



# Desert Springs Middle School

66-755 Two Bunch Palms Trail • Desert Hot Springs, CA 92240- 5723 • 760-251-7200 • Grades 6-8

Dr. Kiela Snider, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



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

980 East Tahquitz Canyon Way  
Palm Springs, CA 92262  
(760) 416-6000  
www.psusd.us

#### District Governing Board

Richard Clapp, Member  
Richard Clapp, Member  
John Gerardi, Clerk  
Shari Stewart, President  
Karen Cornett, Member

#### District Administration

Christine J. Anderson, Ed. D  
**Superintendent**  
Mauricio Arellano  
**Assistant Superintendent,  
Human Resources**

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

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

### **School Description**

Desert Springs Middle School (DSMS) is located in the burgeoning city of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. It serves sixth, seventh, and eighth grade students from Desert Hot Springs and Sky Valley.

Desert Springs Middle School is currently in its 28th year of operation and is projected to serve 900 students in the year 2015-2016. The ethnic composition of the school is 7% African American, 74% Hispanic, 16% White, and 3% Other (Chinese, Other Pacific Islander, Native American, Cambodian, Filipino, Korean, Hawaiian). Approximately ninety-three percent of the students are receiving a free or discounted breakfast and lunch. Approximately 28% of the students enrolled at the school are classified as English Language Learners (ELL) and 10% of students are identified as having a disability (SWD). Forty-nine certificated staff members instruct the students at Desert Springs Middle School. Our Resource, Special Education, and English Language Learner (ELL) teachers are supported by classroom aides. The school has three administrators, two counselors, one full-time psychologist, one nurse (1 day per week), and one speech therapist (1 day per week).

All core subjects offered at DSMS, Math, English Language Arts, Social Studies, and Science, are aligned with the California Content Standards.

Special Education instruction occurs within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. Students are assessed utilizing probes selected from the core curriculum. Students are then grouped for instructional purpose according to their assessed performance. Following assessment, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction collaboration, and a variety of instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.) Identified special education services are delivered through pull out programs or within the regular education classes through co-teaching, classroom support and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the special education department and site funds.

Mastery and benchmark assessments are being administered in each of the four core subjects. The course of study is delivered in a seven period day. Additional support is offered in the form of strategic and intensive interventions. These interventions target English Language Arts, Mathematics, and English language development. Approximately 90% of the students identified as in need of intervention, based upon PSUSD criteria, receive academic support. In addition, DSMS participates in the ASES program where approximately 120 students experience academic support and enrichment activities. Students are able to partake of the exploratory/elective program, they are able to choose from the following—Band, Art, Spanish, Technology, Robotics, Yearbook, ASB, and Library or Office Aides.

## School Mission

The educators, community members, parents, and students of Desert Springs Middle School are committed to providing all students with an opportunity to develop their achievements in ways that foster pride, appreciation for learning, and a sense of caring representative of our community. It is the goal of all educators at DSMS to provide leadership that reinforces learning. Both administrators and teachers, as “knowers” in the decision making models, will collaboratively address the needs and goals of the school in various teaming models that promotes mutual accountability and focuses on how each one of us help things go right in promoting student achievement.

Our school will evaluate the effectiveness of our SPSA shortly after CST scores are released and our School Site Council (SSC) and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. DSMS and PSUSD worked cooperatively in creating pacing guides, benchmarks, as well as developing regulations and procedures in line with the Education Code and California Department of Education guidelines.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760-251-7200 or the district office.

**2014-15 Student Enrollment by Grade Level**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 274                |
| Grade 7                 | 284                |
| Grade 8                 | 297                |
| <b>Total Enrollment</b> | <b>855</b>         |

**2014-15 Student Enrollment by Group**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 5.6                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 0.4                         |
| Hispanic or Latino                  | 81.3                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 10.4                        |
| Two or More Races                   | 2.1                         |
| Socioeconomically Disadvantaged     | 97.5                        |
| English Learners                    | 30.5                        |
| Students with Disabilities          | 9.6                         |
| Foster Youth                        | 0.8                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials                         |       |       |       |
|---------------------------------------------|-------|-------|-------|
| Desert Springs Middle School                | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | 37    | 38    | 35    |
| Without Full Credential                     | 0     | 0     | 2     |
| Teaching Outside Subject Area of Competence | 6     | 3     | 2     |
| Palm Springs Unified School District        | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | ♦     | ♦     | 1024  |
| Without Full Credential                     | ♦     | ♦     | 11    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 39    |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--------------------------------------------------------------------|-------|-------|-------|
| Desert Springs Middle School                                       | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions                                           | 0     | 1     | 1     |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |                                         |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------|
| Location of Classes                                                                                               | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School                                                                                                       | 96.4                                | 3.6                                     |
| Districtwide                                                                                                      |                                     |                                         |
| All Schools                                                                                                       | 99.3                                | 0.7                                     |
| High-Poverty Schools                                                                                              | 99.3                                | 0.7                                     |
| Low-Poverty Schools                                                                                               | 0.0                                 | 0.0                                     |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Palm Springs Unified School district has adopted only SBE approved texts that align with state frameworks and standards for each grade level and subject. DSMS is compliant with the textbook adoption cycles. Every student at our site, including English Learners, has access to textbooks in every class and at home. In increase portability to students several of the core adopted text books are available on CD format. Every student, including English Language Learners, has access to their own textbooks and instructional materials.

HOLT Language Arts and Carnegie Math with its associated curricular and ancillaries is DSMS current curricular materials. The wide variety of ancillaries provided by HOLT provided a plethora of creative teaching opportunities for teachers at DSMS. A noteworthy component of the HOLT adoptions in Language Arts is the online support for both teachers and parents. Carnegie Math provides an online units for students to further learning. This online portal provides video tutorials, guided practice questions, and numerous interactive media to support students to concept master. This portal can be accessed at my.hrw.com.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: September 8, 2015 |                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Curriculum Area                                                                                    | Textbooks and Instructional Materials/Year of Adoption                                                                                                                |
| Reading/Language Arts                                                                                   | Literature - Holt 2009/2010<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                  |
| Mathematics                                                                                             | Carnegie Math<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                                |
| Science                                                                                                 | CPO Science/School Specialty scien 2007/2008<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| History-Social Science                                                                                  | McDougal Littell 2006/2007<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                   |

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

Desert Springs Middle School is situated on 30 acres of land. Portable classrooms have been added to accommodate the increasing enrollment. The library is the hub of the school. It is widely utilized by students and staff. Desert Springs Middle School has a full service cafeteria that makes fresh food daily. The multipurpose room functions as a gym, assembly room and music performance room. Desert Springs Middle School has a fully functional computer lab, band room and choir room in addition to the 69 other classrooms. Desert Springs Middle School has completed annual Williams Visit facility reviews and all areas of the campus and facilities have passed those reviews. Desert Springs Middle School has one Head Custodian who works from 6:00 a.m. to 2:30 p.m. We have 2 nighttime custodians who work from 2:00 to 10:30 p.m. The bulk of the classroom cleaning occurs on an alternating A/B schedule while restrooms, kitchens, severely handicapped classrooms and all hallways are cleaned daily. The entire campus has a permanent fence perimeter with only one student entrance. Staff entrances are locked during school areas and require a staff key for entrance. Visitors must enter through the main office area and obtain a pass.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 1/12/2016 |               |      |      |                                           |
|-----------------------------------------------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| System Inspected                                                                                                | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|                                                                                                                 | Good          | Fair | Poor |                                           |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                                                            | X             |      |      |                                           |
| <b>Interior:</b><br>Interior Surfaces                                                                           |               | X    |      | Work Orders on file in M&O Office         |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation                                            | X             |      |      | Work Order on file in M&O Office          |
| <b>Electrical:</b><br>Electrical                                                                                |               | X    |      | Work Orders on file in M&O Office         |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                                                      |               |      | X    | Work Orders on file in M&O Office         |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                                                              | X             |      |      |                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                                                                  | X             |      |      |                                           |

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 1/12/2016

| System Inspected                                                           | Repair Status |      |      |      | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|---------------|------|------|------|-------------------------------------------|
|                                                                            | Good          | Fair | Poor |      |                                           |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      |      |                                           |
| Overall Rating                                                             | 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], Science California Standards Tests); and
- The percentage of pupils 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards |        |        |
|-------------|-------------------------------------------------------|--------|--------|
|             | 4 of 6                                                | 5 of 6 | 6 of 6 |
| <b>7</b>    | 21.10                                                 | 19.60  | 9.80   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results for All Students |                                                                                  |          |       |
|-----------------------------------------|----------------------------------------------------------------------------------|----------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|                                         | School                                                                           | District | State |
| <b>ELA</b>                              | 21                                                                               | 32       | 44    |
| <b>Math</b>                             | 11                                                                               | 20       | 33    |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results by Student Group              |                                                       |
|------------------------------------------------------|-------------------------------------------------------|
| Group                                                | Percent of Students Scoring at Proficient or Advanced |
|                                                      | Science (grades 5, 8, and 10)                         |
| <b>All Students in the LEA</b>                       | 44                                                    |
| <b>All Student at the School</b>                     | 30                                                    |
| <b>Male</b>                                          | 29                                                    |
| <b>Female</b>                                        | 31                                                    |
| <b>Black or African American</b>                     | 29                                                    |
| <b>Hispanic or Latino</b>                            | 30                                                    |
| <b>White</b>                                         | 41                                                    |
| <b>Two or More Races</b>                             | --                                                    |
| <b>Socioeconomically Disadvantaged</b>               | 0                                                     |
| <b>English Learners</b>                              | 10                                                    |
| <b>Students with Disabilities</b>                    | 29                                                    |
| <b>Students Receiving Migrant Education Services</b> | --                                                    |
| <b>Foster Youth</b>                                  | --                                                    |

\* Scores are not shown 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.

| CAASPP Results for All Students - Three-Year Comparison |                                                                                                  |       |       |          |       |       |       |       |       |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject                                                 | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|                                                         | School                                                                                           |       |       | District |       |       | State |       |       |
|                                                         | 12-13                                                                                            | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| <b>Science</b>                                          | 53                                                                                               | 43    | 30    | 50       | 50    | 44    | 59    | 60    | 56    |

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group       | Grade    | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---------------------|----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                     |          | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|                     |          |                    |        |                     |                  |                     |              |                   |
| <b>All Students</b> | <b>6</b> | 285                | 280    | 98.2                | 50               | 36                  | 11           | 3                 |
|                     | <b>7</b> | 287                | 276    | 96.2                | 50               | 29                  | 19           | 2                 |
|                     | <b>8</b> | 309                | 289    | 93.5                | 40               | 31                  | 26           | 2                 |
| <b>Male</b>         | <b>6</b> |                    | 135    | 47.4                | 56               | 33                  | 10           | 1                 |
|                     | <b>7</b> |                    | 141    | 49.1                | 52               | 29                  | 18           | 0                 |
|                     | <b>8</b> |                    | 145    | 46.9                | 48               | 30                  | 18           | 3                 |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-----------------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                               |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Female                                        | 6     |                    | 145    | 50.9                | 44               | 39                  | 12           | 5                 |
|                                               | 7     |                    | 135    | 47.0                | 48               | 28                  | 19           | 4                 |
|                                               | 8     |                    | 144    | 46.6                | 33               | 32                  | 34           | 1                 |
| Black or African American                     | 6     |                    | 15     | 5.3                 | 33               | 53                  | 13           | 0                 |
|                                               | 7     |                    | 18     | 6.3                 | 67               | 11                  | 17           | 6                 |
|                                               | 8     |                    | 18     | 5.8                 | 56               | 22                  | 17           | 6                 |
| American Indian or Alaska Native              | 7     |                    | 0      | 0.0                 | --               | --                  | --           | --                |
| Asian                                         | 6     |                    | 2      | 0.7                 | --               | --                  | --           | --                |
|                                               | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| Hispanic or Latino                            | 6     |                    | 231    | 81.1                | 51               | 35                  | 11           | 3                 |
|                                               | 7     |                    | 225    | 78.4                | 49               | 32                  | 17           | 2                 |
|                                               | 8     |                    | 233    | 75.4                | 39               | 33                  | 26           | 1                 |
| Native Hawaiian or Pacific Islander           | 6     |                    | 1      | 0.4                 | --               | --                  | --           | --                |
| White                                         | 6     |                    | 22     | 7.7                 | 50               | 36                  | 9            | 5                 |
|                                               | 7     |                    | 32     | 11.1                | 50               | 19                  | 31           | 0                 |
|                                               | 8     |                    | 31     | 10.0                | 32               | 26                  | 35           | 6                 |
| Two or More Races                             | 6     |                    | 9      | 3.2                 | --               | --                  | --           | --                |
|                                               | 8     |                    | 7      | 2.3                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged               | 6     |                    | 275    | 96.5                | 50               | 36                  | 11           | 3                 |
|                                               | 7     |                    | 266    | 92.7                | 51               | 29                  | 18           | 2                 |
|                                               | 8     |                    | 281    | 90.9                | 41               | 32                  | 26           | 1                 |
| English Learners                              | 6     |                    | 99     | 34.7                | 76               | 21                  | 2            | 1                 |
|                                               | 7     |                    | 74     | 25.8                | 78               | 18                  | 1            | 1                 |
|                                               | 8     |                    | 81     | 26.2                | 67               | 28                  | 4            | 1                 |
| Students with Disabilities                    | 6     |                    | 23     | 8.1                 | 87               | 4                   | 4            | 4                 |
|                                               | 7     |                    | 21     | 7.3                 | 76               | 24                  | 0            | 0                 |
|                                               | 8     |                    | 20     | 6.5                 | 85               | 15                  | 0            | 0                 |
| Students Receiving Migrant Education Services | 6     |                    | 5      | 1.8                 | --               | --                  | --           | --                |
|                                               | 7     |                    | 3      | 1.0                 | --               | --                  | --           | --                |
|                                               | 8     |                    | 2      | 0.6                 | --               | --                  | --           | --                |
| Foster Youth                                  | 6     |                    | --     | --                  | --               | --                  | --           | --                |
|                                               | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|                                               | 8     |                    | --     | --                  | --               | --                  | --           | --                |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                        | 6     | 285                | 280    | 98.2                | 67               | 26                  | 6            | 1                 |
|                                     | 7     | 287                | 279    | 97.2                | 61               | 27                  | 10           | 2                 |
|                                     | 8     | 309                | 289    | 93.5                | 62               | 22                  | 13           | 2                 |
| Male                                | 6     |                    | 134    | 47.0                | 63               | 32                  | 4            | 1                 |
|                                     | 7     |                    | 141    | 49.1                | 63               | 26                  | 11           | 1                 |
|                                     | 8     |                    | 145    | 46.9                | 63               | 23                  | 11           | 2                 |
| Female                              | 6     |                    | 146    | 51.2                | 71               | 20                  | 9            | 1                 |
|                                     | 7     |                    | 138    | 48.1                | 59               | 29                  | 9            | 3                 |
|                                     | 8     |                    | 144    | 46.6                | 61               | 22                  | 15           | 1                 |
| Black or African American           | 6     |                    | 15     | 5.3                 | 80               | 13                  | 7            | 0                 |
|                                     | 7     |                    | 18     | 6.3                 | 78               | 11                  | 11           | 0                 |
|                                     | 8     |                    | 18     | 5.8                 | 78               | 17                  | 0            | 6                 |
| American Indian or Alaska Native    | 7     |                    | 0      | 0.0                 | --               | --                  | --           | --                |
| Asian                               | 6     |                    | 2      | 0.7                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| Hispanic or Latino                  | 6     |                    | 231    | 81.1                | 65               | 26                  | 7            | 1                 |
|                                     | 7     |                    | 228    | 79.4                | 61               | 28                  | 10           | 2                 |
|                                     | 8     |                    | 233    | 75.4                | 61               | 23                  | 14           | 1                 |
| Native Hawaiian or Pacific Islander | 6     |                    | 1      | 0.4                 | --               | --                  | --           | --                |
| White                               | 6     |                    | 22     | 7.7                 | 73               | 27                  | 0            | 0                 |
|                                     | 7     |                    | 32     | 11.1                | 59               | 34                  | 6            | 0                 |
|                                     | 8     |                    | 31     | 10.0                | 55               | 19                  | 19           | 6                 |
| Two or More Races                   | 6     |                    | 9      | 3.2                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 7      | 2.3                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged     | 6     |                    | 275    | 96.5                | 67               | 25                  | 7            | 1                 |
|                                     | 7     |                    | 269    | 93.7                | 63               | 27                  | 9            | 1                 |
|                                     | 8     |                    | 281    | 90.9                | 63               | 22                  | 12           | 1                 |
| English Learners                    | 6     |                    | 98     | 34.4                | 87               | 11                  | 1            | 1                 |
|                                     | 7     |                    | 74     | 25.8                | 81               | 15                  | 4            | 0                 |
|                                     | 8     |                    | 81     | 26.2                | 84               | 14                  | 2            | 0                 |
| Students with Disabilities          | 6     |                    | 22     | 7.7                 | 91               | 9                   | 0            | 0                 |
|                                     | 7     |                    | 21     | 7.3                 | 86               | 10                  | 5            | 0                 |
|                                     | 8     |                    | 20     | 6.5                 | 90               | 10                  | 0            | 0                 |

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-----------------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                               |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Students Receiving Migrant Education Services | 6     |                    | 5      | 1.8                 | --               | --                  | --           | --                |
|                                               | 7     |                    | 4      | 1.4                 | --               | --                  | --           | --                |
|                                               | 8     |                    | 2      | 0.6                 | --               | --                  | --           | --                |
| Foster Youth                                  | 6     |                    | --     | --                  | --               | --                  | --           | --                |
|                                               | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|                                               | 8     |                    | --     | --                  | --               | --                  | --           | --                |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Parents are encouraged to become involved at Desert Springs Middle School in various ways. They are invited to attend our award assemblies, parent conferences, or to volunteer in classrooms or after school. During the night sessions of both parent conferences, we made available many district and community resources by sponsoring "One Community Fair".

Parents have the opportunity to participate on several advisory committees including the School Site Council, and the English Learner Advisory Council. Back to School Night, Performing Arts presentations and other events allow parents to visit the school to better understand the educational opportunities present here. ELAC has provided 4 different cultural events in conjunction with meetings that celebrate student achievement.

Teachers are in regular contact with parents and the principal keeps documentation of the frequency and type of some school wide communication activities. Parents are encouraged to enroll in and utilize ParentVue and StudentVUE through Synergy. This portal to the school district's student data base provides confidential information by student relating to their academic grades, attendance and important classroom announcements and notifications.

All DSMS parents received a letter in August 2015 from Dr. Christine Anderson, the Superintendent of Palm Springs Unified School District, notifying them of the Program Improvement status of Desert Springs Middle School. DSMS has been in Program Improvement (PI) status for six years.

The Desert Springs Middle School Parent Involvement Policy is distributed to all parents at the beginning of each school year.

At DSMS, we provide accessibility 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 DSMS, parent involvement policy by providing translating services to parents of limited English speaking ability at parent meetings, the school is compliant with ADA requirements for handicap access and in special circumstances we would make home visits to gather or solicit parent input.

A DSMS school compact has been developed and approved by staff and parents for use. The signed Compacts are on file in the Desert Springs Middle School office.

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

Desert Springs Middle School has made several changes in school safety. The school currently has two security guards, three lunch supervision aides, and one breakfast supervision aide on campus. The school has a comprehensive emergency preparedness plan and drills are conducted regularly. The school safety team has met with school safety experts from the Riverside County Sheriffs Department to update and streamline our school safety plan. The administration team meets with community members such as the Chief of Police and Administration of Sunline Transportation to address any concerns regarding safety.

The school safety plan was reviewed and updated in February 2015 and August 2015.



**Suspensions and Expulsions**

| School           | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|
| Suspensions Rate | 20.63   | 17.18   | 15.08   |
| Expulsions Rate  | 1.12    | 0.92    | 0.63    |
| District         | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.94    | 5.92    | 5.64    |
| Expulsions Rate  | 0.46    | 0.33    | 0.36    |
| State            | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07    | 4.36    | 3.80    |
| Expulsions Rate  | 0.13    | 0.10    | 0.09    |

**D. Other SARC Information**

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|----------------------------------------------------------|--------|----------|-------|
| AYP Criteria                                             | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall                                         | Yes    | Yes      | Yes   |
| Met Attendance Rate                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | Yes      | Yes   |

| 2015-16 Federal Intervention Program                |           |           |
|-----------------------------------------------------|-----------|-----------|
| Indicator                                           | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2001-2002 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | 18        |           |
| Percent of Schools Currently in Program Improvement | 69.2      |           |

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|---------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|         |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|         | 2012-13            | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 23                 | 24      | 21      | 11                    | 10      | 13      | 10      | 10      | 11      | 9       | 9       | 4       |
| Math    | 18                 | 28      | 20      | 19                    | 7       | 15      | 8       | 2       | 12      | 4       | 13      | 2       |
| Science | 28                 | 28      | 28      | 6                     | 6       | 5       | 2       | 2       | 5       | 12      | 13      | 11      |
| SS      | 27                 | 28      | 28      | 7                     | 4       | 3       | 1       | 7       | 9       | 12      | 10      | 8       |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Academic Counselors and Other Support Staff at this School |      |
|------------------------------------------------------------|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor                                         |      |
| Counselor (Social/Behavioral or Career Development)        | 1.00 |
| Library Media Teacher (Librarian)                          | 1.00 |
| Library Media Services Staff (Paraprofessional)            |      |
| Psychologist                                               | 0.80 |
| Social Worker                                              |      |
| Nurse                                                      | 0.40 |
| Speech/Language/Hearing Specialist                         | 0.20 |
| Resource Specialist                                        |      |
| Other                                                      |      |
| Average Number of Students per Staff Member                |      |
| Academic Counselor                                         |      |

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

### Professional Development provided for Teachers

All administrators and teachers will receive professional development via PSUSD, RCOE consultants, and conferences. In addition, DSMS has the following professional development goals: 1) necessary core teachers will participate in Lesson Design Studies with PSUSD content specialists, 2) 8th Grade ELA teachers will continue developing instructional strategies in conjunction with West Ed and implementing ERWC, 3) Targeted professional development on minimum days will focus on Common Core State Standards implementation, common assessments, developing as a professional learning community, and building a response to intervention model with an emphasis on the role of assessment in a quality instructional program, 4) Collaboration time for Data Teams will focus on data driven instructional practices, professional development in the D.A.W emphasizing S.M.A.R.T. Goals and keenly identifying weakness/strengths and aligning them to the problem, cause and identified instructional strategies--as evidenced on the D.A.W. 5) New teachers are participating in BTSA, 6) Teacher struggling to demonstrate proficiency participate in P.A.R. when appropriate, 7) Professional development on "Best First Instruction" practices 8) The instructional strategies of Direct Instruction, Thinking Maps and SDAIE will be emphasized.

Two part time Academic Coaches provide ongoing instructional assistance for all certificated staff. The coaches facilitate in class coaching, collaboration and professional development.

Grade level department data teams continue to develop short cycle assessment tools to guide their instruction with guidance from site administration team.

The administration has provided staff development in vertical teams using Ruby Payne material that focuses on the culture of poverty and how it relates to classroom discipline and student achievement. Additional professional development has targeted the intervention aspect of our districts high five priorities.

| FY 2013-14 Teacher and Administrative Salaries |                 |                                              |
|------------------------------------------------|-----------------|----------------------------------------------|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$44,791        | \$43,165                                     |
| Mid-Range Teacher Salary                       | \$65,423        | \$68,574                                     |
| Highest Teacher Salary                         | \$90,847        | \$89,146                                     |
| Average Principal Salary (ES)                  | \$119,924       | \$111,129                                    |
| Average Principal Salary (MS)                  | \$119,400       | \$116,569                                    |
| Average Principal Salary (HS)                  | \$137,564       | \$127,448                                    |
| Superintendent Salary                          | \$210,585       | \$234,382                                    |
| Percent of District Budget                     |                 |                                              |
| Teacher Salaries                               | 31%             | 38%                                          |
| Administrative Salaries                        | 4%              | 5%                                           |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level                                                              | Expenditures Per Pupil |            |              | Average Teacher Salary |
|                                                                    | Total                  | Restricted | Unrestricted |                        |
| School Site                                                        | \$9,215                | \$2,495    | \$6,720      | \$64,290               |
| District                                                           | ♦                      | ♦          | \$6,996.03   | \$73,970               |
| State                                                              | ♦                      | ♦          | \$5,348      | \$72,971               |
| Percent Difference: School Site/District                           |                        |            | -3.9         | -13.1                  |
| Percent Difference: School Site/ State                             |                        |            | 25.7         | -11.9                  |

\* Cells with ♦ do not require data.

### Types of Services Funded

Categorical funds are used to support student learning. Desert Springs Middle School has an extensive intervention program and a pullout program to target specific academic skill deficits in Language Arts and/or Math. The funding for these additional sections of Language Arts, Math and English Language Development, comes entirely from the school's categorical budget. Professional Development is provided through the use of categorical funding. Students are also supported through the use of categorical funding for additional counseling services and the bilingual community school aide. The school utilizes Title I, and LCAP funding. The central office allocates the following amounts in these areas: Program Improvement Services: \$31,604; Title I Program Services: \$42,509; Supplemental Educational Services: \$89,706; Professional Development: \$94,810; Homeless Education Program: \$2,449; and Childcare Programs: \$32,332.

**DataQuest**

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

**Internet Access**

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