



Cathedral City Elementary

69-300 Converse Road • Cathedral City, CA 92234 • 760-770-8583 • Grades K-5

Jessica Whiteman, Principal

jwhiteman@psusd.us

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Palm Springs Unified School District

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

District Governing Board

Richard Clapp, President
John Gerardi, Clerk
Karen Cornett, 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

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	106
Grade 2	102
Grade 3	114
Grade 4	119
Grade 5	131
Total Enrollment	697

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.1
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.0
White	3.9
Socioeconomically Disadvantaged	96.3
English Learners	63.6
Students with Disabilities	11.6
Foster Youth	0.1

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			
Cathedral City Elementary	16-17	17-18	18-19
With Full Credential	35	33	32
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1038
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	34

Teacher Misassignments and Vacant Teacher Positions at this School			
Cathedral City Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 2018-19)

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 25, 2018	
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 basis 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 enhance student safety by extending the walkway on the southwest side of the parking lot to accommodate students walking to/from school. There are no more additional repairs or planned improvements as of this time.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/13/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Work order on file in M&O office
Safety: Fire Safety, Hazardous Materials	Good	Work Orders on file in M&O Office
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	21.0	29.0	39.0	40.0	48.0	50.0
Math	16.0	21.0	25.0	26.0	37.0	38.0

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.

School Year 2017-18 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	358	356	99.44	29.21
Male	184	184	100.00	26.63
Female	174	172	98.85	31.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	330	328	99.39	27.74
White	17	17	100.00	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	349	99.43	28.08
English Learners	247	245	99.19	28.16
Students with Disabilities	52	51	98.08	0.00
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.8	13.7	32.1

* 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 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 2017-18 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	358	356	99.44	20.79
Male	184	183	99.46	22.4
Female	174	173	99.43	19.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	330	328	99.39	19.82
White	17	17	100	35.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	349	99.43	20.06
English Learners	247	245	99.19	19.59
Students with Disabilities	52	51	98.08	1.96
Foster Youth	--	--	--	--

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 2018-19)

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 and parent workshops. 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 involvement 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 include 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.7	1.3	0.7
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.0	5.5	7.1
Expulsions Rate	0.5	0.4	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	25	22			1	5	5	5			
1	22	19	26		5		5		4			
2	21	21	19		1	5	5	4				
3	21	21	21	1		1	5	5	4			
4	27	21	23		1	1	5	5	4			
5	27	25	24	1	1	1	4	5	5			
Other	10	12		1	1							

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

Professional Development provided for Teachers

Staff development activities at Cathedral City Elementary School and at the district level help staff members refine existing skills as well as learn new ones. Professional development was planned to support teachers with common core standards and instructional strategies. The professional development was selected based on student achievement data such as DIBELS, Benchmarks, CELDT & ELPAC, and previous years' state test scores. In 2016-2017, Cathedral City Elementary focused primarily on Literacy with a strong emphasis on early reading foundational skills. In 2017-2018, Cathedral City Elementary teachers were trained primarily in the areas of ELA Common Core and instructional strategies. The current focus for 2018-2019 is on the Gradual Release Model incorporating ELA focuses from the past two years of training, High Impact Math, Bridges Curricular Training, and Kagan Cooperative Learning. The professional development model included outside consultants providing in-class demonstrations and grade level release time for coaching, collaborative planning, and goal setting. Each grade level received a minimum of three release day opportunities lead by a consultant or district TOSA. Those training topics included DOK and rigorous questioning, academic vocabulary, guided reading, foundational literacy routines, and the gradual release model for ELA. Math professional development has targeted the Bridges curriculum and mental math strategies and math discourse. Kagan professional development has targeted student engagement in all subject areas. Each grade level continues to be provided with up to two hours of additional collaborative planning time funded by the district outside of their weekly two hours on Wednesdays. Additionally, the Ed Services Department of the District Office supplied numerous workshops and in-services to our staff in the areas of supporting English Language Learners and the Common Core. Professional Development occurred in a variety of methods including release time, vacation time, Saturdays, and after school. The district's TOSAS were available throughout the year to model lessons, provide classroom instructional coaching, and collaboratively plan with teams. Administration used the program Progress Advisor during classroom visits to provide teachers with feedback on their use of the instructional strategies and teaching.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,900	\$47,903
Mid-Range Teacher Salary	\$75,806	\$74,481
Highest Teacher Salary	\$105,264	\$98,269
Average Principal Salary (ES)	\$127,918	\$123,495
Average Principal Salary (MS)	\$135,731	\$129,482
Average Principal Salary (HS)	\$154,052	\$142,414
Superintendent Salary	\$259,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,164	\$3,359	\$9,805	\$89,562
District	◆	◆	\$9,347	\$84,464
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			4.8	5.9
Percent Difference: School Site/ State			-16.3	10.3

* Cells with ◆ 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 two paraprofessionals) 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.