

Desert Trails Preparatory Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 14350 Bellflower Rd.
Adelanto, CA , 92301-0070

Principal: Debra Tarver, Executive Director

Phone: (760) 530-7680

Grade Span: K-6

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.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Debra Tarver, Executive Director

Principal, Desert Trails Preparatory Academy

About Our School

Contact

Desert Trails Preparatory Academy
14350 Bellflower Rd.
Adelanto, CA 92301-0070

Phone: (760) 530-7680
Email: debbie.tarver@dtpacademy.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	San Bernardino County Office of Education
Phone Number	(909) 386-2704
Superintendent	Alejandre, Ted
Email Address	ted.alejandre@sbcss.net
Website	www.sbcss.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name	Desert Trails Preparatory Academy
Street	14350 Bellflower Rd.
City, State, Zip	Adelanto, CA , 92301-0070
Phone Number	(760) 530-7680
Principal	Debra Tarver, Executive Director
Email Address	debbie.tarver@dtpacademy.com
Website	http://www.dtpacademy.com
County-District-School (CDS) Code	36103636111918

Last updated: 1/12/22

School Description and Mission Statement (School Year 2021—2022)

The mission of Desert Trails Preparatory Academy is to provide students from diverse cultures and backgrounds with a classical education in a nurturing environment where students and parents alike feel safe, valued, and involved.

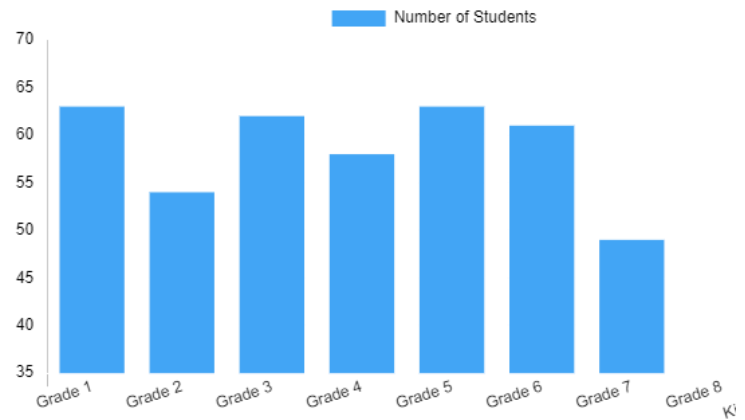
Our vision for Desert Trails Preparatory Academy is to equip all scholars, regardless of race, ethnicity, or economic status, with the tools they need to be successful students throughout their lives.

- We envision a school where scholars can be Optimistic about their futures.
- We envision a school where scholars learn to use Wisdom and make wise choices.
- We envision a school that develops a drive for Life-long learning in our scholars.
- We envision a school where the measure of Success is a person's ability to respect differences in others, strive for excellence in everything they do, believe in themselves and what they can achieve, and come to the realization that their capacity for learning is never completely realized.

Last updated: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	63
Grade 2	54
Grade 3	62
Grade 4	58
Grade 5	63
Grade 6	61
Grade 7	49
Grade 8	35
Kindergarten	68
Total Enrollment	513



Last updated: 1/12/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	58.30%
Male	41.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.80%
Black or African American	11.50%
Filipino	0.20%
Hispanic or Latino	75.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.90%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	76.80%
Students with Disabilities	7.20%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	67.9	230.4	62.2	228366.1	83.1
Intern Credential Holders Properly Assigned	2	7.5	7.1	1.9	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	15.1	23.1	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.7	13.4	12115.8	4.4
Unknown	2.5	9.4	59.8	16.1	18854.3	6.9
Total Teaching Positions	26.5	100	370.4	100	274759.1	100

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	4

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

*Last updated:***Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected:

July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K) Abeka, Readiness Skills, Writing with Phonics Manuscript, ABC 123, Letter and Sounds and Writing Tablet / 2005	No, Charter approved by board because in alignment with Classical Educational program outlined in Charter Petition. The curriculum offers content that is aligned with the standards of Common Core.	0%
	(K) Houghton-Mifflin Harcourt, Saxon Phonics & Spelling / 2021	No charter approved by board because in alignment with Classical Educational program outlined in Charter Petition. The curriculum offers content that is aligned with the standards of Common Core.	
	(
	1-6) Benchmark Advance / 2017	Yes	
	(3-8) Hake/ Grammar & Writing / 2013	No, charter approved by board because in alignment with Classical Educational program outlined in Charter Petition. This curriculum is used as a supplement to the core Benchmark Advance curriculum that is aligned to CCSS.	
	(7-8) Amplify / 2019	Yes	

Mathematics	(K) Abeka/ Number & Skills / 2016 (1-8) SAAVAS/Envision Math/ 2017	No charter approved by board because in alignment with Classical Educational program outlined in Charter Petition. The curriculum offers content that is aligned with the standards of Common Core. Yes	0%
Science	(K-2) Studies Weekly / California Science / 2021 (3-8) Teacher's Curriculum Institute / Bring Science Alive! / 2016	Yes	0%
History-Social Science	(K-2) Studies Weekly / California Social Studies / 2021 (3-5) Teacher's Curriculum Institute / Social Studies Alive! / 2015 (6-8) Teacher's Curriculum Institute / History Alive! / 2017	Yes	0%
Foreign Language	N/A	[DPL]	[DPL]
Health	(7-8) McGraw Hill / Teen Health / 2021	Yes	0%
Visual and Performing Arts	[DPL]	[DPL]	[DPL]
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

Note:

Cells with N/A values do not require data.

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

School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

1. Date and month of data collection (based on your most recently completed FIT).

July 2021

The Desert Trails Preparatory Academy (DTPA) facility is leased from the Adelanto Elementary School District (AESD). Per our MOU, there are a variety of elements of the facility that AESD is responsible for maintaining and repairing (as needed). The DTPA facility is in good condition overall.

1. Descriptions of the safety, cleanliness, and adequacy of the school facility.

Safety:

General monthly inspections and minor maintenance is conducted by school custodians. This is to ensure the school facility is kept in safe working condition for students. The school also has safety procedures in place for staff and students on campus. Teachers and staff carefully monitor students during arrival, breaks and recess time on the playground, and during dismissal. Teachers and staff monitor student play and behaviors to ensure safety. Teachers and staff are also vigilant in ensuring the school environment is safe and secure at all times. The school is a closed campus. Any visitors are required to come through the school office, provide identification and sign in and out when they come and go from campus.

Cleanliness:

The DTPA custodial crew provides daily cleaning and maintenance of the school campus. DTPA employs day and night custodians. The day custodians have the responsibility of cleaning restrooms, cafeteria, yard work, and general grounds maintenance. The night custodians provide a daily deep cleaning of classrooms, restrooms, and the front office, including sanitizing for COVID-19.

Adequacy:

The school consists of 29 classrooms in use, an MPR, a library and several playground areas. The school site provides adequate space for students and staff.

3. Description of any planned or recently completed facility improvements.

None at this time.

4. Description of any needed maintenance to ensure good repair.

DTPA takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. DTPA works with AESD staff to ensure that repairs and ongoing maintenance necessary to keep the school in good repair and working order are completed in a timely manner. The most recent inspection by LEA took place in July 2021. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. In this inspection and prior, we have identified that the school grounds have some areas for repair such as cracking and rising asphalt and chipped paint. These issues have been presented to the District in a work order for repair as of April 2021.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	[DPL]	[DPL]	[DPL]
Interior: Interior Surfaces	X	[DPL]	[DPL]	[DPL]
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	[DPL]	[DPL]	[DPL]
Electrical: Electrical	X	[DPL]	[DPL]	[DPL]
Restrooms/Fountains: Restrooms, Sinks/Fountains	X	[DPL]	[DPL]	[DPL]
Safety: Fire Safety, Hazardous Materials	X	[DPL]	[DPL]	[DPL]
Structural: Structural Damage, Roofs	X	[DPL]	[DPL]	[DPL]
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[DPL]	X	[DPL]	Cracking and rising asphalt/cement Issue submitted to school district, AESD, for repairs in April 2021.

Overall Facility Rate

Year and month of the most recent FIT report:

July 2021

Overall Rating

Exemplary	Good	Fair	Poor
[DPL]	X	[DPL]	[DPL]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- ♦ **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- ♦ **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- ♦ **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- ♦ **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/13/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	241	74.84	25.16	27.27
Female	182	136	74.73	25.27	33.58
Male	140	105	75.00	25.00	18.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	31	22	70.97	29.03	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	250	190	76.00	24.00	25.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	16	76.19	23.81	33.33
White	14	11	78.57	21.43	36.36
English Learners	106	83	78.30	21.70	21.52
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	180	73.17	26.83	26.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	9	39.13	60.87	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/13/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	246	76.40	23.60	17.70
Female	182	139	76.37	23.63	18.98
Male	140	107	76.43	23.57	16.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	31	23	74.19	25.81	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	250	195	78.00	22.00	16.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	13	61.90	38.10	23.08
White	14	11	78.57	21.43	36.36
English Learners	106	82	77.36	22.64	13.75
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	182	73.98	26.02	15.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	9	39.13	60.87	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/13/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): i-Ready****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	325	99	1	28.8
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): i-Ready****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	325	99	1	24
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	0.00	N/A	3.49	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/12/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	15	15.63	84.37	0.00
Female	53	10	18.87	81.13	--
Male	43	5	11.63	88.37	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	2	16.67	83.33	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	10	14.29	85.71	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	5	18.52	81.48	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	10	14.08	85.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/12/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/12/22

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 2021-2022)

Parents are encouraged to be involved in all aspects of the Desert Trails Preparatory Academy community. The 2021-2022 school year has had its challenges as DTPA has had to adapt to the affects of the COVID-19 pandemic. This has caused certain aspects of parent involvement to shift however, DTPA keeps parents informed and engaged via several means of communication including school 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. Teachers have also taken a forefront with parents consisting of weekly parent conferences via Zoom and phone calls, emails and the use of school software such as Dojo and Remind to keep parents in the loop of thier child's learning plan and overall academic success.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	--	--	--	39.60%	22.50%	17.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	57.50%	62.00%	62.40%	84.50%	84.20%	83.60%

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	520	515	0	0.0
Female	303	302	0	0.0
Male	217	213	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	1	1	0	0.0
Black or African American	60	60	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	393	390	0	0.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	10	10	0	0.0
White	22	20	0	0.0
English Learners	169	168	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	413	410	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	0	0.0

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.18%	0.00%	5.18%	0.27%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	3.58%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/12/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Desert Trails Preparatory Academy's Safety Plan was last reviewed and discussed with the entire school staff on July 12, 2021. The Safety Plan covers the following topics: Duty to report child abuse and neglect, disaster procedures and evacuation plans, bomb threat procedures, how to complete Incident/Accident reports, 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. Staff members also received an active shooter training from local law enforcement. Teachers have also had trainings on COVID-19 safety in schools in alignment with the local health department and OSHA covering such topics as how to utilize the proper PPE and how keep scholars physically safe from the virus in schools.

Last updated: 1/12/22

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	3	
1	21.00	1	2	
2	23.00		3	
3	23.00		3	
4	22.00		3	
5	24.00		3	
6	17.00	3		
Other**	10.00	1		0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	3	
1	19.00	3		
2	21.00	1	2	
3	21.00	1	2	
4	23.00		3	
5	21.00	1	2	
6	21.00	1	2	
Other**	8.00	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	4		
1	21.00	1	2	
2	18.00	3		
3	20.00	2	1	
4	19.00	3		
5	21.00	2	1	
6	19.00	3		
Other**	7.00	1		

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/28/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

