



# Cabot Yerxa Elementary School

67067 Desert View Road • Desert Hot Springs, CA 92240 • 760-251-2223 • Grades K-5

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



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

150 District Center Drive  
Palm Springs, CA 922624  
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#### **District Governing Board**

John Gerardi, President

Karen Cornett, Clerk

Richard Clapp, Member

Madonna Gerrell, Member

Timothy S. Wood, Member

#### **District Administration**

Sandra Lyon, Ed.D  
**Superintendent**

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

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

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

### **School Description**

#### **Mission Statement**

The faculty and staff of Cabot Yerxa Elementary School believe that each child is a unique, valuable individual who is capable of learning and succeeding. We further believe that the participation, communication, and cooperation with the home and the community at large are critical for student success in school. Recognizing the special needs of our multicultural, language diverse population, we practice a variety of best practice instructional strategies, all while promoting district and state goals for educational development and facilitating the growth of productive members of our society.

#### **The School**

Cabot Yerxa Elementary School opened in the beginning of the 2009-2010 school year. The school is located in Desert Hot Springs, a community in the Coachella Valley and is one of the sixteen elementary schools in the Palm Springs Unified School District. The school is serving approximately 700 students in transitional kindergarten through fifth grade. Our campus is also home to the Therapeutic Educational Program (TEP), which services students who struggle to maintain in the general education setting.

#### **Title 1**

Cabot Yerxa Elementary is a Title I school site. All students are monitored regularly to ensure that their needs in reading and mathematics are being met through classroom practices and targeted interventions. Title I funds are used to support an Academic Coach, Extended Day Interventions and professional development opportunities, which serve to allow us to more effectively target the individual needs of our students. This year, we continue to refine our engagement strategies in the classroom that promote more collaboration among peers to strengthen speaking and listening skills, which in turn support the areas of reading and writing.

## 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	148
Grade 1	106
Grade 2	117
Grade 3	116
Grade 4	94
Grade 5	120
<b>Total Enrollment</b>	<b>701</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.4
Hispanic or Latino	75.5
White	8.7
Two or More Races	5.1
Socioeconomically Disadvantaged	98.4
English Learners	35.8
Students with Disabilities	12
Foster Youth	1
Homeless	15.1

## 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 Cabot Yerxa	17-18	18-19	19-20
With Full Credential	33	35	32
Without Full Credential	20	0	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 Cabot Yerxa Elementary School

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

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

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

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

The Educational Services department assigns a committee to review state approved textbooks according to the cycles of curriculum frameworks. A recommendation is then made to the Board of Education and textbooks are approved before they are purchased.

Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials. All textbooks are current in grades K-5. Supplemental materials are purchased using school funds to assist in addressing the Common Core State Standards.

**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
<b>Reading/Language Arts</b>	Wonders Macmillan/McGraw Hill 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	Bridges in Mathematics 2018-2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	California Science/Harcourt 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	Reflections/Harcourt 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Cabot Yerxa Elementary School has been in operation since the 2009-2010 school year. We have 33 classrooms available for use. Three additional portables were added to the Cabot Yerxa site during the 2016-17 school year. At the present all are being used for the current student enrollment. There are two and a half custodians assigned to help maintain the campus and the classrooms as well as the administration building, MPR and Library. Work orders are filed immediately to fix anything on site that needs to be repaired. The School is in good condition and maintained for optimal use.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 10/15/19**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	32	40	42	50	50
Math	25	27	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	20.7	19.0	18.2

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	335	327	97.61	31.50
Male	166	160	96.39	25.00
Female	169	167	98.82	37.72
Black or African American	38	37	97.37	21.62
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	244	240	98.36	30.00
White	33	30	90.91	46.67
Two or More Races	17	17	100.00	41.18
Socioeconomically Disadvantaged	329	321	97.57	31.46
English Learners	136	132	97.06	30.30
Students with Disabilities	57	55	96.49	9.09
Foster Youth	--	--	--	--
Homeless	49	45	91.84	8.16

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	336	329	97.92	26.75
Male	166	161	96.99	23.60
Female	170	168	98.82	29.76
Black or African American	38	37	97.37	16.22
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	245	243	99.18	27.16
White	33	29	87.88	37.93
Two or More Races	17	17	100.00	23.53
Socioeconomically Disadvantaged	330	323	97.88	26.63
English Learners	137	135	98.54	28.89
Students with Disabilities	57	54	94.74	5.56
Foster Youth	--	--	--	--
Homeless	49	46	93.88	6.12

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)

Parent involvement is a priority at Cabot Yerxa. For children to be successful in school, parent participation is an essential component for student success and student achievement. Many opportunities to become involved are provided throughout the school year.

Parents are encouraged to attend School Site Council (SSC) meetings and if interested, can run for elected positions. This is a great opportunity for the school community to come together to chart the school's path to improvement. Information is presented at Back to School Night and flyers for each meeting are sent home. Interested individuals can contact Miss Gascoigne at 760-251-2223. Cabot Yerxa also has an English Language Advisory Committee (ELAC) committee. All parents are encouraged to attend the meetings. Issues related to the academic performance and needs of the English Language Learners are addressed at the ELAC meetings. Interested individuals can contact Ms. Diaz at 760-251-2223. Parents and Staff Members have reestablished the PTA at Cabot Yerxa. The PTA is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in our school. The current board is working diligently to grow their membership and increase parent activities. Interested individuals can stop into the office for contact information.

Our Back to School Night is held the night before school starts, which allows parents to meet their child's teacher. We also offer parents the opportunity to attend parent conferences, which are held twice during the year. Another piece we strongly encourage are our family nights, which focus on reading, math, and other subject areas. Parents and students attend and work collaboratively to see what skills they can practice at home. We also host a technology night for our 3rd, 4th and 5th grade parents as those grade levels participate in the 24/7 program which allows these students the opportunity to take their devices home and continue working on class assignments. Parent sessions are also offered through the PSUSD Parent Center on site throughout the year on a variety of topics.

Parent surveys will be available for parents to complete annually to provide input. Parents will also be invited to the awards assemblies that will be held at the end of each trimester, recognizing students for their accomplishments.

**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**

Cabot Yerxa Elementary is dedicated to ensuring that we have and maintain a safe campus where we are building a true sense of community within the school. The staff at Cabot Yerxa makes every effort to keep students safe on school grounds before, during, and after the school day has ended. The school day begins at 8:40 a.m. Students are allowed on campus beginning at 8:20 a.m. with supervision provided. Staff members supervise all students at the student pick up zones at the end of the school day. All gates to the school are locked during the school day. Any volunteers must first sign a volunteer form, be screened through the Megan's Law web site, and report to the office to sign in before being allowed on campus. All visitors must sign in in the office and wear a visitor badge with their picture at all times.

Our Safe School Plan is evaluated and updated each year by our Safe School Committee. Fire Drills are conducted each month. Lockdown drills, earthquake drills and active shooter drills are practiced at various times during the year. Any concerns or needs for improvement are discussed at leadership meetings with grade level leads.

Our plan consists of two Components:

**Component 1- People and Programs**

Positive Behavior Intervention System (PBIS)

Playworks Recess Program

Student Behavior/ Rules/Expectations/Discipline and Referral Protocol

Implementation of Second Step Bullying Prevention Program and Second Step Social Emotional Curriculum

**Component 2- Place/Site**

Conduct Emergency Drills

Emergency Supplies inventory

Visitors on Campus/ Student pick up/ Lost Child protocol

Our school plan has been delivered to the Desert Hot Springs Police and Fire Department. If you would like to review our comprehensive safe school plan you find it located in the front office of our school.

Date School Safety Plan last reviewed: December 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.6	1.1
Expulsions Rate	0.0	0.0	0.0

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

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

**D. Other SARC Information**

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

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

Title	Ratio
Academic Counselor*	701.0

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	.5

\* 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	22		6		22	1	5		25		6	
1	18	6			23		5		21	2	3	
2	21	1	4		22		5		23		5	
3	24		5		26		4		20	1	5	
4	25		5		26		4		23		4	
5	24	1	5		23	1	5		25	1	4	
Other**												

\*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	30	24	14

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 2017-18 the teachers continued working with High Impact Math consultants. They began working with the consultants during the 2016-17 school year. This professional development centers around building students' conceptual understanding. The training usually takes place over the course of three years; however, Cabot Yerxa has extended the learning to Year 4. During Year 1 (2016-17) 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 (2017-18) 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). During Year 3 (2018-19) the focus was on coverage vs teaching for understanding through the three-part lesson design. This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During the 2019-20 school year the focus of the training are identifying problems and practice and differentiation.

The numbers in the chart above represent 12 days of ELA training in 2017-18. For 2018-19 there are 6 full days for ELA. For the 2019-20 school year there are 8 days for ELA and 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/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Cabot Yerxa Elementary School offers extended day interventions to help students work toward grade level standards.

A full time Academic Coach is on campus to support teachers and work directly with students. An intervention teacher is also on site full-time.

A mental health therapist is on site Mondays, Tuesdays, and every other Wednesday to support students struggling with trauma.

K-5 teachers are receiving targeted math professional development throughout the school year focused on enhancing first and best teaching practices, common core planning and to increase lesson rigor. Professional development is provided by High Impact Education Consultants.

Kris Tom is providing targeted professional development on Writing, Claim 2 and also reviewing with teachers ways to increase rigor within lessons.

Two bilingual aides are paid for an extra hour each, per day, to assist in kindergarten and help our youngest learners.

Additional funds are set aside to pay for additional time for our supervision aides to increase the staff to student ratio at recess times.

Licensing rights to Renaissance Learning are purchased to support the implementation of the Accelerated Reader Program to improve student comprehension skills in grades 1-5.

Kagan Professional Development is also being offered throughout the year to strengthen the engagement routines used during instruction and to improve student collaboration.

#### DataQuest

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

#### Internet Access

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,508	\$3,534	\$8,974	\$71,049
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	-10.2	-14.2
School Site/ State	-24.4	-9.7

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.