Cathedral City Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Cathedral City Elementary
Street	69-300 Converse Road
City, State, Zip	Cathedral City, CA 92234
Phone Number	760-770-8583
Principal	Brenda Santana
Email Address	bsantana@psusd.us
School Website	http://cces.psusd.us/
County-District-School (CDS) Code	33-67173-6032403

2021-22 District Contact Information

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

2021-22 School Overview

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 650 students in grades TK-5th.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	102
Grade 2	113
Grade 3	112
Grade 4	106
Grade 5	114
Total Enrollment	656

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Asian	0.8
Black or African American	2.4
Filipino	0.8
Hispanic or Latino	91.3
Two or More Races	1.2
White	3.5
English Learners	44.1
Foster Youth	0.3
Homeless	5.3
Socioeconomically Disadvantaged	99.1
Students with Disabilities	12.7

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.6	94.0	910.6	88.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.8	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	2.6	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.0	42.0	4.1	12115.8	4.4
Unknown	1.0	3.0	68.3	6.6	18854.3	6.9
Total Teaching Positions	33.6	100.0	1033.5	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 14, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018	Yes	0
Mathematics	The Math Learning Center - Bridges 2018-2019	Yes	0
Science	Amplify Science / 2020-2021	Yes	0
History-Social Science	Harcourt - Reflections 06/07	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 painted and parking lot solar panels were installed during the summer of 2015. The school parking lot was remodeled in the spring of 2020 and digital marquee was added. During the summer of 2020, all original flooring was replaced throughout the campus. A repair on the retention basin also occurred during the summer and fall of 2020 during the school closure. Facilities meetings occur once 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.

Year and month of the most recent FIT report	11/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Multiple stained ceiling tiles - resolved/ work order(s) submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Loose faucet - resolved/ work order(s) submitted
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Damaged rubber surface - resolved/ work order(s) submitted

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	336	244	72.62	27.38	24.07
Female	151	113	74.83	25.17	23.89
Male	185	131	70.81	29.19	24.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	308	232	75.32	24.68	23.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	4	33.33	66.67	--
English Learners	155	110	70.97	29.03	8.26
Foster Youth	--	--	--	--	--
Homeless	38	22	57.89	42.11	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	242	72.89	27.11	23.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	19	39.58	60.42	10.53

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	336	110	32.74	67.26	13.21
Female	151	48	31.79	68.21	8.70
Male	185	62	33.51	66.49	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	308	106	34.42	65.58	11.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	1	8.33	91.67	--
English Learners	155	52	33.55	66.45	7.69
Foster Youth	--	--	--	--	--
Homeless	38	4	10.53	89.47	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	109	32.83	67.17	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	10	20.83	79.17	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	332	318	95.78	4.22	27.67
Female	149	143	95.97	4.03	20.98
Male	183	175	95.63	4.370000000	33.14
Asian	3	1	33.33	66.67	
Black or African American	9	9	100		44.44
Filipino	1	1	100		
Hispanic or Latino	306	296	96.73	3.27	27.36
Two or More Races	4	3	75	25	66.67

White	9	8	88.89	11.11	12.5
English Learners	154	149	96.75	3.25	22.82
Foster Youth	1	1	100		100
Homeless	29	27	93.1	6.900000000	44.44
Socioeconomically Disadvantaged	330	316	95.76	4.239999999	27.53
Students with Disabilities	48	44	91.67	8.33	45.45
All Students	332	234	70.48	29.52	23.08
Female	149	108	72.48	27.52	23.15
Male	183	126	68.85	31.15	23.02
Asian	3	1	33.33	66.67	100
Black or African American	9	4	44.44	55.56	25
Filipino	1	1	100		
Hispanic or Latino	306	223	72.88	27.12	21.97
Two or More Races	4	1	25	75	100
White	9	4	44.44	55.56	50
English Learners	154	105	68.18	31.82	8.57
Homeless	29	18	62.07	37.93	16.67
Socioeconomically Disadvantaged	330	233	70.61	29.39	23.18
Students with Disabilities	48	19	39.58	60.42	5.26

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	332	320	96.39	3.61	10.62
Female	149	144	96.64	3.36	6.25
Male	183	176	96.17	3.83	14.2
Asian	3	1	33.33	66.67	100
Black or African American	9	9	100		11.11
Filipino	1	1	100		
Hispanic or Latino	306	298	97.39	2.61	10.07
Two or More Races	4	3	75	25	33.33
White	9	8	88.89	11.11	12.5
English Learners	154	151	98.05	1.95	3.31
Foster Youth	1	1	100		
Homeless	29	27	93.1	6.900000000	3.7
Socioeconomically Disadvantaged	330	318	96.36	3.64	10.69
Students with Disabilities	48	46	95.83	4.17	4.35

All Students	332	108	32.53	67.47	12.96
Female	149	48	32.21	67.79	8.33
Male	183	60	32.79	67.21	16.67
Asian	3	1	33.33	66.67	100
Filipino	1	1	100		
Hispanic or Latino	306	104	33.99	66.01	11.54
Two or More Races	4	1	25	75	100
White	9	1	11.11	88.89	
English Learners	154	52	33.77	66.23	7.69
Homeless	29	5	17.24	82.76	
Socioeconomically Disadvantaged	330	108	32.73	67.27	12.96
Students with Disabilities	48	9	18.75	81.25	

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	14.08	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	NT	NT	NT	NT
Female	51	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	103	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 Literacy nights. 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: Brenda Santana (Principal), Contact Phone Number: 760-770-8583 or Contact Person Name: Mary Perez (School Community Liaison), Contact Phone Number: (760) 770-8583

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	694	679	182	26.8
Female	318	311	79	25.4
Male	376	368	103	28.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	17	16	7	43.8
Filipino	5	5	0	0.0
Hispanic or Latino	622	612	154	25.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	4	50.0
White	36	33	17	51.5
English Learners	343	337	73	21.7
Foster Youth	12	10	5	50.0
Homeless	76	74	20	27.0
Socioeconomically Disadvantaged	681	669	180	26.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	93	24	25.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.42	0.00	6.21	0.05	3.47	0.20
Expulsions	0.00	0.00	0.21	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.21	4.74	2.45
Expulsions	0.00	0.09	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 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 School Site Council, staff meeting, through email school-parent communication. This communication comprises of the school handbook and letters home regarding student safety procedures and after-school dismissal procedures (when in-person instruction resumes). 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 12/8/21 and reviewed with School Success Committee again on 12/13/21. It was shared with the staff at the 12/15/21 staff meeting. The current plan includes the following three goals.
1. Establish school-wide expectations and tier I,II, and III interventions
2. Team will continue to ensure that facilities are safe for all students, staff, and families through communicating and monitoring work order and their completion
3. Procedures will be reviewed periodically to ensure the safe return for in-person instruction post COVID closure

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		5	
1	21	2	3	
2	26		4	
3	18	6		
4	22	1	4	
5	22	1	4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	22		5	
2	28		4	
3	21	2	3	
4	24	1	4	
5	24	1	4	
6				
Other	8	1		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	20	4	1	
2	22		5	
3	27		4	
4	26		4	
5	27		4	
6				
Other	9	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	656

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,908	$4,467	$10,441	$95,914
District	N/A	N/A	$10,780	$91,422
Percent Difference - School Site and District	N/A	N/A	-3.2	4.8
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	21.1	12.5

2020-21 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 Fountas & Pinnell), technology-based supplemental programs (Accelerated Reader, Imagine Learning, and Dreambox), the after-school Think Together 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 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 MoxieBox Art in classrooms, 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, coding classes, and ukulele classes. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,137	$50,897
Mid-Range Teacher Salary	$80,534	$78,461
Highest Teacher Salary	$111,829	$104,322
Average Principal Salary (Elementary)	$137,894	$131,863
Average Principal Salary (Middle)	$141,317	$137,086
Average Principal Salary (High)	$159,682	$151,143
Superintendent Salary	$275,095	$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. Each year we have designed professional learning based on student achievement data, research of best practices, and discussions with teachers and principals. The specific approaches vary by content area.

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

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlighting the landscape of learning in mathematics. During Year 2 (2019-20) the focus was on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize).

This professional development also supported teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). During Year 3 (2020-2021), we continued the work of year 2 due to the school closure and provided support for instructional math delivery in the virtual setting. During Year 4 (2021-2022), all elementary teachers, instructional coaches, and administrators collaborated with High Impact Math consultants to continue the math studio work from years 1-3 inclusive of planning, co-teaching, and debriefing with teachers and coaches. Core lessons were developed focusing on priority standards and incorporating the math goal, content development, high-yield instructional strategies, and assessment. The school site received a total of 4 days with the consultants for the math studio work and time for the consultant, coach, and administrator to develop a site action plan for continuous support following the training.

During the 2021-2022 school year, teachers received 1 day of Kagan Cooperative Learning Strategies which is applicable to student engagement in all content areas. Additionally, in 2021-2022, PSUSD is partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers that also applies to all subject areas.

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

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	39	18	10

Palm Springs Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10966	1579	14.40	85.60	42.48
Female	5259	785	14.93	85.07	47.74
Male	5706	794	13.92	86.08	37.29
American Indian or Alaska Native	41	5	--	87.80	--
Asian	88	13	14.77	85.23	92.31
Black or African American	507	59	11.64	88.36	40.35
Filipino	189	48	25.40	74.60	60.42
Hispanic or Latino	8788	1277	14.53	85.47	38.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	308	28	9.09	90.91	51.85
White	1035	148	14.30	85.70	62.33
English Learners	3002	295	9.83	90.17	7.61
Foster Youth	95	7	7.37	92.63	--
Homeless	1824	124	6.80	93.20	32.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10839	1559	14.38	85.62	42.58
Students Receiving Migrant Education Services	12	3	25.00	75.00	--
Students with Disabilities	1370	129	9.42	90.58	8.66

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10964	1429	13.03	86.97	20.62
Female	5259	718	13.65	86.35	21.76
Male	5704	711	12.46	87.54	19.45
American Indian or Alaska Native	41	6	--	85.37	--
Asian	88	14	15.91	84.09	83.33
Black or African American	507	56	11.05	88.95	9.09
Filipino	189	47	24.87	75.13	41.30
Hispanic or Latino	8786	1133	12.90	87.10	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	308	28	9.09	90.91	32.14
White	1035	145	14.01		41.26
English Learners	3000	232	7.73	92.27	3.95
Foster Youth	95	4	4.21	95.79	--
Homeless	1820	110	6.04	93.96	9.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	10837	1412	13.03	86.97	20.72
Students Receiving Migrant Education Services	12	3	25.00	75.00	--
Students with Disabilities	1370	116	8.47	91.53	0.88

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	11496	8536	74.25	25.75	27.39
Female	5501	4144	75.33	24.67	26.86
Male	5994	4391	73.26	26.74	27.9
American Indian or Alaska Native	45	32	71.11	28.89	40.62
Asian	94	67	71.28	28.72	49.25

Black or African American	510	344	67.45	32.55	23.26
Filipino	209	152	72.73	27.27	38.82
Hispanic or Latino	9216	6901	74.88	25.12	25.62
Native Hawaiian or Pacific Islander	10	8	80	20	12.5
Two or More Races	309	236	76.38	23.62	32.63
White	1103	796	72.17	27.83	38.57
English Learners	3070	2386	77.72	22.28	14.33
Foster Youth	56	37	66.07	33.93	27.03
Homeless	926	713	77	23	26.93
Socioeconomically Disadvantaged	11417	8486	74.33	25.67	27.34
Students Receiving Migrant Education Services	12	9	75	25	11.11
Students with Disabilities	1493	1022	68.45	31.55	24.56

SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	11496	1542	13.41	86.59	42.28
Female	5501	771	14.02	85.98	47.34
Male	5994	771	12.86	87.14	37.22
American Indian or Alaska Native	45	4	8.89	91.11	50
Asian	94	13	13.83	86.17	92.31
Black or African American	510	54	10.59	89.41	40.74
Filipino	209	47	22.49	77.51	61.7
Hispanic or Latino	9216	1252	13.59	86.41	38.5
Native Hawaiian or Pacific Islander	10	1	10	90	100
Two or More Races	309	27	8.74	91.26	51.85
White	1103	144	13.06	86.94	62.5
English Learners	3070	287	9.35	90.65	7.32
Foster Youth	56	3	5.36	94.64	
Homeless	926	76	8.21	91.79	31.58
Socioeconomically Disadvantaged	11417	1531	13.41	86.59	42.39
Students Receiving Migrant Education Services	12	3	25	75	66.67
Students with Disabilities	1493	116	7.77	92.23	6.9

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR	STAR	STAR	STAR	STAR

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	11496	8593	74.75	25.25	14.78
Female	5501	4155	75.53	24.47	13.81
Male	5994	4437	74.02	25.98	15.69
American Indian or Alaska Native	45	32	71.11	28.89	25
Asian	94	67	71.28	28.72	49.25
Black or African American	510	349	68.43	31.57	8.6
Filipino	209	152	72.73	27.27	42.76
Hispanic or Latino	9216	6955	75.47	24.53	12.57
Native Hawaiian or Pacific Islander	10	8	80	20	37.5
Two or More Races	309	235	76.05	23.95	22.13
White	1103	795	72.08	27.92	25.79
English Learners	3070	2415	78.66	21.34	3.81
Foster Youth	56	36	64.29	35.71	13.89
Homeless	926	726	78.4	21.6	8.26
Socioeconomically Disadvantaged	11417	8545	74.84	25.16	14.75
Students Receiving Migrant Education Services	12	9	75	25	11.11
Students with Disabilities	1493	1046	70.06	29.94	4.97

SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	11496	1396	12.14	87.86	20.56
Female	5501	709	12.89	87.11	21.44
Male	5994	687	11.46	88.54	19.65
American Indian or Alaska Native	45	5	11.11	88.89	20
Asian	94	14	14.89	85.11	71.43
Black or African American	510	51	10	90	9.8
Filipino	209	46	22.01	77.99	41.3
Hispanic or Latino	9216	1112	12.07	87.93	16.64
Two or More Races	309	28	9.06	90.94	32.14
White	1103	140	12.69	87.31	41.43
English Learners	3070	226	7.36	92.64	3.98
Foster Youth	56	3	5.36	94.64	
Homeless	926	65	7.02	92.98	9.23
Socioeconomically Disadvantaged	11417	1387	12.15	87.85	20.62
Students Receiving Migrant Education Services	12	3	25	75	
Students with Disabilities	1493	99	6.63	93.37	1.01

*At or above the grade-level standard in the context of the local assessment administered.