

# Desert Trails Preparatory Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

## Tiffany Sutton

Principal, Desert Trails Preparatory Academy

### About Our School

Greetings.

It has long been my goal to create a school where every student feels valued, cared for, and safe. Our entire staff, from Custodians, Proctors, and Instructional Aides are carefully selected and trained in order that our scholars and their families feel at home and comfortable. This allows us to get to the business of educating children.

The ultimate goal of our educational model is to prepare scholars to leave the school with the ability to continue learning on their own. At Desert Trails Preparatory Academy, the staff seeks to foster excitement in children toward gaining new information which is meaningful to them. The Classical Model develops the ability in scholars to make informed choices and to be able to express the reasoning behind those choices in a concise way. And it teaches scholars how to learn, so that once out from under the protective arm of their educators, they are confident enough to seek out new information and make sense of it on their own.

Our teachers strive to make learning fun, innovative, and relevant. The scholars are taught real-life applications for what they are learning. This demonstrates to scholars that what they are learning now, they can use throughout their lives. They are thriving and innovative 21st century learners.

It is our belief that self-motivated learners are created when students find purpose in what they are learning, have the opportunity to master content, and have a sense of independence. The practices of connecting to the scholars' previous knowledge and real-life application provide them with a purpose for learning. Hands-on projects and student-centered instruction provide for individuality and autonomy, and allow scholars to practice new skills in a low-stress manner, which leads to mastery.

We feel that competent learners are those who have been taught to set goals for themselves and make a plan to achieve those goals. Teachers guide scholars down the path to success giving assistance whenever necessary. Given time to reflect on what they have learned, these scholars take ownership of their education spurring them on to have the ability and desire to continue learning for the rest of their lives.

And finally, life-long learners are self-motivated and competent. Their education has moved beyond simply grasping a certain set of skills, to actually knowing how to learn. By making content relevant, guiding them to competency, and causing scholars to participate in their own learning. At Desert Trails Preparatory Academy, we have made it our primary mission to help students develop a life-long love of learning.

### Contact

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Adelanto, CA 92301-0070*

*Phone: 760-5307680  
E-mail: [tiffany.sutton@dtacademy.com](mailto:tiffany.sutton@dtacademy.com)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Desert Trails Preparatory Academy
<b>Phone Number</b>	(760) 530-7680
<b>Superintendent</b>	Debra Tarver
<b>E-mail Address</b>	<a href="mailto:debbie.tarver@dtpacademy.com">debbie.tarver@dtpacademy.com</a>
<b>Web Site</b>	<a href="http://www.dtpacademy.com">www.dtpacademy.com</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Desert Trails Preparatory Academy
<b>Street</b>	14350 Bellflower Rd.
<b>City, State, Zip</b>	Adelanto, Ca, 92301-0070
<b>Phone Number</b>	760-5307680
<b>Principal</b>	Tiffany Sutton
<b>E-mail Address</b>	<a href="mailto:tiffany.sutton@dtpacademy.com">tiffany.sutton@dtpacademy.com</a>
<b>Web Site</b>	<a href="http://www.dtpacademy.com">www.dtpacademy.com</a>
<b>County-District-School (CDS) Code</b>	36675876111918

*Last updated: 1/31/2017*

### School Description and Mission Statement (School Year 2016-17)

The mission of Desert Trails Preparatory Academy is to provide scholars from diverse cultures and backgrounds with a classical education in a nurturing environment where scholars and parents alike, feel safe, valued, and involved. Drawing upon the tradition of classical education, Desert Trails Preparatory Academy was established to follow the steps of its mentor, LaVerne Elementary Preparatory Academy. Academia (docere), discipline (disciplina), and virtuous character (virtus) are integrated in the formation of a Desert Trails Preparatory Academy scholar. These attributes will continue to form scholar's minds throughout life, long after they have left their school days behind.

The school is committed to educating the individual child by helping each scholar in the acquisition of knowledge and the wisdom necessary to apply it correctly. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction. Dress Code will help scholars to focus on learning, academics, development and creativity.

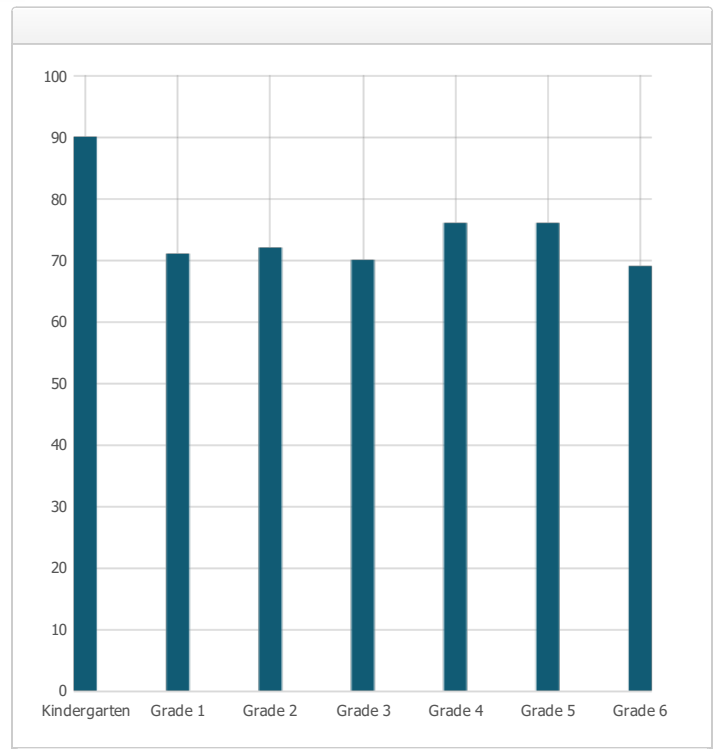
Scholars will benefit through the use of a structured program rich with classical curriculum that will provide a strong relationship with their teachers, staff and peers. Scholars will achieve academically, socially, and through their accomplishments will see themselves as important contributors to their lives as well as that of others. Teachers will be allowed to passionately engage scholars in their profession through the encouragement and involvement of staff, students and parents. The principal will be empowered to oversee the effective management of the school. The administration, teachers, scholars and parents will work as a team to accomplish the goal of the most effective and valued learning environment for scholars

The school is committed to the education of each scholar by helping them to acquire knowledge and the wisdom necessary to apply that knowledge. With the school providing moral and ethical standards, Desert Trails will prepare its scholars to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects everyone. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

*Last updated: 1/31/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	90
Grade 1	71
Grade 2	72
Grade 3	70
Grade 4	76
Grade 5	76
Grade 6	69
<b>Total Enrollment</b>	<b>524</b>



Last updated: 1/31/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.7 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.8 %
Hispanic or Latino	76.3 %
Native Hawaiian or Pacific Islander	1.0 %
White	3.1 %
Two or More Races	4.6 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.6 %
English Learners	36.8 %
Students with Disabilities	6.9 %
Foster Youth	0.6 %

Last updated: 1/31/2017

## A. Conditions of Learning

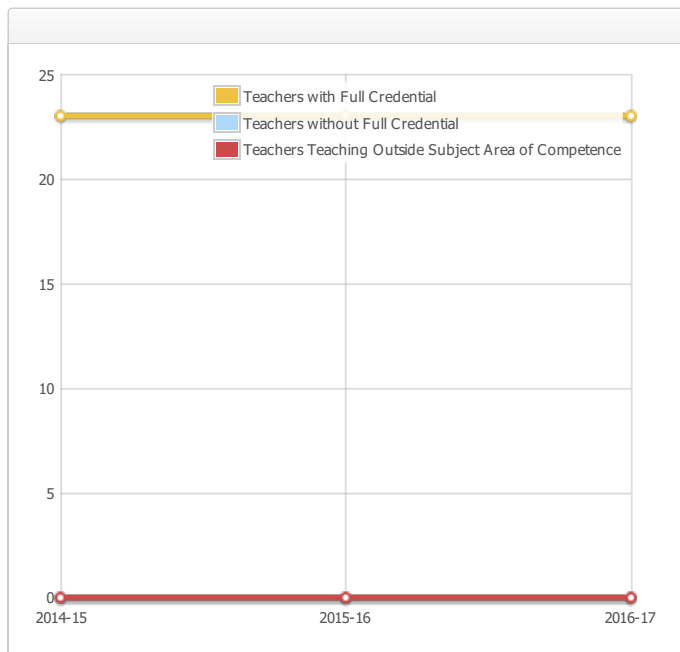
### State Priority: Basic

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

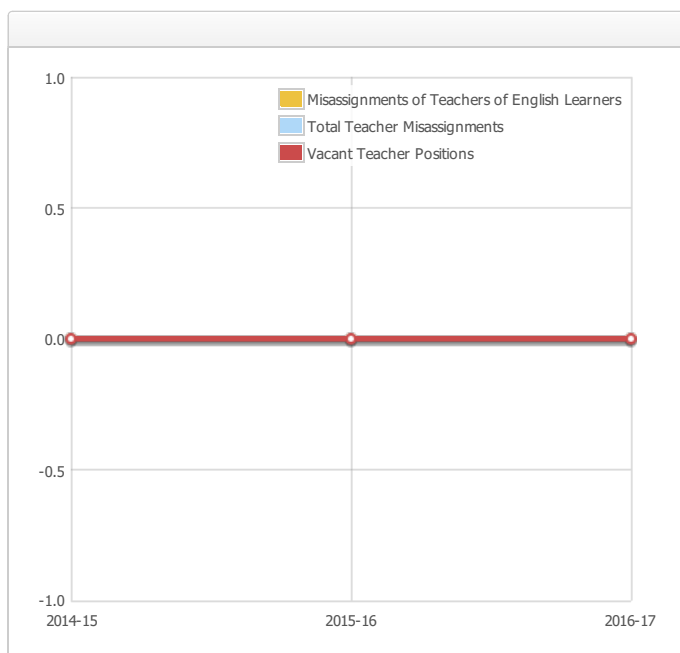
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	23	23	23
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Last updated: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	28.0%	20.0%	24.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	11.0%	16.0%	10.0%	13.0%	34.0%	36.0%

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	71	97.3%	15.5%
Male	36	35	97.2%	17.1%
Female	37	36	97.3%	13.9%
Black or African American	10	9	90.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	56	55	98.2%	18.2%
Native Hawaiian or Pacific Islander	1	1	100.0%	--
White	2	2	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	68	66	97.1%	15.2%
English Learners	28	28	100.0%	14.3%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	77	98.7%	29.9%
Male	43	42	97.7%	23.8%
Female	35	35	100.0%	37.1%
Black or African American	12	12	100.0%	16.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	30.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	--	--	4.0%	4.0%
Socioeconomically Disadvantaged	71	71	100.0%	26.8%
English Learners	26	25	96.2%	20.0%
Students with Disabilities	11	11	100.0%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	72	72	100.0%	25.0%
Male	40	40	100.0%	22.5%
Female	32	32	100.0%	28.1%
Black or African American	8	8	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.0%	24.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	3	3	100.0%	24.0%
Socioeconomically Disadvantaged	65	65	100.0%	21.5%
English Learners	30	30	100.0%	16.7%
Students with Disabilities	4	4	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	65	65	100.0%	44.6%
Male	32	32	100.0%	37.5%
Female	33	33	100.0%	51.5%
Black or African American	6	6	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	51	51	100.0%	41.2%
Native Hawaiian or Pacific Islander	1	1	100.0%	--
White	1	1	100.0%	--
Two or More Races	5	5	100.0%	--
Socioeconomically Disadvantaged	60	60	100.0%	45.0%
English Learners	22	22	100.0%	40.9%
Students with Disabilities	2	2	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.2%	8.6%
Male	35	34	97.1%	8.8%
Female	37	36	97.3%	8.3%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	55	54	98.2%	9.3%
Native Hawaiian or Pacific Islander	--	1	1.0%	100.0%
White	2	2	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	68	66	97.1%	7.6%
English Learners	27	27	100.0%	14.8%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	77	98.7%	28.6%
Male	43	42	97.7%	31.0%
Female	35	35	100.0%	25.7%
Black or African American	12	12	100.0%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	4	4	100.0%	--
Socioeconomically Disadvantaged	71	71	100.0%	26.8%
English Learners	26	25	96.2%	20.0%
Students with Disabilities	11	11	100.0%	54.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/31/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	72	72	100.0%	5.6%
Male	40	40	100.0%	5.0%
Female	32	32	100.0%	6.3%
Black or African American	8	8	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.0%	3.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	3	3	100.0%	--
Socioeconomically Disadvantaged	65	65	100.0%	3.1%
English Learners	30	30	100.0%	17.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/31/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	65	65	100.0%	16.9%
Male	32	32	100.0%	15.6%
Female	33	33	100.0%	18.2%
Black or African American	6	6	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	1	1	100.0%	--
Hispanic or Latino	51	51	100.0%	15.7%
Native Hawaiian or Pacific Islander	1	1	100.0%	--
White	1	1	100.0%	--
Two or More Races	5	5	100.0%	--
Socioeconomically Disadvantaged	60	60	100.0%	18.3%
English Learners	22	22	100.0%	13.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/31/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47.0%	29.0%	28.0%	34.0%	32.0%	30.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

*Last updated: 1/31/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	72	72	100.0%	27.8%
Male	40	40	100.0%	22.5%
Female	32	32	100.0%	34.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	58	58	100.0%	24.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	26.2%
English Learners	30	30	100.0%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

*Last updated: 1/31/2017*



# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8%	18.2%	6.1%

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.

*Last updated: 1/31/2017*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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Parents are encouraged to be involved in all aspects of the Desert Trails Preparatory Academy community. Desert Trails Preparatory Academy utilizes several key forms of communication to keep parents aware of school happenings. These means include a monthly Coffee with the Principal and ELAC meeting which provides an open forum to parents to convey information and gain parent participation in various school events. In addition, the school offers a monthly school newsletter, our website and our One Call system which delivers phone calls and texts to parents of important and pertinent information on a regular basis.

### State Priority: Pupil Engagement

*Last updated: 1/31/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

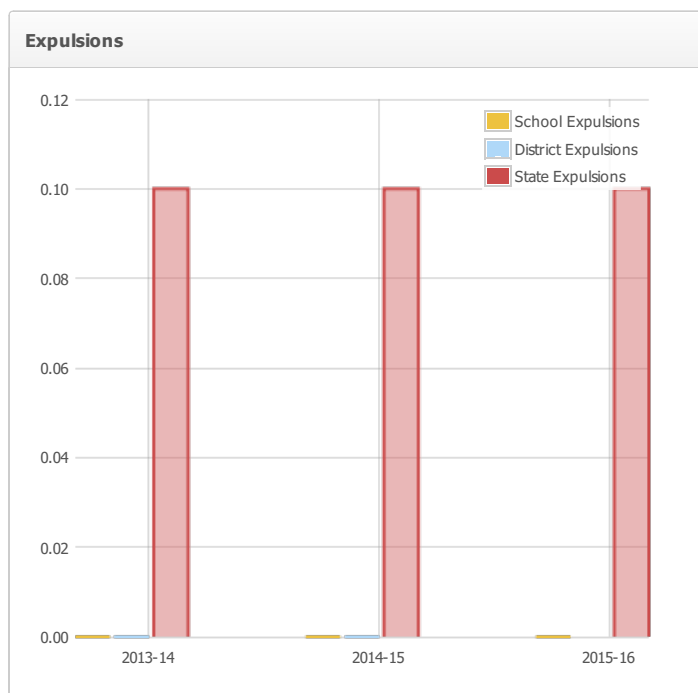
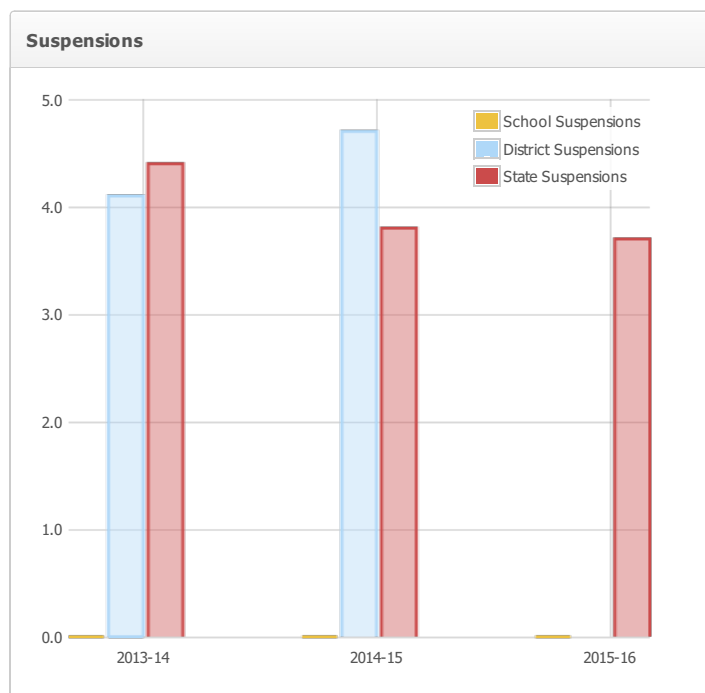
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	4.1	4.7		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0		0.1	0.1	0.1



Last updated: 1/31/2017

## School Safety Plan (School Year 2016-17)

Desert Trails Preparatory Academy's Safety Plan was last reviewed and discussed with the entire school staff on July 12, 2016 at the staff orientation meeting. The Safety Plan covers the following topics: Duty to report child abuse or neglect, disaster procedures and evacuation plans, bomb threat procedures, how to complete Incident/Accident form, and a list of emergency contact phone numbers. Staff members are also provided with the following: a copy of Suspected Child Abuse form and Guidelines for School Safety Procedures which covers topics such as Health and Safety, Electronic Office Equipment Safety, Universal Precautions, First Aid reference, CPR guide, and the use of EPI-Pens.

Last updated: 1/31/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	3	0	22.0	1	3	0				
1	24.0	0	3	0	24.0	0	3	0				
2	24.0	0	3	0	23.0	0	1	0				
3	24.0	0	3	0	22.0	1	2	0				
4	24.0	0	3	0	24.0	0	3	0				
5	25.0	0	3	0	22.0	0	3	0				
6	25.0	0	2	0	24.0	0	3	0				
Other	20.0	1	0	0	25.0	1	0	1				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

\*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.

*Last updated: 1/31/2017*

## Professional Development

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During the 2014-2015 school year, many professional developments were held throughout the school year on topics including Guided Reading, School-Wide Assessments, Writing Process, Common Core Standards, and the IEP/504/SST/RTI Process. In the 2015-2016 school year, professional development focused on School-Wide Assessments, Supporting English Language Learners, Supporting Low Socio-Economic Learners and Common Core Lesson Planning. 2016-2017 professional development is currently centered on Curriculum Mapping, School-Wide Assessments, Common Core vocabulary, and PBIS training.

The choice of professional development is based on CAASPP achievement data in ELA and math and student progress in classroom instruction. Professional development is delivered after school in staff meetings, in grade level meetings and during staff orientation. Teachers also receive training at off-campus conferences. To ensure the effectiveness of the professional development offered, administration conducts informal and formal observations in classrooms, provides in-class coaching, and analyzes student performance on a quarterly basis using benchmark assessment results. Annually, teachers are surveyed in order to identify the areas of need for further growth and support.

*Last updated: 1/31/2017*