

# Cabot Yerxa Elementary School

## 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](http://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/](http://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

<b>School Name</b>	Cabot Yerxa Elementary School
<b>Street</b>	67067 Desert View Road
<b>City, State, Zip</b>	Desert Hot Springs, CA 92240
<b>Phone Number</b>	760-251-2223
<b>Principal</b>	Amber Gascoigne
<b>Email Address</b>	agascoigne@psusd.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	33-67173-0118943

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### 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 650 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 and materials and supplies, 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 all academic areas. We continue to push the importance of Social Emotional Learning and the value in developing meaningful relationships within and across rooms.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	110
Grade 2	113
Grade 3	113
Grade 4	111
Grade 5	119
Total Enrollment	673

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8
Male	46.2
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	8.5
Filipino	0.1
Hispanic or Latino	80.1
Two or More Races	4.5
White	6.5
English Learners	30.3
Foster Youth	1.6
Homeless	8.2
Socioeconomically Disadvantaged	98.7
Students with Disabilities	9.1

## 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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.6	100.0	910.6	88.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	9.8	1.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	2.6	0.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	42.0	4.1	12115.8	4.4
<b>Unknown</b>	0.0	0.0	68.3	6.6	18854.3	6.9
<b>Total Teaching Positions</b>	34.6	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

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

## 2020-21 Class Assignments

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

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.

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	Bridges in Mathematics 2018-2019	Yes	0
Science	Amplify Science / 2020-2021	Yes	0
History-Social Science	Reflections/Harcourt 2006-2007	Yes	0

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/09/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Stained ceiling tiles - resolved/ work order(s) submitted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Damaged rubber surface - 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	346	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	164	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	30	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	84	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	345	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

## 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	346	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	164	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	30	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	100	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	84	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	345	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

## 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	343	312	90.96	9.040000000	26.92
Female	182	170	93.41	6.59	30.59
Male	161	142	88.2	11.8	22.54
Black or African American	29	21	72.41	27.59	19.05
Filipino	1	1	100		100
Hispanic or Latino	272	253	93.01	6.989999999	27.27
Two or More Races	19	18	94.74	5.260000000	27.78
White	22	19	86.36	13.64	26.32

English Learners	99	92	92.93	7.069999999	11.96
Foster Youth	8	5	62.5	37.5	
Homeless	39	34	87.18	12.82	29.41
Socioeconomically Disadvantaged	342	311	90.94	9.06	27.01
Students Receiving Migrant Education Services	1	1	100		
Students with Disabilities	42	37	88.1	11.9	16.22

\*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	343	320	93.29	6.709999999	5.94
Female	182	173	95.05	4.95	2.89
Male	161	147	91.3	8.7	9.52
Black or African American	29	23	79.31	20.69	13.04
Filipino	1	1	100		
Hispanic or Latino	272	259	95.22	4.78	6.18
Two or More Races	19	17	89.47	10.53	
White	22	20	90.91	9.09	
English Learners	99	95	95.96	4.040000000	3.16
Foster Youth	8	5	62.5	37.5	20
Homeless	39	36	92.31	7.69	5.56
Socioeconomically Disadvantaged	342	319	93.27	6.73	5.96
Students Receiving Migrant Education Services	1	1	100		
Students with Disabilities	42	40	95.24	4.760000000	2.5

\*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	6.96	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	119	115	96.64	3.36	6.96
Female	59	58	98.31	1.69	12.07
Male	60	57	95.00	5.00	1.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	92	96.84	3.16	6.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	30	96.77	3.23	0.00
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	115	96.64	3.36	6.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	0.00

## 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	<b>State Priority: Parental Involvement</b>  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.
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<b>2021-22 Opportunities for Parental Involvement</b>
<p>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.</p> <p>Parents are encouraged to attend School Site Council (SSC) meetings on Zoom 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 through Zoom. 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.</p> <p>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.</p> <p>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.</p>

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	702	290	41.3
Female	375	372	154	41.4
Male	343	330	136	41.2
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	61	60	29	48.3
Filipino	1	1	0	0.0
Hispanic or Latino	569	559	227	40.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	32	11	34.4
White	48	46	21	45.7
English Learners	215	215	62	28.8
Foster Youth	22	22	15	68.2
Homeless	83	82	42	51.2
Socioeconomically Disadvantaged	703	691	286	41.4
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	68	67	38	56.7

### 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
<b>Suspensions</b>	1.13	0.00	6.21	0.05	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	2.39	4.74	2.45
<b>Expulsions</b>	0.00	0.09	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 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: November 2021

## 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	25		6	
1	21	2	3	
2	23		5	
3	20	1	5	
4	23		4	
5	25	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	22		6	
1	25		5	
2	27		4	
3	21	1	4	
4	29		4	
5	29		3	
6				
Other	9	2		

## 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	18	6		
1	22		5	
2	22		5	
3	28		4	
4	27		4	
5	28		4	
6				
Other	6	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	673

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	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
<b>School Site</b>	\$14,300	\$4,480	\$9,820	\$80,920
<b>District</b>	N/A	N/A	\$10,780	\$91,422
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.3	-12.2
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	15.1	-4.5

## 2020-21 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. Two intervention teacher are also on site full-time.

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

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 and supplemental programs, such as Storyworks, are purchased to support the implementation of the Common Core Standards.

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

## 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
<b>Beginning Teacher Salary</b>	\$55,137	\$50,897
<b>Mid-Range Teacher Salary</b>	\$80,534	\$78,461
<b>Highest Teacher Salary</b>	\$111,829	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$137,894	\$131,863
<b>Average Principal Salary (Middle)</b>	\$141,317	\$137,086
<b>Average Principal Salary (High)</b>	\$159,682	\$151,143
<b>Superintendent Salary</b>	\$275,095	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	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 Whole Brain Teaching Strategies which is applicable to 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.

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

<b>District Name</b>	Palm Springs Unified School District
<b>Phone Number</b>	(760) 883-2700
<b>Superintendent</b>	Mike Swize, Ed.D.
<b>Email Address</b>	mswize@psusd.us
<b>District Website Address</b>	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
<b>All Students</b>	10966	1579	14.40	85.60	42.48
<b>Female</b>	5259	785	14.93	85.07	47.74
<b>Male</b>	5706	794	13.92	86.08	37.29
<b>American Indian or Alaska Native</b>	41	5	--	87.80	--
<b>Asian</b>	88	13	14.77	85.23	92.31
<b>Black or African American</b>	507	59	11.64	88.36	40.35
<b>Filipino</b>	189	48	25.40	74.60	60.42
<b>Hispanic or Latino</b>	8788	1277	14.53	85.47	38.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	308	28	9.09	90.91	51.85
<b>White</b>	1035	148	14.30	85.70	62.33
<b>English Learners</b>	3002	295	9.83	90.17	7.61
<b>Foster Youth</b>	95	7	7.37	92.63	--
<b>Homeless</b>	1824	124	6.80	93.20	32.26
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	10839	1559	14.38	85.62	42.58
<b>Students Receiving Migrant Education Services</b>	12	3	25.00	75.00	--
<b>Students with Disabilities</b>	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

<b>Black or African American</b>	510	344	67.45	32.55	23.26
<b>Filipino</b>	209	152	72.73	27.27	38.82
<b>Hispanic or Latino</b>	9216	6901	74.88	25.12	25.62
<b>Native Hawaiian or Pacific Islander</b>	10	8	80	20	12.5
<b>Two or More Races</b>	309	236	76.38	23.62	32.63
<b>White</b>	1103	796	72.17	27.83	38.57
<b>English Learners</b>	3070	2386	77.72	22.28	14.33
<b>Foster Youth</b>	56	37	66.07	33.93	27.03
<b>Homeless</b>	926	713	77	23	26.93
<b>Socioeconomically Disadvantaged</b>	11417	8486	74.33	25.67	27.34
<b>Students Receiving Migrant Education Services</b>	12	9	75	25	11.11
<b>Students with Disabilities</b>	1493	1022	68.45	31.55	24.56
<b>SBAC Student Groups</b>	<b>SBAC Total Enrollment</b>	<b>SBAC Number Tested</b>	<b>SBAC Percent Tested</b>	<b>SBAC Percent Not Tested</b>	<b>SBAC Percent At or Above Grade Level</b>
<b>All Students</b>	11496	1542	13.41	86.59	42.28
<b>Female</b>	5501	771	14.02	85.98	47.34
<b>Male</b>	5994	771	12.86	87.14	37.22
<b>American Indian or Alaska Native</b>	45	4	8.89	91.11	50
<b>Asian</b>	94	13	13.83	86.17	92.31
<b>Black or African American</b>	510	54	10.59	89.41	40.74
<b>Filipino</b>	209	47	22.49	77.51	61.7
<b>Hispanic or Latino</b>	9216	1252	13.59	86.41	38.5
<b>Native Hawaiian or Pacific Islander</b>	10	1	10	90	100
<b>Two or More Races</b>	309	27	8.74	91.26	51.85
<b>White</b>	1103	144	13.06	86.94	62.5
<b>English Learners</b>	3070	287	9.35	90.65	7.32
<b>Foster Youth</b>	56	3	5.36	94.64	
<b>Homeless</b>	926	76	8.21	91.79	31.58
<b>Socioeconomically Disadvantaged</b>	11417	1531	13.41	86.59	42.39
<b>Students Receiving Migrant Education Services</b>	12	3	25	75	66.67
<b>Students with Disabilities</b>	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.

<b>All Students</b>	343	320	93.29	6.709999999	5.94
<b>Female</b>	182	173	95.05	4.95	2.89
<b>Male</b>	161	147	91.3	8.7	9.52
<b>Black or African American</b>	29	23	79.31	20.69	13.04
<b>Filipino</b>	1	1	100		
<b>Hispanic or Latino</b>	272	259	95.22	4.78	6.18
<b>Two or More Races</b>	19	17	89.47	10.53	
<b>White</b>	22	20	90.91	9.09	
<b>English Learners</b>	99	95	95.96	4.040000000	3.16
<b>Foster Youth</b>	8	5	62.5	37.5	20
<b>Homeless</b>	39	36	92.31	7.69	5.56
<b>Socioeconomically Disadvantaged</b>	342	319	93.27	6.73	5.96
<b>Students Receiving Migrant Education Services</b>	1	1	100		
<b>Students with Disabilities</b>	42	40	95.24	4.760000000	2.5

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