



James Workman Middle School

69-300 30th Ave. • Cathedral City, CA 92234 • 760-770-8540 • Grades 6-8

Bradley Sauer, Principal

bsauer@psusd.us

<http://www.thecrag.net/>

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



Palm Springs Unified School District

150 District Center Drive

Palm Springs, CA 92264

(760) 883-2700

www.psusd.us

District Governing Board

John Gerardi, President

Karen Cornett, Clerk

Richard Clapp, Member

Madonna Gerrell, Member

Timothy S. Wood, Member

District Administration

Sandra Lyon, Ed.D

Superintendent

Michael Swize, Ed.D

**Assistant Superintendent,
Educational Services**

Tony Signoret, Ed.D

**Assistant Superintendent,
Human Resources**

Brian Murray, Ed.D.

**Assistant Superintendent,
Business Services**

School Description

JWMS Mission Statement: James Workman Middle School is fully committed to the development of independent, motivated citizens who are well prepared for the 21st Century. This will be achieved through:

- * Setting high expectations met through a rigorous academic program
- * Providing a positive, safe learning environment
- * Facilitating critical, independent thinkers

* Fostering relationships between students, parents, staff and the community.

JWMS Vision Statement: Innovative experiences...Inspired individuals

James Workman Middle School is one of five middle schools within the Palm Springs Unified School District. It is located in Cathedral City serving the north side and a small population of Palm Springs students residing on the eastern edge of the city. We are in our 25th year as a school of technology and the arts. As of November 2019, we have 1,252 students in grades six through eight; 363 sixth graders, 433 seventh graders, and 456 eighth graders. The majority of our students walk or ride their bicycles to school. This enables a large number of students to participate in after school programs and activities. We currently have an additional 20 portable classrooms on our campus to accommodate the growing population of students in this part of the city.

All four JWMS administrators have achieved their Tier II credentials to improve leadership abilities and to access current information on technology and strategies that will improve student achievement.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	428
Grade 7	470
Grade 8	400
Total Enrollment	1,298

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	4.2
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.2
White	11.9
Two or More Races	1.7
Socioeconomically Disadvantaged	85.3
English Learners	21.3
Students with Disabilities	8.1
Foster Youth	0.2
Homeless	4.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for James Workman	17-18	18-19	19-20
With Full Credential	55	55	52
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	2	2	3

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at James Workman Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

JWMS is currently using all SBE adopted textbooks. The selection process is done by a committee of teachers through the Palm Springs Unified School District office. All textbooks are being used jointly with the curriculum frameworks. Every student, including English Learners, has access to their own textbooks and instructional materials. Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student, including English Learners have access to their own textbooks and instructional materials. The units of study are aligned to the Common Core State Standards which prepare students for the SBAC in the spring.

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync - McGraw Hill 2017/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Carnegie Learning Math Series. Course 1,2,3, and Integrated Math 1 (advanced 8th grade) 2015/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify 2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Impact - McGraw Hill 2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

JWMS houses 1246 students in five buildings and 20 portables. The administrative offices and main lobby open to the visitor parking lot. The center building contains the Media Center and three instructional wings. Two wings provide twelve classrooms for English language arts, math and social studies. The third wing houses special education, science and technology. The performing arts center (PAC) houses the band room, vocal music room, stage and doubles as a lunch area and after school sports and dance facility. Bordering the PAC is food services and an outside covered patio area with lunch tables. Adjacent to the patio are the boys and girls locker rooms. The main playing field with five softball backstops is located below a black top area that includes basketball and volleyball courts.

The campus is enclosed and visitors must enter through the administration building during the day, promoting a safe and secure campus. All students and staff must wear a PSUSD ID which signifies they belong on campus. All visitors must sign in and wear a badge while on campus. JWMS is utilizing the "Raptor" program to ensure safety with visitors on campus. During the passing periods teachers are at their doors and administrators are in the hallways providing supervision. Two full-time security officers are on campus during the instructional day and for evening activities. They are in constant contact with the 3 assistant principals and principal who monitor the facility. The site has ongoing emergency fire and earthquake preparedness drills. The main office is equipped with ten two-way radios, a radio for the physical education staff and a district emergency radio and cellular phone. Several staff members are trained in CPR and first aid.

Our most recent facility improvement was cosmetic, where JWMS had new carpet installed in the Media Center hallway and in 601 and 602 our choir and band rooms. The description of needed maintenance requests are kept by the front office and is constantly being updated.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/26/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Work order(s) on file in M&O office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work order(s) on file in M&O office
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	48	40	42	50	50
Math	29	32	26	28	38	39

Note: 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.

Note: 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.6	23.9	30.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1264	1258	99.53	48.49
Male	687	685	99.71	41.61
Female	577	573	99.31	56.72
Black or African American	33	33	100.00	45.45
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	75.00
Filipino	52	52	100.00	80.77
Hispanic or Latino	985	982	99.70	44.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	142	97.93	64.79
Two or More Races	24	24	100.00	41.67
Socioeconomically Disadvantaged	1081	1076	99.54	44.89
English Learners	618	617	99.84	41.98
Students with Disabilities	96	96	100.00	5.21
Foster Youth	--	--	--	--
Homeless	54	54	100.00	0.00

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 less, 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1265	1258	99.45	31.88
Male	688	685	99.56	30.95
Female	577	573	99.31	32.98
Black or African American	33	33	100.00	27.27
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	81.25
Filipino	52	52	100.00	63.46
Hispanic or Latino	986	982	99.59	26.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	142	97.93	51.41
Two or More Races	24	24	100.00	45.83
Socioeconomically Disadvantaged	1082	1076	99.45	27.32
English Learners	618	617	99.84	26.90
Students with Disabilities	96	96	100.00	4.17
Foster Youth	--	--	--	--
Homeless	55	54	98.18	1.82

Note: 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.

Note: 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.

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Contact Person Name: Beth Drohan Contact Person Phone Number: 760-770-8540

Parents are welcome and encouraged to participate in the challenge of educating every JWMS student. Opportunities for parent involvement include the parent volunteer program, School Site Council, the parent center, and a variety of decision-making committees to include the School Discipline Committee. Parent volunteers in the classroom and library lend tremendous support to the educational process. School Site Council members are involved in creating, approving and implementing the School Plan for Student Achievement.

The JWMS Parent Engagement Policy is distributed to all parents at the beginning of each school year. A JWMS Compact has also been developed and approved by staff and parents for use. The signed Compacts are on file in the JWMS office. Parent involvement has been budgeted for, from Title 1 budget to provide parent training--Homework help, technology assistance, understanding the new Common Core state assessments, ELL transition activities, and Parent/Student VUE (Synergy). Teachers provide grades and homework online for parents to access from any location. The school website is comprehensive and provides a breadth of information about the school programs and staff. Individual teachers and administrators have websites as well for more detailed information about the schools activities and events. Teachers are using blogs as well as the Remind 101 application to communicate more with parents. Parent VUE is used to convey classroom news to parents. We have also added social media to stay communicated with both our parents and students. This includes a Facebook page and an e-newsletter which provide updated information on a weekly basis!

At James Workman Middle School, 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 James Workman Middle School's parent engagement policy by translating parent newsletters for Spanish speaking parents, providing translators at IEP's, and interdisciplinary parent conferences. In addition, the agendas at the ELAC meetings include explanations of the school goals, action plans and budgets to help provide involvement of Spanish speaking parents. For parents with disabilities, our school is ADA compliant in all aspects of a public institution. We also invite them to Title 1 and ELAC Parent Committees. Though our ELAC representation is delegated to our Site Council, our English Language Learner population is constantly being communicated with. We also have a parent volunteer and alternate who attend DELAC meetings on a monthly basis throughout year.

State Priority: School Climate

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

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

School Safety Plan

The parents, students, and staff of James Workman Middle School work together to create a safe, friendly, and academically challenging environment. Systems and policies are in place to insure students have opportunities for social and emotional growth. The JWMS Safe School Plan includes providing a caring and structured environment where all individuals regardless of race, creed, or color feel secure and open to communicate their needs. The school community is empowered to communicate in an effective and positive manner.

The key elements of the plan are:

Counseling Department: Students are encouraged to seek out our counseling staff to guide them through social emotional issues or peer conflicts. Counselors offer a safe space to utilize conflict meditations. We encourage students to report bullying via our district wide Sprigeo program where students can report incidents anonymously. Our ASB teacher and students have worked with administration to create several videos that are aired on our BTV to the student body. It outlines what to do when students have a problem, who they can go to, and defines "bullying". This helps maintain the "Bully-Free Zone" we promote on campus.

Key elements of the School Safety Plan include: Incident Command Organizational Chart, Disaster Procedures (Earthquake, Fire, Lockdown, etc.), campus maps with designated evacuation areas, parent release procedures, and a map of all the main shut off valves. Staff is also shown a video at the beginning of each year demonstrating how to turn off water and electricity in case of an emergency. The plan is reviewed and distributed in the beginning of each year. Our last review was held in August 2019. Monthly drills are held to have staff and students practice our school safety plan. Our ASB supervisor and students have worked with administration to create a video on how to escape in the event of an active shooter. This was aired during our Active Shooter Drill. Students were taught how to evade, barricade, and escape.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.1	20.7	7.9
Expulsions Rate	0.2	0.3	5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	649.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	20	21	9	23	13	22	7	21	19	20	5
Mathematics	20	19	27	2	23	13	12	15	20	20	15	9
Science	23	12	17	12	23	15	8	17	22	15	15	10
Social Science	23	11	15	14	25	9	18	10	22	14	23	3

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	15	20

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For Math, we focused on 17-18 and 18-19 on supporting Carnegie Content Academy workshops to build content knowledge and skills in teaching conceptual math in combination with differentiated site based follow up coaching. This year our Math Department is working with Orenda to strengthen collaborative teams and refocus on essential standards and responding to timely data from common assessments. Our ELA Department focused in past years on training and follow up coaching on a technique for differentiating instruction and promoting collaborative conversations known as "Station Rotation". ELA teachers also began parallel work with Orenda this year, similar to the Math focus on collaborative teams and responses to data from common assessments. Science teachers shifted this year from NGSS phenomena-based workshops to applying this framework to our new Amplify adopted program. History teachers have not received much subject-specific professional development in the past but are engaged this year in applying the shifts in the framework to a newly adopted program from McGraw Hill called Impact.

The numbers in the chart above represent 12 days a year of part-time days in which structured coaching took place and the remaining days are full days of professional learning through workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following types of services were funded by our site allocations:
 Professional development –including conferences and staff articulation days
 Additional staff for EL/ELA interventions
 Technology Materials for Classrooms and Media Center
 Title I program services, curriculum and instructional support, local testing services
 Extended learning for students in ELD/MA/Sci/SS/ELA
 Parent training and support
 Prevention Specialist to help assist with attendance and struggling students.

DataQuest

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

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,792	\$3,344	\$9,448	\$89,614
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.1	4.4
School Site/ State	-19.1	8.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.