

Desert Sands Unified School District Palm Desert Charter Middle School

Grades 6 through 8
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2022-23 School Accountability Report Card *Published January 2024*

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Principal's Message

Palm Desert Charter Middle School (PDCMS) has been a dependent charter school since the 2008/09 school year. We have a 7-member Governing Council comprised of certificated and classified staff, parents, and community members who monitor school operations, revenue and curriculum. The principal and business consultants are non-voting participants.

PDCMS, home of the Panthers, is a dynamic educational community for adolescents in grades six through eight. Our AVID (Advancement Via Individual Determination) program teaches all students in all grades vital skills for success in college and career. PDCMS is a California and National School to Watch, a California Gold Ribbon School and was also selected an Intel School of Distinction in Science out of hundreds of other middle schools across the country. Challenging core subjects are augmented by innovative elective classes including ASB, Video Production, Band, Computer Science, California Cadet Corps, Renaissance, Drama, Foods, Art, Spanish, Yearbook, Advance Computers and Color Guard. The PDCMS Color Guard is the current state champion in its division and has held the title for five straight years. They were also the only middle school in the nation to compete at the 2022 and 2023 World Championships held in Ohio.

Our school provides one-to-one technology for students in addition to a wide variety of programs and activities to meet their educational needs. The City of Palm Desert has provided a grant for an after-school program that provides academic support and enrichment classes under the direction of administrators and teachers. Through the Extended Learning Opportunities Program, PDCMS offers all students optional before and after-school enrichment programs and homework help. These classes do not replicate courses offered during the regular school day, thus giving students a broader educational experience.

It is also our goal to provide opportunities to assure that our students have the skills needed to contribute as effective citizens in our communities. Intervention programs, such as KARE (Kindness, Advocacy, Respect & Excellence) at the direction of Jacob Shefa, Ph.D., assist students experiencing personal hardships. Among the strongest components for student success at Palm Desert Charter Middle School are the enthusiastic and dedicated teachers and staff who follow our P.R.I.D.E principles of Professionalism, Respect, Integrity, Determination and Enthusiasm.

Palm Desert Charter Middle School staff believes that communication between home and school is a major component of a successful middle school experience. The principal emails weekly newsletters and parents can subscribe to weekly Parent Teacher Organization (PTO) updates that promote upcoming events. The PDCMS Web site provides up-to-date school news and information. Our shared support agreement, known as the Panther Contract, is signed each year by student, parent and teacher to reinforce our commitment to an optimal learning environment and clarifies expectations for all stakeholders. The mutual respect and responsibility of our students, parents and staff, along with strong academic programs have earned us great success and Panther Pride.

District Mission

To inspire and nurture every student ... one opportunity at a time.

District Vision

We will be the district of choice to successfully prepare every student for college, career, and life.

School Mission

The community of Palm Desert Charter Middle School collaborates to provide a safe, nurturing environment in which students pursue academic excellence, environmental stewardship, and social accountability as global citizens.

School Vision

Panthers Promote P.R.I.D.E.
Professionalism
Respect
Integrity
Determination
Enthusiasm

School Description

Palm Desert Charter Middle School is located in the central region of Palm Desert and serves students in grades six through eight following a traditional calendar. At the beginning of the 2022-23 school year, 1347 students were enrolled, including 8.6% in special education, 10.5% qualifying for English Language Learner support, and 60.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.40%	Grade 6	466
Male	51.60%	Grade 7	449
Non-Binary	0.00%	Grade 8	432
Amer. Indian or Alaska Native	0.30%	Ungraded	0
Asian	5.30%		
Black or African-Amer.	1.90%		
Filipino	1.60%		
Hisp. or Latino	49.70%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	4.10%		
White	35.80%		
English Learners	10.50%		
Foster Youth	0.40%		
Homeless	0.20%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	60.50%		
Students with Disabilities	8.60%		
Total Enrollment			1,347

Student Achievement

Physical Fitness

In the spring of each year, Palm Desert Charter Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	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
7	92.12%	81.98%	84.01%	81.08%	86.94%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities.

Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	60.0	55.0	40.0	40.0	47.0	46.0
Mathematics (grades 3-8 and 11)	37.0	38.0	25.0	26.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1343	1315	97.92	2.08	55.48
Female	654	641	98.01	1.99	60.31
Male	688	673	97.82	2.18	50.97
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	72	70	97.22	2.78	74.29
Black or African-Amer.	27	27	100.00	0.00	55.56
Filipino	22	21	95.45	4.55	80.95
Hisp. or Latino	671	657	97.91	2.09	42.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	67	98.53	1.47	67.16
White	477	467	97.90	2.10	68.09
English Learners	132	128	96.97	3.03	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	822	805	97.93	2.07	46.21
Students with Disabilities	114	107	93.86	6.14	7.55

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1343	1315	97.92	2.08	38.43
Female	654	641	98.01	1.99	35.94
Male	688	673	97.82	2.18	40.86
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	72	72	100.00	0.00	65.28
Black or African-Amer.	27	25	92.59	7.41	32.00
Filipino	22	22	100.00	0.00	68.18
Hisp. or Latino	671	657	97.91	2.09	25.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	67	98.53	1.47	40.91
White	477	466	97.69	2.31	51.93
English Learners	132	129	97.73	2.27	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	822	805	97.93	2.07	28.82
Students with Disabilities	114	108	94.74	5.26	6.48

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

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
	37.6	40.9	22.3	23.3	29.5	30.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	433	426	98.38	1.62	40.85
Female	229	226	98.69	1.31	40.27
Male	204	200	98.04	1.96	41.50
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	57.69
Black or African-Amer.	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hisp. or Latino	211	209	99.05	0.95	27.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	58.82
White	159	154	96.86	3.14	52.60
English Learners	27	26	96.30	3.70	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	258	255	98.84	1.16	29.80
Students with Disabilities	27	24	88.89	11.11	4.17

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents receive a handbook outlining the school's policies and expectations at the beginning of each school year.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, the school marquee, the school website, automated telephone messages, and weekly e-blast email. Contact the school office at (760) 862-4320 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperones
Classroom Aides
Color Dash
Library Aides
Events
Field Trips
Panther Fest
Extracurricular Class Volunteer
Governing Council
Parent Teacher Organization (PTO)
Band Boosters

Organizations

Building a Positive Culture Committee (PAWS)
English Learner Advisory Council
Parent Teacher Organization
Band Boosters
PDMS Foundation (www.pdcms.org)

School Activities

Student Orientation
8th Grade Promotion
Math Field Day
Fundraising
ASB
Renaissance
Rock the House
5K
Student of the Month
Annual Fundraiser Gala
Walk-A-Thon
Field Trips
Battle of the Books
Spelling Bees
Rallies & Assemblies
6th Grade Preview Day
Coffee with the Counselors
After School Sports
BRIDGES

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Palm Desert Charter Middle School's original facilities were built in 1977 and remodeled between 2005 and 2008; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus repairs or improvements were completed:

- Upgrades to technology
- Installation of fans in cafeteria area

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Palm Desert Charter Middle School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- MPR cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1977
Acreage	13
Square Footage	74,969
Quantity	
Permanent Classrooms	52
Portable Classrooms	0
Restrooms (sets)	6
Multipurpose Room(s)	1
Staff Lounge/Work Room(s)	2
Library	1
Administrative Offices(s)	1
Cafeteria(s)	1
Drama Room	1
Music Room(s)	1
Outdoor Lunch Area(s)	2
School Garden	1

Facilities Inspection

The district's maintenance department inspects Palm Desert Charter Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Palm Desert Charter Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 13, 2023. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, October 13, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, two assistant principals, teachers, school site monitors, counselors, four security agents, and a School Resource Officer patrol the campus, entrance areas, and designated common areas. School site monitors also work as crossing guards. The principal, two assistant principals, teachers, school site monitors, counselors, and security agents monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, two assistant principals, teachers, school site monitors, counselors, and four security agents monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Palm Desert Charter Middle School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker

while on school grounds. They must then check out at the school office upon exit from the school site.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Palm Desert Charter Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2024.

Classroom Environment

Discipline & Climate for Learning

Palm Desert Charter Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and restorative justice measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Palm Desert Charter Middle School has added an intervention counselor who assists students on reflecting on their mistakes as a step before the discipline matrix is employed. Palm Desert Charter Middle School has also created a "chill" room for students to take a few breaths and calm down and reflect on their actions.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.1	5.5	6.6
% Students Expelled	0.0	0.2	0.2
	District		
% Students Suspended	0.1	3.5	4.5
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.6	0.2
Female	3.8	0.0
Male	9.4	0.4
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	5.4	0.0
Black or African-Amer.	7.4	0.0
Filipino	4.6	0.0
Hisp. or Latino	8.0	0.4
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	6.0	0.0
English Learners	13.1	0.7
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	8.4	0.4
Students with Disabilities	13.0	0.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	13	19	7
Mathematics	30.0	2	20	9
Science	31.0		20	10
Social Science	23.0	15	19	7
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	13	13	11
Mathematics	25.0	6	26	4
Science	29.0	1	26	4
Social Science	26.0	9	13	12
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	28.0	12		20
Mathematics	28.0	2	27	3
Science	29.0	1	26	3
Social Science	28.0	12		20

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Palm Desert Charter Middle School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1404	1391	317	22.8
Female	689	680	152	22.4
Male	715	711	165	23.2
Amer. Indian or Alaska Native	4	4	1	25.0
Asian	74	73	3	4.1
Black or African-Amer.	27	27	6	22.2
Filipino	22	22	2	9.1
Hisp. or Latino	703	700	175	25.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	58	57	17	29.8
White	500	492	106	21.5
English Learners	145	144	37	25.7
Foster Youth	8	8	5	62.5
Homeless	4	4	1	25.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	862	859	234	27.2
Students with Disabilities	123	123	47	38.2

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Palm Desert Charter Middle School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Palm Desert Charter Middle School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Technology Strategies
- Professional Learning Communities (PLCs)
- Common Core State Standards
- Advancement Via Individual Determination (AVID)
- Critical Reading Training
- Writing Workshops
- Leadership Training
- Math Training
- Science Training
- Social Emotional Learning (SEL)
- Technology Training
- EL Support
- Building a Positive School Culture

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Palm Desert Charter Middle School supports ongoing professional growth throughout the year on early release days and workshops two times per month. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Palm Desert Charter Middle School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2021-22 Training:

- i-Ready
- AVID Strategies
- Synergy Assessment
- Digital Citizenship
- Mystery Science
- Coding

2022-23 Training:

- i-Ready Math Curriculum Support
- ICLE - Rigor, Relevance, Relationships and Engagement
- Process Writing
- Neurodiversity Training
- Digital Citizenship
- Integrated ELD
- Universal Design for Learning (UDL)
- Measuring Student Outcomes
- Educational Technology
- Dual Language Immersion
- Tier II Site Team Training & Coaching
- World Language Framework & New Curriculum Training (Spanish & French)
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- Social Science - DBQ, Newsela
- AVID Pathways Training
- ELA Training on UDL & Engaging Learning Environments that are Inclusive
- Math Training on New Framework & Review of New Publisher Materials
- SEIS Support Sessions

2023-24 Training:

- Digital Citizenship, Student Data & Privacy, DSUSD Digital Resources
- Integrated ELD (including data, ELPAC levels, ELLevation, academic supports)
- Universal Design for Learning
- Positive Behavioral Interventions & Supports (PBIS)
- SPSA and Strategic Planning
- Tier I Site Leadership
- Educational Technology (Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools, Classified Google Training)
- Tier II Site Team Training and Coaching
- Dual Language Immersion
- Reclassification for Dually Identified Students
- MTSS Training

- AVID Pathways Training
- Secondary ELA Training on UDL and Engaging Learning Environments that are Inclusive
- World Language Framework and New Curriculum Training for Spanish and French
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- High School Math Teacher Training on New Textbooks
- Administering and Scoring Academic Assessments
- MindSet Training
- Middle School Math Teachers Training on New Framework, UDL, SEL

Palm Desert Charter Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Palm Desert Charter Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 03, 2023, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08/2023-2024 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCS the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, <i>Study Sync</i>	0 %
Foreign Languages		
2018	Saavas Learning Company, LLC, <i>Autentico</i>	0 %
2023	Vista Higher Learning, <i>Chemins</i>	0 %
Health		
2004	Holt, Rinehart and Winston, <i>Decisions for Health</i>	0 %
2018	Positive Prevention Plus, <i>Sexual Health HIV Education</i>	0 %
History-Social Science		
2019	McGraw Hill, <i>California Impact</i>	0 %
Mathematics		
2015	McGraw, <i>California Math CCSS Course 1-3</i>	0 %
Science		
2019	McGraw Hill, <i>California Inspire Science</i>	0 %

Professional Staff

Counseling & Support Staff

Palm Desert Charter Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table

in this report illustrates the availability of non-instructional support staff to Palm Desert Charter Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	4	4.0
Adaptive PE	1	*
Library Specialist	1	1.0
Nurse	1	0.2
Occupational Therapist	1	*
Psychologist	1	0.6
Speech/Language/Hearing Specialist	1	1.0
Counselor-to-Student Ratio: 1:337		

* as needed

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

Teacher Preparation and Placement

The charts below identify the number of teachers at Palm Desert Charter Middle School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Palm Desert Charter Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.7	89.6	1038.9	89.9	234405.2	84.0
Intern Credential Holders Properly Assigned	2.0	3.8	8.9	0.8	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	13.9	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	4.8	43.6	3.8	11953.1	4.3
Unknown	0.9	1.7	50.4	4.4	15831.9	5.7
Total Teaching Positions	52.1	100.0	1156.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.2	86.9	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.9	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	4.2	42.6	3.8	12115.8	4.4
Unknown	3.6	7.0	60.1	5.3	18854.3	6.9
Total Teaching Positions	52.0	100.0	1139.3	100.0	274759.1	100.0

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

grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.1
Local Assignment Options	0.3
Total Out-of-Field Teachers	2.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.1
Local Assignment Options	0.0
Total Out-of-Field Teachers	2.1

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,526	\$55,550
Mid-Range Teacher Salary	\$89,938	\$80,703
Highest Teacher Salary	\$111,847	\$109,418
Superintendent Salary	\$297,882	\$319,443
Average Principal Salaries:		
Elementary School	\$146,275	\$137,703
Middle School	\$154,132	\$143,760
High School	\$176,448	\$159,021
Percentage of Budget:		
Teacher Salaries	30.71%	30.35%
Administrative Salaries	4.04%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2021-22 school year, Desert Sands Unified School District spent an average of \$17,444 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	% Diff. School & Dist.				% Diff. School & State
	School	District	State		
Total**	\$1,332	N/A	N/A	N/A	N/A
Restricted	\$1,129	N/A	N/A	N/A	N/A
Unrestricted	\$203	\$7,522	2.70	\$7,607	2.67
Average Teacher Salary	\$98,403	\$94,276	104.38	\$87,885	111.97

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

SARC Data

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 Palm Desert Charter Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2023. Data to prepare the school facilities section were acquired in January 2024.