

Cathedral City Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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/
Grade Span	K-5
County-District-School (CDS) Code	33-67173-6032403

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

CCE ensures high levels of learning for ALL by creating a safe and collaborative community.

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 600 students in grades TK-5th grades.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	98
Grade 2	95
Grade 3	90
Grade 4	105
Grade 5	99
Total Enrollment	606

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
Asian	0.7
Black or African American	1.5
Filipino	0.5
Hispanic or Latino	93.1
Two or More Races	1.7
White	2.6
English Learners	45.4
Foster Youth	1
Homeless	19.8
Socioeconomically Disadvantaged	96.9
Students with Disabilities	17.3

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.

2021-22 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)	33	98.51	918.3	87.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.3	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.4	1.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	48.3	4.61	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.49	63.1	6.02	15831.9	5.67
Total Teaching Positions	33.5	100	1048.6	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	30.3	89.23	860.4	84.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.4	1.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.8	1.17	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	8.71	60.4	5.97	11746.9	4.23
Unknown/Incomplete/NA	0.6	2.03	66.6	6.57	14303.8	5.15
Total Teaching Positions	33.9	100	1013.8	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	30.5	89.74	878	86.29	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.3	1.6	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.94	13.7	1.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	5.62	67.8	6.66	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.68	41.5	4.09	13705.8	4.91
Total Teaching Positions	34	100	1017.6	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2	1
Local Assignment Options	0.00	0.9	0.9
Total Out-of-Field Teachers	0.00	2.9	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected September 9 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018	0
Mathematics	The Math Learning Center - Bridges 2018-2019	0
Science	Amplify Science / 2020-2021	0
History-Social Science	Studies Weekly 2023-2024	0
Health	Puberty Talk: Elementary School for Grade 5, Health Connected, Adopted 2019-20	

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

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. Additional modifications were made to the sidewalk to remain in ADA compliance in the Fall of 2025. 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. That area continues to be worked on, particularly after Tropical Storm Hillary which affected that grass area on the field. During the winter of the 2025/2026 school year, two additional classrooms will be added to the campus along with additional playground restrooms. 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/30/2025

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		The site inspection noted stained ceiling tiles in a classroom, dirty return grills in the MPR, and a broken/missing glass panel on a fire extinguisher cabinet in the MPR. Maintenance work order(s) submitted/resolved for ceiling tile replacement, cleaning of dirty return grills in the MPR, and glass replacement on the fire extinguisher cabinet.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		The site inspection noted broken wall plates in the MPR and one classroom and an observation of low impact light fixtures not operating in the library. Maintenance work order(s) submitted/resolved for low impact light fixtures repair and replacement of broken wall plates.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		The site inspection noted a leaking faucet and lack of toilet paper in one restroom, and broken lock on a stall in another restroom. Maintenance work order(s) submitted/resolved for faucet leak repair, restocking of toilet paper, and repair of stall lock.
Safety: Fire Safety, Hazardous Materials	X			The site inspection noted insecticide being stored under a classroom sink. Maintenance work order(s) submitted/resolved for removing the insecticide from under the sink and proper disposal.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The site inspection noted a dirty rubber surface, damaged slide, and a damaged swing seat on one playground. Maintenance work order(s) submitted/resolved for cleaning of rubber surface, damaged slide, and swing seat repair.

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	31	35	36	47	48
Mathematics (grades 3-8 and 11)	19	24	22	22	35	37

2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	292	98.98	1.02	31.16
Female	133	132	99.25	0.75	34.09
Male	162	160	98.77	1.23	28.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	274	99.28	0.72	31.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	133	99.25	0.75	18.05
Foster Youth	--	--	--	--	--
Homeless	46	44	95.65	4.35	34.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	290	98.98	1.02	31.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	57	96.61	3.39	8.77

2024-25 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	293	99.32	0.68	23.89
Female	133	133	100.00	0.00	19.55
Male	162	160	98.77	1.23	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	275	99.64	0.36	22.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	134	100.00	0.00	11.94
Foster Youth	--	--	--	--	--
Homeless	46	45	97.83	2.17	31.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	291	99.32	0.68	24.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	57	96.61	3.39	3.51

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.54	16.67	18.37	18.31	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	102	99.03	0.97	16.67
Female	49	49	100.00	0.00	12.24
Male	54	53	98.15	1.85	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	15.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	5.66
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	102	99.03	0.97	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.0%	100.0%	99.0%	100.0%	100.0%

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.

2025-26 Opportunities for Parental Involvement

Cathedral City Elementary School has many opportunities for parental involvement. The school has an active 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 events. 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, math night, and Literacy Nights. The school also provides parent workshops such as math family support nights where parents can learn how to help their children with math concepts. We also have a Summer Academic Night during the third trimester where parents receive supplies and resources for ELA and Math that they can use to work with students during the summer to retain their knowledge. 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 of meetings and events, bilingual translators at parent meetings, and messages on Parent Square in both English and Spanish, 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 completing paperwork. A bilingual IEP specialist is on-site to help families of students with disabilities and any IEP questions. Additionally, handicap accessibility is available in the multipurpose room, school office, library, and every classroom. All parents are sent notices and invited via Parent Square, email, 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	658	87	13.2
Female	305	296	35	11.8
Male	369	362	52	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	12	3	25.0
Filipino	--	--	--	--
Hispanic or Latino	622	609	78	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	19	5	26.3
English Learners	308	305	28	9.2
Foster Youth	15	13	5	38.5
Homeless	117	113	14	12.4
Socioeconomically Disadvantaged	655	641	85	13.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	132	24	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.7	1.29	0.59	6.78	5.25	4.25	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.23	0.1	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.59	0.00
Female	0.00	0.00
Male	1.08	0.00
Non-Binary	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	0.64	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	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.85	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.46	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 meetings, through website and email school-parent communication. This communication comprises of the school handbook and letters home regarding student safety procedures and after-school dismissal procedures. New goals are established each year to specifically address any safety concerns. These goals are created in collaboration with staff members and parents. The Safe School Plan was revised in October and goals were reviewed this school year on 10/03/25 with School Site Council. It was shared with staff and put on the CCE website. Board of Education approval will be in March. 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 for student arrival and dismissal.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	20	0
1	23	0	16	0
2	20	4	16	0
3	18	8	16	0
4	23	4	16	0
5	23	4	16	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	21	4	0
1	19	4	16	0
2	20	3	16	0
3	21	4	16	0
4	21	4	16	0
5	22	4	16	0
6	0	0	0	0
Other	2	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	16	8	
1	16	16	8	
2	19	4	16	
3	18	4	16	
4	21	4	16	
5	25	4	12	

2024-25 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	641

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$22,988	\$8,319	\$14,669	\$93,453
District	N/A	N/A	\$16,886	\$108,039
Percent Difference - School Site and District	N/A	N/A	-14.1	-9.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	30.6	-4.5

Fiscal Year 2024-25 Types of Services Funded

At Cathedral City Elementary School the students are afforded various services to enhance their education. Programs implemented include: reading interventions (data-driven skill-based small group pull-out using UFLI and Science of Reading strategies), technology-based supplemental programs (Accelerated Reader, Lexia, and Freckle Math, and Math Shelf), the after-school Think Together program, and a 1:1 Chromebook program for all TK-5th-grade students. The site has hired additional staffing (two paraprofessionals) to assist with reading intervention in 1st - 5th grades. Four paraprofessionals have been hired by the district to support in the TK and Kindergarten classrooms. Two of the paraprofessionals support the four kindergarten classrooms and two paraprofessionals support the TK classroom full time. The district also provides the school site with a Teacher on Special Assignment to provide instructional coaching support to staff. Through the LCRS grant, our school has hired a full-time Literacy Coach to assist with ELA instruction. Additional Supervision Aide hours are provided to ensure adequate supervision of all students throughout the day. Finally, a school-site-funded community liaison is available to assist students and their parents in promoting student attendance and parent involvement at the school site. The district provides several enrichment opportunities throughout the year in the area of the arts including an Art and Music teacher who comes in to work with teachers and students several weeks out of the school year, concerts, field trips, art programs, music programs and music presentations. Some examples include Steinway concerts, McCallum field trips, Palm Springs Art

Fiscal Year 2024-25 Types of Services Funded

Museum field trips and art lessons, Robotics and STEAM classes, and ukulele classes. Cathedral City Elementary has also been selected as an Adopt the Arts school this year. 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, Conscious Discipline training 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$66,051	\$62,783
Mid-Range Teacher Salary	\$96,475	\$97,783
Highest Teacher Salary	\$133,966	\$128,020
Average Principal Salary (Elementary)	\$168,572	\$160,224
Average Principal Salary (Middle)	\$170,280	\$166,992
Average Principal Salary (High)	\$192,959	\$180,971
Superintendent Salary	\$303,050	\$313,465
Percent of Budget for Teacher Salaries	27.89%	30.05%
Percent of Budget for Administrative Salaries	4.65%	5%

Professional Development

Professional development continues to be a district priority in PSUSD, designed to enhance teaching and learning through data-driven planning, collaboration, and research-based practices. Training opportunities are provided across content areas to support teachers, administrators, and paraprofessionals in improving student outcomes.

Science: All 4th- and 5th-grade elementary teachers participated in two days of science professional development provided by the Riverside County Office of Education. This training focused on deepening teachers' understanding of the Next Generation Science Standards (NGSS), emphasizing three-dimensional learning and the intentional use of the adopted Amplify Science curriculum. Teachers engaged in activities to strengthen their instructional decision-making and developed site-based action plans to support NGSS-aligned instruction. At the secondary level, science teachers are receiving support from the Riverside County Office of Education with a focus on the Next Generation Science Standards and the integration of crosscutting concepts.

Mathematics: Building on prior years' work around conceptual math instruction, all elementary administrators are engaging in 1.5 days of professional learning centered on effective student-centered math instruction. Administrators develop and practice using high-leverage observation questions, targeted feedback strategies, and calibration tools to promote teacher reflection and instructional growth. New administrators participated in an additional full day of training reviewing foundational concepts from previous teacher professional development (2018–2023). Instructional coaches will also join administrators for the half-day session to analyze implementation and student data, using results to guide site-level math action planning.

English Language Arts (ELA): PSUSD continues its multi-year focus on the science of reading. All elementary instructional coaches, literacy coaches, reading intervention teachers, and one paraprofessional per site participated in a full day of training on the new state-required mCLASS DIBELS reading screener, followed by a half day for coaches focused on interpreting and responding to the data. All elementary administrators participated in a ½ day of training on data reports for the new reading screener.

Professional Development

All elementary teachers received a two-hour training on administering the screener and attended a districtwide literacy conference on October 13, featuring sessions aligned to the science of reading. All elementary administrators also attended the Oct. 13th literacy conference. Approximately 80 teachers are completing year two of the two-year LETRS course, deepening their understanding of reading instruction which embeds 4 days of professional development in year 2.

Paraprofessionals engaged in multiple literacy-focused professional learning opportunities, including an October 13 session on oral language development and an August 5 training featuring both math and ELA strategies. Additionally, 41 paraprofessionals are participating in a pilot course consisting of three modules focused on oral language, phonemes, and phonics totaling approximately 17 hours of training.

ELA & Math Data Analysis & Action Planning: Each school is provided five release days—three at the beginning of the year and two midyear—to collaborate by grade level, analyze ELA and math data, set goals, and refine instructional plans.

UDL: A major initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning (UDL). This multi-year focus allowed for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. In the 2025-26 school year the focus of the professional development was on site implementation plans. CAST consultants supported each site with 2 half-day visits and a virtual consultation.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	5

Escuela Primaria de Cathedral City

Informe de Responsabilidad Escolar para 2024-2025 (Publicado Durante el Ciclo Escolar 2025-2026)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fq/aa/lc/>
- Si los padres/tutores y los miembros de la comunidad desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Cathedral City Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	K-5
County-District-School (CDS) Code	33-67173-6032403

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

CCE ensures high levels of learning for ALL by creating a safe and collaborative community.

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 600 students in grades TK-5th grades.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	98
Grade 2	95
Grade 3	90
Grade 4	105
Grade 5	99
Total Enrollment	606

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
Asian	0.7
Black or African American	1.5
Filipino	0.5
Hispanic or Latino	93.1
Two or More Races	1.7
White	2.6
English Learners	45.4
Foster Youth	1
Homeless	19.8
Socioeconomically Disadvantaged	96.9
Students with Disabilities	17.3

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.

2021-22 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)	33	98.51	918.3	87.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.3	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.4	1.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	48.3	4.61	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.49	63.1	6.02	15831.9	5.67
Total Teaching Positions	33.5	100	1048.6	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	30.3	89.23	860.4	84.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.4	1.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.8	1.17	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	8.71	60.4	5.97	11746.9	4.23
Unknown/Incomplete/NA	0.6	2.03	66.6	6.57	14303.8	5.15
Total Teaching Positions	33.9	100	1013.8	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	30.5	89.74	878	86.29	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.3	1.6	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.94	13.7	1.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	5.62	67.8	6.66	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.68	41.5	4.09	13705.8	4.91
Total Teaching Positions	34	100	1017.6	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2	1
Local Assignment Options	0.00	0.9	0.9
Total Out-of-Field Teachers	0.00	2.9	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected September 9 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018	0
Mathematics	The Math Learning Center - Bridges 2018-2019	0
Science	Amplify Science / 2020-2021	0
History-Social Science	Studies Weekly 2023-2024	0
Health	Puberty Talk: Elementary School for Grade 5, Health Connected, Adopted 2019-20	

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

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. Additional modifications were made to the sidewalk to remain in ADA compliance in the Fall of 2025. 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. That area continues to be worked on, particularly after Tropical Storm Hillary which affected that grass area on the field. During the winter of the 2025/2026 school year, two additional classrooms will be added to the campus along with additional playground restrooms. 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/30/2025

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		The site inspection noted stained ceiling tiles in a classroom, dirty return grills in the MPR, and a broken/missing glass panel on a fire extinguisher cabinet in the MPR. Maintenance work order(s) submitted/resolved for ceiling tile replacement, cleaning of dirty return grills in the MPR, and glass replacement on the fire extinguisher cabinet.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		The site inspection noted broken wall plates in the MPR and one classroom and an observation of low impact light fixtures not operating in the library. Maintenance work order(s) submitted/resolved for low impact light fixtures repair and replacement of broken wall plates.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		The site inspection noted a leaking faucet and lack of toilet paper in one restroom, and broken lock on a stall in another restroom. Maintenance work order(s) submitted/resolved for faucet leak repair, restocking of toilet paper, and repair of stall lock.
Safety: Fire Safety, Hazardous Materials	X			The site inspection noted insecticide being stored under a classroom sink. Maintenance work order(s) submitted/resolved for removing the insecticide from under the sink and proper disposal.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The site inspection noted a dirty rubber surface, damaged slide, and a damaged swing seat on one playground. Maintenance work order(s) submitted/resolved for cleaning of rubber surface, damaged slide, and swing seat repair.

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	31	35	36	47	48
Mathematics (grades 3-8 and 11)	19	24	22	22	35	37

2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	292	98.98	1.02	31.16
Female	133	132	99.25	0.75	34.09
Male	162	160	98.77	1.23	28.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	274	99.28	0.72	31.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	133	99.25	0.75	18.05
Foster Youth	--	--	--	--	--
Homeless	46	44	95.65	4.35	34.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	290	98.98	1.02	31.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	57	96.61	3.39	8.77

2024-25 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	293	99.32	0.68	23.89
Female	133	133	100.00	0.00	19.55
Male	162	160	98.77	1.23	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	275	99.64	0.36	22.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	134	100.00	0.00	11.94
Foster Youth	--	--	--	--	--
Homeless	46	45	97.83	2.17	31.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	291	99.32	0.68	24.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	57	96.61	3.39	3.51

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.54	16.67	18.37	18.31	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	102	99.03	0.97	16.67
Female	49	49	100.00	0.00	12.24
Male	54	53	98.15	1.85	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	15.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	5.66
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	102	99.03	0.97	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.0%	100.0%	99.0%	100.0%	100.0%

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.

2025-26 Opportunities for Parental Involvement

Cathedral City Elementary School has many opportunities for parental involvement. The school has an active 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 events. 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, math night, and Literacy Nights. The school also provides parent workshops such as math family support nights where parents can learn how to help their children with math concepts. We also have a Summer Academic Night during the third trimester where parents receive supplies and resources for ELA and Math that they can use to work with students during the summer to retain their knowledge. 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 of meetings and events, bilingual translators at parent meetings, and messages on Parent Square in both English and Spanish, 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 completing paperwork. A bilingual IEP specialist is on-site to help families of students with disabilities and any IEP questions. Additionally, handicap accessibility is available in the multipurpose room, school office, library, and every classroom. All parents are sent notices and invited via Parent Square, email, 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	658	87	13.2
Female	305	296	35	11.8
Male	369	362	52	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	12	3	25.0
Filipino	--	--	--	--
Hispanic or Latino	622	609	78	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	19	5	26.3
English Learners	308	305	28	9.2
Foster Youth	15	13	5	38.5
Homeless	117	113	14	12.4
Socioeconomically Disadvantaged	655	641	85	13.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	132	24	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.7	1.29	0.59	6.78	5.25	4.25	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.23	0.1	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.59	0.00
Female	0.00	0.00
Male	1.08	0.00
Non-Binary	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	0.64	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	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.85	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.46	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 meetings, through website and email school-parent communication. This communication comprises of the school handbook and letters home regarding student safety procedures and after-school dismissal procedures. New goals are established each year to specifically address any safety concerns. These goals are created in collaboration with staff members and parents. The Safe School Plan was revised in October and goals were reviewed this school year on 10/03/25 with School Site Council. It was shared with staff and put on the CCE website. Board of Education approval will be in March. 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 for student arrival and dismissal.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	20	0
1	23	0	16	0
2	20	4	16	0
3	18	8	16	0
4	23	4	16	0
5	23	4	16	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	21	4	0
1	19	4	16	0
2	20	3	16	0
3	21	4	16	0
4	21	4	16	0
5	22	4	16	0
6	0	0	0	0
Other	2	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	16	8	
1	16	16	8	
2	19	4	16	
3	18	4	16	
4	21	4	16	
5	25	4	12	

2024-25 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	641

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$22,988	\$8,319	\$14,669	\$93,453
District	N/A	N/A	\$16,886	\$108,039
Percent Difference - School Site and District	N/A	N/A	-14.1	-9.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	30.6	-4.5

Fiscal Year 2024-25 Types of Services Funded

At Cathedral City Elementary School the students are afforded various services to enhance their education. Programs implemented include: reading interventions (data-driven skill-based small group pull-out using UFLI and Science of Reading strategies), technology-based supplemental programs (Accelerated Reader, Lexia, and Freckle Math, and Math Shelf), the after-school Think Together program, and a 1:1 Chromebook program for all TK-5th-grade students. The site has hired additional staffing (two paraprofessionals) to assist with reading intervention in 1st - 5th grades. Four paraprofessionals have been hired by the district to support in the TK and Kindergarten classrooms. Two of the paraprofessionals support the four kindergarten classrooms and two paraprofessionals support the TK classroom full time. The district also provides the school site with a Teacher on Special Assignment to provide instructional coaching support to staff. Through the LCRS grant, our school has hired a full-time Literacy Coach to assist with ELA instruction. Additional Supervision Aide hours are provided to ensure adequate supervision of all students throughout the day. Finally, a school-site-funded community liaison is available to assist students and their parents in promoting student attendance and parent involvement at the school site. The district provides several enrichment opportunities throughout the year in the area of the arts including an Art and Music teacher who comes in to work with teachers and students several weeks out of the school year, concerts, field trips, art programs, music programs and music presentations. Some examples include Steinway concerts, McCallum field trips, Palm Springs Art

Fiscal Year 2024-25 Types of Services Funded

Museum field trips and art lessons, Robotics and STEAM classes, and ukulele classes. Cathedral City Elementary has also been selected as an Adopt the Arts school this year. 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, Conscious Discipline training 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$66,051	\$62,783
Mid-Range Teacher Salary	\$96,475	\$97,783
Highest Teacher Salary	\$133,966	\$128,020
Average Principal Salary (Elementary)	\$168,572	\$160,224
Average Principal Salary (Middle)	\$170,280	\$166,992
Average Principal Salary (High)	\$192,959	\$180,971
Superintendent Salary	\$303,050	\$313,465
Percent of Budget for Teacher Salaries	27.89%	30.05%
Percent of Budget for Administrative Salaries	4.65%	5%

Professional Development

Professional development continues to be a district priority in PSUSD, designed to enhance teaching and learning through data-driven planning, collaboration, and research-based practices. Training opportunities are provided across content areas to support teachers, administrators, and paraprofessionals in improving student outcomes.

Science: All 4th- and 5th-grade elementary teachers participated in two days of science professional development provided by the Riverside County Office of Education. This training focused on deepening teachers' understanding of the Next Generation Science Standards (NGSS), emphasizing three-dimensional learning and the intentional use of the adopted Amplify Science curriculum. Teachers engaged in activities to strengthen their instructional decision-making and developed site-based action plans to support NGSS-aligned instruction. At the secondary level, science teachers are receiving support from the Riverside County Office of Education with a focus on the Next Generation Science Standards and the integration of crosscutting concepts.

Mathematics: Building on prior years' work around conceptual math instruction, all elementary administrators are engaging in 1.5 days of professional learning centered on effective student-centered math instruction. Administrators develop and practice using high-leverage observation questions, targeted feedback strategies, and calibration tools to promote teacher reflection and instructional growth. New administrators participated in an additional full day of training reviewing foundational concepts from previous teacher professional development (2018–2023). Instructional coaches will also join administrators for the half-day session to analyze implementation and student data, using results to guide site-level math action planning.

English Language Arts (ELA): PSUSD continues its multi-year focus on the science of reading. All elementary instructional coaches, literacy coaches, reading intervention teachers, and one paraprofessional per site participated in a full day of training on the new state-required mCLASS DIBELS reading screener, followed by a half day for coaches focused on interpreting and responding to the data. All elementary administrators participated in a ½ day of training on data reports for the new reading screener.

Professional Development

All elementary teachers received a two-hour training on administering the screener and attended a districtwide literacy conference on October 13, featuring sessions aligned to the science of reading. All elementary administrators also attended the Oct. 13th literacy conference. Approximately 80 teachers are completing year two of the two-year LETRS course, deepening their understanding of reading instruction which embeds 4 days of professional development in year 2.

Paraprofessionals engaged in multiple literacy-focused professional learning opportunities, including an October 13 session on oral language development and an August 5 training featuring both math and ELA strategies. Additionally, 41 paraprofessionals are participating in a pilot course consisting of three modules focused on oral language, phonemes, and phonics totaling approximately 17 hours of training.

ELA & Math Data Analysis & Action Planning: Each school is provided five release days—three at the beginning of the year and two midyear—to collaborate by grade level, analyze ELA and math data, set goals, and refine instructional plans.

UDL: A major initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning (UDL). This multi-year focus allowed for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. In the 2025-26 school year the focus of the professional development was on site implementation plans. CAST consultants supported each site with 2 half-day visits and a virtual consultation.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	5

Escuela Primaria de Cathedral City

Informe de Responsabilidad Escolar para 2024-2025 (Publicado Durante el Ciclo Escolar 2025-2026)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fq/aa/lc/>
- Si los padres/tutores y los miembros de la comunidad desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/ .
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/ .

Información de Contacto Escolar para 2025-26

Nombre de la Escuela	Escuela Primaria de Cathedral City
Dirección	69-300 Converse Road
Ciudad, Estado, Código Postal	Cathedral City, CA 92234
Número Telefónico	760-770-8583
Director/a	Brenda Santana
Dirección de Correo Electrónico	bsantana@psusd.us
Sitio Web Escolar	http://cces.psusd.us/
Niveles de Grado	K-5
Código del Condado-Distrito-Escuela (CDS)	33-67173-6032403

Información de Contacto Distrital para 2025-26

Nombre del Distrito	Distrito Escolar Unificado de Palm Springs
Número Telefónico	(760) 883-2700
Superintendente	Marcus Funchess, Ed.D.

Dirección de Correo Electrónico mfuncness@psusd.us

Dirección del Sitio Web Distrital www.psusd.us

Descripción Escolar y Declaración de la Misión para 2025-26

CCE garantiza altos niveles de aprendizaje para TODOS mediante la creación de una comunidad segura y colaborativa.

La Escuela Primaria Cathedral City está ubicada en Cathedral City, California dentro del Distrito Escolar Unificado de Palm Springs. La Escuela Primaria Cathedral City provee servicios para aproximadamente 600 alumnos de Kinder de Transición (TK, por sus siglas en inglés) a 5to grado.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2024-25

Nivel de Año	Cantidad de Alumnos
Kínder	119
1° Grado	98
2° Grado	95
3° Grado	90
4° Grado	105
5° Grado	99
Inscripción Total	606

Inscripción Estudiantil por Grupo para 2024-25

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	44.7
Masculino	55.3
Asiático	0.7
Afroamericano	1.5
Filipino	0.5
Hispano o Latino	93.1
Dos o Más Orígenes Étnicos	1.7
Blanco	2.6
Estudiantes del Inglés	45.4
Jóvenes de Crianza Temporal	1
Indigentes	19.8
De Escasos Recursos Económicos	96.9
Alumnos con Discapacidades	17.3

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	33	98.51	918.3	87.57	234405.2	84
Practicantes Contando con Acreditación Correctamente Asignados	0	0	7.3	0.7	4853	1.74
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	0	0	11.4	1.09	12001.5	4.3
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	0	0	48.3	4.61	11953.1	4.28
Desconocido/Incompleto/NA	0.5	1.49	63.1	6.02	15831.9	5.67
Cantidad Total de Cargos Docentes	33.5	100	1048.6	100	279044.8	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	30.3	89.23	860.4	84.87	231142.4	83.24
Practicantes Contando con Acreditación Correctamente Asignados	0	0	14.4	1.42	5566.4	2
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	0	0	11.8	1.17	14938.3	5.38
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	2.9	8.71	60.4	5.97	11746.9	4.23
Desconocido/Incompleto/NA	0.6	2.03	66.6	6.57	14303.8	5.15
Cantidad Total de Cargos Docentes	33.9	100	1013.8	100	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2023-24

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	30.5	89.74	878	86.29	230039.4	100
Practicantes Contando con Acreditación Correctamente Asignados	0	0	16.3	1.6	6213.8	2.23
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	1	2.94	13.7	1.36	16855	6.04
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	1.9	5.62	67.8	6.66	12112.8	4.34
Desconocido/Incompleto/NA	0.5	1.68	41.5	4.09	13705.8	4.91
Cantidad Total de Cargos Docentes	34	100	1017.6	100	278927.1	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “ineffective” bajo ESSA)

Autorización/Asignación	2021-22	2022-23	2023-24
Permisos y Exenciones	0.00	0	1
Asignaciones Incorrectas	0.00	0	0
Puestos con Vacante	0.00	0	0
Cantidad Total de Maestros sin Acreditación y Asignaciones Incorrectas	0.00	0	1

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2021-22	2022-23	2023-24
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	2	1
Opciones de Asignación Local	0.00	0.9	0.9
Cantidad Total de Maestros No En Su Rama	0.00	2.9	1.9

Asignaciones de Clases

Indicador	2021-22	2022-23	2023-24
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	0	0	0
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2025-26

A cada alumno se le proporciona un conjunto de libros de texto y/o material educativo curricular en línea para su uso tanto en la escuela como en casa. Los Chromebooks se proporcionan a los estudiantes con el fin de acceder a los materiales de aprendizaje en línea, tanto en la escuela como en casa, y PSUSD proporciona apoyo para el acceso a Internet en casa para los estudiantes según sea necesario. Todos los libros de texto y materiales educativos de cada asignatura están alineados con las normas actuales del estado de California, y son coherentes con el contenido y los ciclos de los marcos curriculares adoptados por el Consejo Estatal de Educación (SBE, por sus siglas en inglés). Los libros de texto y/o el material educativo del plan de estudios en línea son revisados y seleccionados por un comité de adopción del plan de estudios específico para cada materia. Cada comité de adopción de planes de estudios sigue un proceso que incluye aportaciones de profesores, personal del distrito y padres. Todos los alumnos, incluidos los alumnos con bajos ingresos y los estudiantes de inglés, tienen acceso a sus propios ejemplares de los libros de texto actuales y tienen acceso individualizado a los materiales educativos del plan de estudios en línea adoptados localmente para cada asignatura.

Año y mes en los cuales se recopilaron los datos

9 de septiembre de 2025

Materia	Libros de Texto y Otros Materiales Instructivos / Indicar si son de la Adopción Más Reciente / Año de Adopción	Porcentaje de Alumnos Careciendo de Su Propia Copia Asignada
Lectura/Artes Lingüísticas	Wonders Macmillan/McGraw Hill 2017-2018	0
Matemáticas	The Math Learning Center - Bridges 2018-2019	0
Ciencias	Amplify Science / 2020-2021	0
Historia-Ciencias Sociales	Studies Weekly 2023-2024	0
Salud	Charla sobre la pubertad: Escuela primaria para 5° grado, Salud conectada, Adoptado 2019-20	
Equipo para Laboratorio de Ciencias (9°-12° grado)	No Corresponde	

Nota: Celdas con valores "No Corresponde" no requieren datos.

Condiciones de Instalación Escolar y Mejoras Planeadas

Las instalaciones actuales de la Escuela Primaria Cathedral City se inauguraron en 2000. El distrito escolar se encarga semanalmente del mantenimiento del recinto. El mantenimiento y la limpieza de las instalaciones son mantenidos

Condiciones de Instalación Escolar y Mejoradas Planeadas

conjuntamente por los conserjes del sitio escolar y el departamento de mantenimiento y operaciones del distrito. La escuela fue pintada y se instalaron paneles solares en el estacionamiento durante el verano de 2015. El estacionamiento de la escuela fue remodelado en la primavera de 2020 y se agregó una marquesina digital. En el otoño de 2025 se realizaron modificaciones adicionales en la banqueta para cumplir con la Ley Federal Sobre Estadounidenses con Discapacidades (ADA, por sus siglas en inglés). Durante el verano de 2020, se sustituyó todo el suelo original en todo el plantel. Una reparación en la cuenca de retención también ocurrió durante el verano y el otoño de 2020 durante el cierre de la escuela. Se sigue trabajando en esa área, particularmente después de la tormenta tropical Hillary que afectó esa área de césped en el campo. Durante el invierno del ciclo escolar 2025/2026, se incorporarán dos salones de clase adicionales al plantel, junto con baños adicionales en el patio de juegos. Las reuniones de las instalaciones ocurren una vez al mes con la administración, el conserje y la secretaria de la escuela para supervisar el estado de las órdenes de trabajo con el fin de mantener las instalaciones seguras y operativas.

Año y mes del más reciente informe FIT

30 de octubre de 2025

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			
Interior: Superficies Interiores		X		Solicitud(es) de trabajo de mantenimiento enviadas/resueltas
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico		X		Solicitud(es) de trabajo de mantenimiento enviadas/resueltas
Baños/Bebederos: Baños, Lavamanos/Bebederos		X		Solicitud(es) de trabajo de mantenimiento enviadas/resueltas
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
	X		

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio

P Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2023-24	Escuela 2024-25	Distrito 2023-24	Distrito 2024-25	Estado 2023-24	Estado 2024-25
Artes Lingüísticas del Inglés/Lectoescritura (3°-8° y 11° grado)	25	31	35	36	47	48
Matemáticas (3°-8° y 11° grado)	19	24	22	22	35	37

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2024-25

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

Nota: La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupos Estudiantiles	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	295	292	98.98	1.02	31.16
Femeninas	133	132	99.25	0.75	34.09
Masculinos	162	160	98.77	1.23	28.75
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	276	274	99.28	0.72	31.39
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	134	133	99.25	0.75	18.05
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	46	44	95.65	4.35	34.09
Militares	0	0	0	0	0
De Escasos Recursos Económicos	293	290	98.98	1.02	31.38
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	59	57	96.61	3.39	8.77

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2024-25

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Nota: La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupos Estudiantiles	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	295	293	99.32	0.68	23.89
Femeninas	133	133	100.00	0.00	19.55
Masculinos	162	160	98.77	1.23	27.50
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	276	275	99.64	0.36	22.55
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	134	134	100.00	0.00	11.94
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	46	45	97.83	2.17	31.11
Militares	0	0	0	0	0
De Escasos Recursos Económicos	293	291	99.32	0.68	24.05
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	59	57	96.61	3.39	3.51

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Para proteger la privacidad estudiantil, doble rayas (--) son utilizadas en la tabla cuando la cifra de la celda dentro de una selecta población estudiantil es diez o menos.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5° y 8° grado y escuela preparatoria)	20.54	16.67	18.37	18.31	30.73	32.52

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2024-25

Para proteger la privacidad estudiantil, doble rayas (--) son utilizadas en la tabla cuando la cifra de la celda dentro de una selecta población estudiantil es diez o menos.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	103	102	99.03	0.97	16.67
Femeninas	49	49	100.00	0.00	12.24
Masculinos	54	53	98.15	1.85	20.75
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	0	0	0	0	0
Filipinos	--	--	--	--	--
Hispanos o Latinos	98	98	100.00	0.00	15.31
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	0	0	0	0	0
Blancos	--	--	--	--	--
Estudiantes del Inglés	53	53	100.00	0.00	5.66
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	19	18	94.74	5.26	16.67
Militares	0	0	0	0	0
De Escasos Recursos Económicos	103	102	99.03	0.97	16.67
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	25	24	96.00	4.00	0.00

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2024-25

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5° Grado	97.0%	100.0%	99.0%	100.0%	100.0%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2025-26

La Escuela Primaria Cathedral City (CCE, por sus siglas en inglés) tiene muchas oportunidades para la participación de los padres. La escuela tiene un Grupo de Padres y Maestros (PTG, por sus siglas en inglés) activo, que patrocina recaudaciones de fondos, ferias de libros y varias actividades comunitarias. Los padres tienen la oportunidad de ser voluntarios para eventos escolares como excursiones, el Día Internacional de Caminar a la Escuela y los eventos de PTG. CCE tiene un Consejo del Sitio Escolar que contribuye al avance del éxito de cada alumno. El Consejo Asesor para Estudiantes del Inglés (ELAC, por sus siglas en inglés) de la escuela se reúne regularmente para discutir temas relacionados con los alumnos de un segundo idioma. Además, la escuela patrocina eventos familiares como el Día de Recreo Familiar, la Noche de Cine, la Noche de Matemáticas y las Noches de Lectoescritura. La escuela también ofrece talleres para padres, como noches de apoyo familiar de matemáticas, donde los padres pueden aprender cómo ayudar a sus hijos con los conceptos matemáticos. También organizamos una Noche Académica de Verano durante el tercer trimestre, donde los padres reciben materiales y recursos de Artes lingüísticas del inglés (ELA, por sus siglas en inglés) y Matemáticas que pueden utilizar para trabajar con sus hijos durante el verano y así ayudarles a retener los conocimientos adquiridos. La escuela financia un Enlace Comunitario Escolar Bilingüe para ayudar a los padres con la participación y los recursos. En CCE, ofrecemos acceso y oportunidades para que los padres con un dominio limitado del inglés, los padres con discapacidades y los padres de alumnos migrantes participen en nuestra escuela y en el desarrollo de nuestra política de participación de los padres. Ofrecemos avisos traducidos de reuniones y eventos, traductores bilingües en las reuniones de padres y mensajes en Parent Square tanto en inglés como en español, y contamos con un personal de recepción totalmente bilingüe. Para los padres con discapacidades, se puede proporcionar asistencia para los discapacitados físicos, se pueden proporcionar llamadas telefónicas directas para comunicar avisos a los discapacitados visuales y el personal de recepción está disponible para ayudar a completar el papeleo. Un especialista bilingüe en el Plan de Educación Individual (IEP, por sus siglas en inglés) está en el lugar para ayudar a las familias de alumnos con discapacidades y cualquier pregunta sobre el IEP. Además, hay accesibilidad para discapacitados disponible en la sala de usos múltiples, la oficina de la escuela, la biblioteca y cada aula. Todos los padres reciben avisos e invitaciones a través de Parent Square, correo electrónico, teléfono y mensaje de texto para participar en actividades para padres y reuniones de participación de padres.

Nombre de la persona de contacto: Brenda Santana (directora), número de teléfono de contacto: 760-770-8583 o Nombre de

Oportunidades para Participación Parental del 2025-26

la persona de contacto: Mary Perez (enlace con la comunidad escolar), número de teléfono de contacto: (760) 770-8583

Ausentismo Crónico por Grupo Estudiantil para 2024-25

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	674	658	87	13.2
Femeninas	305	296	35	11.8
Masculinos	369	362	52	14.4
No Binarios	--	--	--	--
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	13	12	3	25.0
Filipinos	--	--	--	--
Hispanos o Latinos	622	609	78	12.8
Nativos de Hawái o Isleños del Pacífico	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	20	19	5	26.3
Estudiantes del Inglés	308	305	28	9.2
Jóvenes de Crianza Temporal	15	13	5	38.5
Indigentes	117	113	14	12.4
De Escasos Recursos Económicos	655	641	85	13.3
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--
Alumnos con Discapacidades	137	132	24	18.2

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones.

Suspensiones								
Escuela 2022-23	Escuela 2023-24	Escuela 2024-25	Distrito 2022-23	Distrito 2023-24	Distrito 2024-25	Estado 2022-23	Estado 2023-24	Estado 2024-25
1.7	1.29	0.59	6.78	5.25	4.25	3.6	3.28	2.94

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Esta tabla exhibe datos de expulsiones.

Expulsiones								
Escuela 2022-23	Escuela 2023-24	Escuela 2024-25	Distrito 2022-23	Distrito 2023-24	Distrito 2024-25	Estado 2022-23	Estado 2023-24	Estado 2024-25
0	0	0	0.23	0.1	0.09	0.08	0.07	0.06

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Suspensiones y Expulsiones por Grupo Estudiantil para 2024-25

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	0.59	0.00
Femeninas	0.00	0.00
Masculinos	1.08	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	0.00	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	0.64	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	0.65	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.85	0.00
De Escasos Recursos Económicos	0.61	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	1.46	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2025-26

La Escuela Primaria Cathedral City (CCE, por sus siglas en inglés) tiene un Plan de seguridad escolar integral y se enorgullece de brindar un entorno seguro y ordenado. El Plan de Seguridad Escolar de la escuela se encuentra actualmente archivado en la oficina del distrito, el Departamento de policía de Cathedral City y en el sitio escolar. Los componentes del plan se revisan en el Consejo del Sitio Escolar, en las reuniones del personal, a través del sitio web y de la comunicación por correo electrónico entre la escuela y los padres. Esta comunicación incluye el manual escolar y las cartas a los hogares sobre los procedimientos de seguridad de los alumnos y los procedimientos de salida después de la escuela. Cada año se establecen nuevas metas para abordar específicamente cualquier inquietud de seguridad. Estos objetivos se crean en colaboración con los miembros del personal y los padres. El Plan de Seguridad Escolar se revisó en octubre y los objetivos se revisaron este ciclo escolar el 3 de octubre de 2025 con el Consejo del Sitio Escolar. Se compartió con el personal y se publicó en el sitio web de CCE. La aprobación de la Junta de Educación será en marzo. El plan actual incluye las siguientes tres metas.

1. Establecer expectativas a nivel escolar e intervenciones de Nivel I, II y III
2. El equipo seguirá garantizando que las instalaciones sean seguras para todos los alumnos, el personal y las familias mediante la comunicación y el control de las órdenes de trabajo y su finalización
3. Se revisarán periódicamente los procedimientos para la llegada y salida de los alumnos.

D. Otra Información del SARC

Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	18	8	20	0
1° Grado	23	0	16	0
2° Grado	20	4	16	0
3° Grado	18	8	16	0
4° Grado	23	4	16	0
5° Grado	23	4	16	0
6° Grado	0	0	0	0
Otro	0	0	0	0

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	15	21	4	0
1° Grado	19	4	16	0
2° Grado	20	3	16	0
3° Grado	21	4	16	0
4° Grado	21	4	16	0
5° Grado	22	4	16	0
6° Grado	0	0	0	0
Otro	2	1	0	0

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2024-25

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2024-25. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	15	16	8	
1° Grado	16	16	8	
2° Grado	19	4	16	
3° Grado	18	4	16	
4° Grado	21	4	16	
5° Grado	25	4	12	

Tasa de Alumnos por Orientador Académico para 2024-25

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	641

Personal de Servicios de Apoyo Estudiantil para 2024-25

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	3

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para el Año Fiscal 2023-24

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2023-24. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	\$22,988	\$8,319	\$14,669	\$93,453
Distrito	N/A	N/A	\$16,886	\$108,039
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-14.1	-9.9
Estado	N/A	N/A	\$11,146	\$103,743
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	30.6	-4.5

Tipo de Servicios Financiados para Año Fiscal 2024-25

En la Escuela Primaria Cathedral City, los alumnos reciben varios servicios para mejorar su educación. Los programas implementados incluyen: intervenciones de lectura (grupos pequeños basados en habilidades basadas en datos que utilizan estrategias UFLI y Science of Reading), programas suplementarios basados en tecnología (Accelerated Reader, Lexia y Freckle Math, y Math Shelf), el programa Think Together después de la escuela y un programa de Chromebook 1:1 para todos los alumnos de Kínder de Transición (TK, por sus siglas en inglés) a 5to grado. El sitio ha contratado personal adicional (dos auxiliares docentes) para ayudar con la intervención de lectura en los grados 1er a 5to. El distrito ha contratado a cuatro auxiliares docentes para brindar apoyo en las aulas de TK y Kínder. Dos de los auxiliares docentes brindan apoyo a las cuatro aulas de Kínder y dos auxiliares docentes brindan apoyo al aula de TK a tiempo completo. El distrito también proporciona al sitio escolar un maestro en asignación especial para brindar apoyo de capacitación instructiva al personal. A través de la subvención de LCRS, nuestra escuela ha contratado a un capacitador de Lectoescritura a tiempo completo para ayudar con la instrucción de las Artes Lingüísticas en Inglés (ELA, por sus siglas en inglés). Se proporcionan horas adicionales de asistente de supervisión para garantizar la supervisión adecuada de todos los alumnos durante el día. Finalmente, un enlace comunitario financiado por el sitio escolar está disponible para ayudar a los alumnos y sus padres a promover la asistencia de

Tipo de Servicios Financiados para Año Fiscal 2024-25

los alumnos y la participación de los padres en el sitio escolar. El distrito brinda varias oportunidades de enriquecimiento durante todo el año en el área de las artes, incluido un maestro de arte y música que viene a trabajar con maestros y alumnos varias semanas fuera del ciclo escolar, conciertos, excursiones, programas de arte, programas de música y presentaciones musicales. Algunos ejemplos incluyen conciertos de Steinway, excursiones al Teatro McCallum, visitas al Museo de Arte de Palm Springs y clases de arte, clases de robótica y "Ciencia, Tecnología, Ingeniería, Arte y Matemáticas" (STEAM, por sus siglas en inglés), y clases de ukelele. La Escuela Primaria Cathedral City también ha sido seleccionada este año para participar en el programa "Adopt the Arts". El distrito también financia servicios de instrucción adicional de matemáticas y Artes lingüísticas del inglés (ELA, por sus siglas en inglés) para los alumnos en riesgo académico, antes y después de clase. Para apoyar el bienestar socioemocional de los alumnos, el distrito y la escuela financian conjuntamente servicios y recursos que incluyen salud mental, orientación, capacitación en Disciplina Consciente y un programa de recreo estructurado con un capacitador. El distrito también ofrece a todos los grados un programa de prevención del acoso escolar. Además, los alumnos de cuarto grado reciben instrucción sobre el abuso de sustancias y los de quinto grado reciben instrucción sobre la prevención del suicidio, utilizando recursos proporcionados por el distrito.

Sueldos Docentes y Administrativos para el Año Fiscal 2023-24

Esta tabla exhibe los sueldos Docentes y Administrativos para 2023-24. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$66,051	\$62,783
Sueldo de Maestro en el Nivel Intermedio	\$96,475	\$97,783
Sueldo de Maestro en el Nivel Superior	\$133,966	\$128,020
Sueldo Promedio de Director (Primaria)	\$168,572	\$160,224
Sueldo Promedio de Director (Secundaria)	\$170,280	\$166,992
Sueldo Promedio de Director (Preparatoria)	\$192,959	\$180,971
Sueldo del Superintendente	\$303,050	\$313,465
Porcentaje del Presupuesto para Sueldo de Maestros	27.89%	30.05%
Porcentaje del Presupuesto para Sueldos Administrativos	4.65%	5%

Formación Profesional

La formación profesional sigue siendo una prioridad del distrito en el Distrito Escolar Unificado de Palm Springs (PSUSD, por sus siglas en inglés), diseñado para mejorar la enseñanza y el aprendizaje a través de la planificación impulsada por datos, la colaboración y las prácticas basadas en la investigación. Se proporcionan oportunidades de capacitación en todas las áreas de contenido para apoyar a los maestros, administradores y auxiliares docentes en mejorar los resultados estudiantiles.

Ciencias: Todos los maestros de 4º y 5º grado de primaria participaron en dos días de formación profesional en ciencias, impartido por la Oficina de Educación del Condado de Riverside. Esta capacitación se centró en profundizar la comprensión de los maestros sobre las Normas de Ciencia de Próxima Generación (NGSS, por sus siglas en inglés), haciendo hincapié en el aprendizaje tridimensional y el uso intencional del currículo de ciencias Amplify Science adoptado. Los maestros participaron en actividades para fortalecer su toma de decisiones instructivas y desarrollaron planes de acción a nivel escolar para apoyar la instrucción alineada con las NGSS. En el nivel secundario, los maestros de ciencias están recibiendo apoyo de la Oficina de Educación del Condado de Riverside, con un enfoque en las Normas de Ciencia de Próxima Generación y la integración de conceptos cruzados.

Matemáticas: Basándose en el trabajo de años anteriores sobre la instrucción matemática conceptual, todos los administradores de primaria participan en 1.5 días de aprendizaje profesional centrado en la instrucción matemática eficaz centrada en el alumno. Los administradores desarrollan y practican el uso de preguntas de observación de alto impacto, estrategias de comentarios específicos y herramientas de calibración para promover la reflexión docente y el crecimiento

Formación Profesional

instructivo. Los nuevos administradores participaron en un día completo adicional de capacitación para repasar los conceptos fundamentales de la formación profesional docente anterior (2018-2023). Los capacitadores instructivos también se unirán a los administradores durante la sesión de medio día para analizar la implementación y la información estudiantil, utilizando los resultados para guiar la planificación de acciones matemáticas a nivel escolar.

Artes lingüísticas del inglés (ELA, por sus siglas en inglés): PSUSD continúa su enfoque plurianual en la ciencia de la lectura. Todos los capacitadores instructivos de primaria, los capacitadores de lectoescritura, los maestros de intervención de lectura y un auxiliar docente por escuela participaron en un día completo de capacitación sobre la nueva prueba de detección de lectura mCLASS DIBELS, requerida por el estado, seguida de medio día para los capacitadores, centrado en la interpretación y respuesta a los datos. Todos los administradores de primaria participaron en medio día de capacitación sobre los informes de datos de la nueva prueba de detección de lectura.

Todos los maestros de primaria recibieron una capacitación de dos horas sobre la administración de la prueba de detección y asistieron a una conferencia de lectoescritura de todo el distrito el 13 de octubre, con sesiones alineadas con la ciencia de la lectura. Todos los administradores de primaria también asistieron a la conferencia de lectoescritura del 13 de octubre. Aproximadamente 80 maestros están completando el segundo año del curso LETRS de dos años, profundizando su comprensión de la enseñanza de la lectura, que incluye 4 días de formación profesional en el segundo año.

Los auxiliares docentes participaron en múltiples oportunidades de aprendizaje profesional centradas en la lectoescritura, incluyendo una sesión el 13 de octubre sobre el desarrollo del lenguaje oral y una capacitación el 5 de agosto que incluyó estrategias de matemáticas y Artes lingüísticas del inglés (ELA, por sus siglas en inglés). Además, 41 auxiliares docentes están participando en un curso en periodo de prueba que consta de tres módulos centrados en el lenguaje oral, los fonemas y el método fonético, con un total de aproximadamente 17 horas de capacitación.

Análisis de datos y planificación de acciones en Artes lingüísticas del inglés (ELA, por sus siglas en inglés) y matemáticas: Cada escuela cuenta con cinco días libres —tres al comienzo del año y dos a mitad de año— para colaborar por nivel de grado, analizar los datos de Artes lingüísticas del inglés (ELA, por sus siglas en inglés) y matemáticas, establecer metas y perfeccionar los planes instructivos.

Diseño Universal para el Aprendizaje (UDL, por sus siglas en inglés): Una importante iniciativa para el Distrito Escolar Unificado de Palm Springs (PSUSD, por sus siglas en inglés) comenzó en el ciclo 2021-22 en colaboración con el Centro de Tecnología Especial Aplicada (CAST, por sus siglas en inglés) para proporcionar formación profesional sobre el Diseño Universal para el Aprendizaje (UDL, por sus siglas en inglés). Este enfoque plurianual permitió una capacitación intencionada para los administradores escolares, los Maestros en Asignación Especial (TOSA, por sus siglas en inglés) y los maestros de salón de clase. En el ciclo escolar 2025-26, el enfoque de formación profesional se centró en los planes de implementación en cada sitio. Los consultores de CAST proporcionaron apoyo a cada sitio con dos visitas de medio día y una consulta virtual.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2023-24	2024-25	2025-26
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	7	10	5