitor the status of work orders in order to keep the facility safe and operating.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/17/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Work Order(s) on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Work Order(s) on file in M&O Office
Electrical: Electrical	Fair	Work Order(s) on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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	29	34	40	42	50	50
Math	21	31	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	12.4	31.0	31.9

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	338	334	98.82	33.53
Male	183	181	98.91	33.70
Female	155	153	98.71	33.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	307	303	98.70	33.66
White	15	15	100.00	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	328	98.80	33.84
English Learners	238	234	98.32	33.33
Students with Disabilities	55	54	98.18	1.85
Foster Youth	--	--	--	--
Homeless	47	45	95.74	4.26

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	338	337	99.70	30.56
Male	183	183	100.00	34.43
Female	155	154	99.35	25.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	307	306	99.67	31.05
White	15	15	100.00	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	331	99.70	30.51
English Learners	238	237	99.58	30.80
Students with Disabilities	55	54	98.18	7.41
Foster Youth	--	--	--	--
Homeless	47	47	100.00	0.00

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)

Cathedral City Elementary School has many opportunities for parental involvement. The school has a Parent/Teacher Group (PTG), which sponsors fundraisers, book fairs, and various community activities. Parents have the opportunity to volunteer for school events such as field trips, International Walk to School Day, and PTG Festivals. CCE has a School Site Council that contributes to the advancement of each student's success. The school's English Language Advisory Committee (ELAC) meets regularly to discuss issues related to second language learners. Also, the school sponsors family events such as Family Recess Day, movie night, and family bingo night. The school also provides parent workshops such as Summer Academic Night and The Seven Habits of Highly Successful Parents. The school funds a bilingual school community liaison to assist parents with involvement and resources. At CCE we provide access 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 our parent engagement policy. We provide translated notices on meetings and events, bilingual translators at parent meetings, and we have a fully bilingual front office staff. For parents with disabilities, assistance may be provided for the physically impaired, direct phone calls to communicate notices can be provided to the visually impaired, and the front office staff is available to assist with the completion of paperwork. Additionally, handicap accessibility is available in the multipurpose room, school office, library, and every classroom. All parents are sent notices and invited by telephone and text message to participate in parent activities and parent involvement meetings.

Contact Person Name: Jessica Whiteman (Principal), Contact Phone Number: 760-770-8583 or Contact Person Name: Mary Perez (School Community Liaison), Contact Phone Number: (760) 770-8583

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

Cathedral City Elementary school has a comprehensive School Safety Plan, taking great pride in providing a safe and orderly environment. The school's Safe School Plan is currently on file at the district office, Cathedral City Police Department, and at the school site. Components of the plan are reviewed at the beginning of the year assembly, staff meeting, Back to School Night, and through written school-parent communication. This written communication comprises of the school handbook and letters home regarding student safety procedures and after-school dismissal procedures. New goals are established each year to specifically address any safety concerns. These goals are created in collaboration with staff members and parents. The Safe School Plan was revised on 1/15/19 and reviewed with staff again on 8/5/19 at the beginning of the year staff meeting. This plan is being assessed and revisions will be made for the next school year on 12/13/19. The current plan includes the following three goals.

1. Raptor Training and procedures for all office staff
2. Revise rainy day procedures to include dismissal procedures
3. Implement monthly emergency drills during structured AND unstructured times of the day

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.7	0.4
Expulsions Rate	0.1	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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.

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	25		5		22	1	5		26		5	
1	19	5			26		4		21	2	3	
2	21	1	4		19	5			26		4	
3	21		5		21	1	4		18	6		
4	21	1	5		23	1	4		22	1	4	
5	25	1	5		24	1	5		22	1	4	
Other**	12	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	10	24	22

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. 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 10 days of ELA training in 2017-18. For 2018-19 there are 6 days of training for ELA. For the 2019-20 school year there are 4 days of training for ELA. The remaining number of days in 2018-19 and 2019-20 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,449	$3,537	$9,912	$91,748
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	-0.3	5.9
School Site/ State	-16.3	10.3

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.

Types of Services Funded

At Cathedral City Elementary School the students are afforded a wide variety of services to enhance their education. Programs implemented include: reading interventions (data-driven skill-based small group pull-out using Read Naturally Live and Read Naturally Gate), technology-based supplemental programs (Accelerated Reader, Lexia Core 5, and Dreambox), the after-school ASES program, and a 1:1 Chromebook program for all K-5th-grade students. TK students have access to a classroom iPad cart. Additional staffing (one teacher and one paraprofessional) have been hired by the site to assist with reading intervention and ELL students in 1st - 5th grades. Two paraprofessionals have been hired by the district to support the four kindergarten classrooms. The district also provides the school site with a Teacher on Special Assignment to provide instructional coaching support to staff.

Finally, a school-site funded community liaison is available to assist students and their parents promoting student attendance and parent involvement at the school site. The district also provides several enrichment opportunities throughout the year in the area of the arts including concerts, field trips, art programs, music programs and music presentations. Some examples include Steinway concerts, McCallum field trips, Palm Springs Art Museum field trips and art lessons, ukulele classes, tennis lessons, and golf lessons. The district also funds before/after school Supplemental Education Services Math & ELA tutoring for at-risk students. To support student social-emotional well being, the district and school site collaboratively fund services and resources including mental health counseling and a structured recess program including a recess coach. The district also provides all grades with an anti-bullying curriculum. In addition, fourth-grade students receive instruction on substance abuse and 5th-grade students receive instruction on suicide awareness provided by district purchased resources.

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.