Desert Trails Preparatory Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 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-8

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 and access to prior year reports, 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.

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.

About This School

Debra Tarver, Executive Director

📍 Principal, Desert Trails Preparatory Academy

About Our School

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Address: 14350 Bellflower St.

Adelanto, CA 92301

Phone: 760-530-7680

CEO: Debra Tarver

Grade Span: TK-8

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 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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	www.dtpacademy.com
County-District-School (CDS) Code	36103636111918

Last updated: 2/3/24

School Description and Mission Statement (School Year 2023–24)

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.

Our vision for Desert Trails Preparatory Academy is t 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.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	85
Grade 1	70
Grade 2	49
Grade 3	64
Grade 4	49
Grade 5	56
Grade 6	68
Grade 7	44
Grade 8	42
Total Enrollment	527
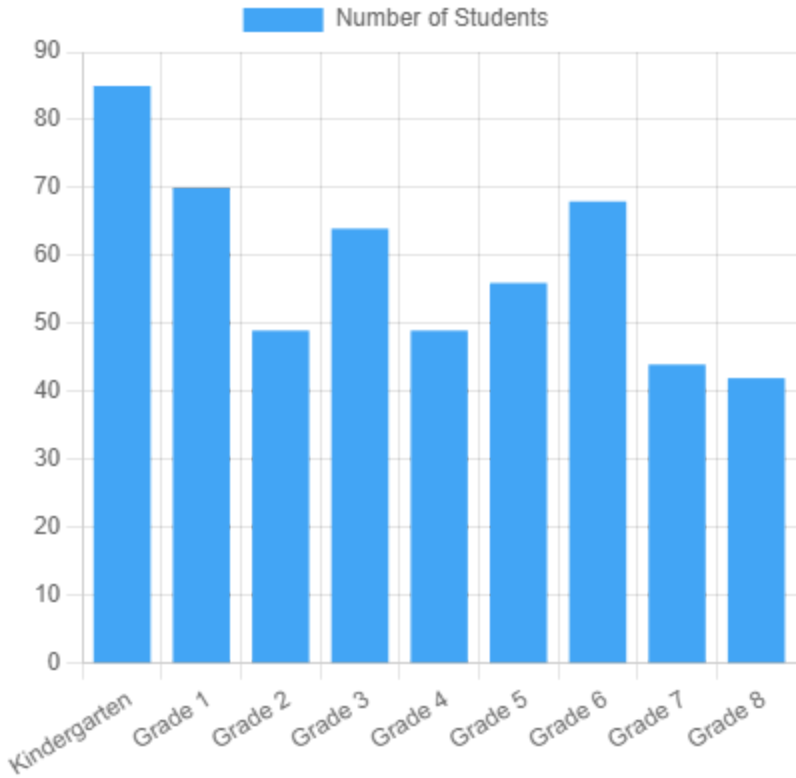
Last updated: 2/3/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	54.60%
Male	45.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.10%
Black or African American	14.40%
Filipino	0.40%
Hispanic or Latino	77.20%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	0.40%
White	1.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.60%
Foster Youth	1.10%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	81.00%
Students with Disabilities	6.10%

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 2020–21)

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)	18.00	67.92%	230.40	62.22%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	7.55%	7.10	1.94%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	15.09%	23.10	6.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.70	13.43%	12115.80	4.41%
Unknown/Incomplete/NA	2.50	9.43%	59.80	16.14%	18854.30	6.86%
Total Teaching Positions	26.50	100.00%	370.40	100.00%	274759.10	100.00%

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 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: 2/3/24

Teacher Preparation and Placement (School Year 2021–22)

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)	22.00	83.13%	203.70	53.17%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	3.02%	11.60	3.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	9.81%	23.60	6.17%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.77%	32.70	8.55%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.23%	111.30	29.06%	15831.90	5.67%
Total Teaching Positions	26.50	100.00%	383.10	100.00%	279044.80	100.00%

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 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: 2/3/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	4.00	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	2.60

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.80%	20.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.50%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: July 2023
*All textbook materials, including TK materials, were approved at a 2022 local board meeting.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	program outlined in the charter petition. The curriculum offers content that is aligned with the standards of Common Core. (7-8) Amplify/2019 **From Most Recent Adoption?** Yes		
Mathematics	**Mathematics** (K) Abeka/Number & Skills/2016 **From Most Recent Adoption?** No, charter approved by board because in alignment with Classical Education program outlined in the charter petition. The curriculum offers content that is aligned with the standards of Common Core. (1-8) SAAVAS/Envsion Math/2017 **From Most Recent Adoption:** Yes		0
Science	(k-2) Studies Weekly/California Science/2021 (3-8) Teacher's Curriculum Institute/ Bring Science Alive!/2016		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	From Most Recent Adoption? Yes		
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 **From Most Recent Adoption?** Yes		0
Foreign Language	N/A		0
Health	(7-8) McGraw Hill/Teen Health/2021 **From Most Recent Adoption?** Yes		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 2/3/24

School Facility Conditions and Planned Improvements

1.Date and month of data collection based on your most recently completed FIT :
July 2022

Desert Trails Preparatory Academy (DTPA) facility is leased from the Adelanto Elementary School District (AESD). Per DTPA's Facility Use Agreement, there are a variety of elements of the facility that AESD is responsible for in maintaining and repairing the facility 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 maintenance is conducted by the school custodians. This is to ensure the school facility is kept in safe working conditions for the scholars and staff. The school also has safety procedures in place for staff and scholars. Teachers and staff carefully monitor scholar play and behaviors to ensure safety. Teachers and staff are also vigilant in ensuring the school environment is safe and secure at all times. Teachers and staff monitor scholar play and behaviors to ensure safety Teachers and staff monitor scholar play to ensure safety. Teachers and staff are also vigilant in ensuring the school environment is safe and secure at all times. The school has their own security on campus to make sure the school is secure and safe. Any visitors are required to come through the school office, provide identification and sign in and out when they come and leave campus.

2. Cleanliness:

The DTPA custodial staff provides daily cleaning and maintenance of the school campus. DTPA employs day and night custodians. They are responsible for cleaning restrooms, the cafeteria, yard work, general grounds maintenance, and other tasks as required

Adequacy:

This consists of 30 classrooms, an MPR, Library, Music Room and several playground areas. The school provides adequate space for scholars and staff.

3. Description of any planned or recently completed improvements.

 Not at this time.

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

DTPA takes great effort to ensure that the school is clean, safe, and functional. To assist in this effort, DTPA 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 inspections by LEA took place in July 2022. 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 tht the school grounds have some areas for repair such as cracking and rising asphalt and hipped paint. These issues have been presented to the District in a work order for repair since April of 2021.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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

Williams visit of August 10, 2023 identified the following good repair deficiencies:

Section 4. Interior Surfaces
- Music Room (Rm 2 & 3): Ceiling tiles are damaged, loose, missing or stained

Section 5. Overall Cleanliness
- 38: Cluttered classroom, storeroom or area
- 7: Cluttered classroom, storeroom or area (remedied 8/10/23)
- Parking Lot(s): Area has unabated graffiti

Section 7. Electrical
- Multi-purpose Room: Lighting fixtures or bulbs are not functioning properly or missing
- Library: Lighting fixtures or bulbs are not functioning properly or missing
- Music Room (Rm 2 & 3): Lighting fixtures or bulbs are not functioning properly or missing
- 12: Computer cords not secured properly (remedied 8/10/23)

Section 9. Sinks/Fountains
- Music Room (Rm 2 & 3): Sink/fountain is not working properly
- 36: Sink/fountain is not working properly
- 28: Water pressure too low
- 14: Water pressure too low
- 36: Sink/fountain is dirty
- 28: Sink/fountain is dirty

Section 14. Playground/School Grounds
- Kindergarten Playground: Significant cracks, trip hazards, holes or deterioration
- Quad Area: Significant cracks, trip hazards, holes or deterioration
- Basketball Courts: Significant cracks, trip hazards, holes or deterioration
- Playground: Play/sports equipment is broken, damaged or deteriorating

Year and month of the most recent FIT report: July 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Main Office Building: Ventilation units are obstructed.
Interior: Interior Surfaces	Good	29: Ceiling tiles are damaged, loose, missing or stained 36: Flooring is damaged Main Office Building: Flooring surface poses trip hazard 7: Hand sanitizer dispensers empty (remedied 8/10/22) Main Office Building: Hand sanitizer dispensers empty
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Main Office Building: Unsecured items are stored too high and pose a safety hazard 41: Unsecured items are stored too high and pose a safety hazard 21: Unsecured items are stored too high and pose a safety hazard 25: Unsecured items are stored too high and pose a safety hazard 32: Unsecured items are stored too high and pose a safety hazard 36: Unsecured items are stored too high and pose a safety hazard Parking Lot(s}: Area has unabated graffiti 21: Evidence of ants (remedied 8/10/22) 5: Evidence of ants
Electrical: Electrical	Good	38: Lighting fixtures or bulbs are not functioning properly or missing 7: Lighting fixtures or bulbs are

System Inspected	Rating	Repair Needed and Action Taken or Planned
		not functioning properly or missing 29: Improper usage of extension cords or extension/electrical cord trip hazard
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Main Office Building: Toilet seat cover dispensers empty (remedied 8/10/22) 32: Sink/fountain is not working properly
Safety: Fire Safety, Hazardous Materials	Good	Main Office Building: Fire extinguisher out of date or missing monthly inspection sign☐off 17: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/10/22) 7: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/10/22) 12: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/10/22) 21: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/10/22) 13: Fire extinguisher out of date or missing monthly inspection sign-off 26: Fire extinguisher out of date or missing monthly inspection sign-off 41: Fire extinguisher casing is damaged or broken (remedied 8/10/22) 29: Fire extinguisher casing is damaged or broken 25: Plug in air fresheners are

System Inspected	Rating	Repair Needed and Action Taken or Planned
		found in classroom (remedied 8/10/22) 26: Plug in air fresheners are found in classroom 36: Plug in air fresheners are found in classroom (remedied 8/10/22) Main Office Building: Cleansers not stored properly 7: Cleansers not stored properly 12: Cleansers not stored properly 41: Cleansers not stored properly 21: Cleansers not stored properly 25: Cleansers not stored properly 29: Cleansers not stored properly 26: Cleansers not stored properly 32: Cleansers not stored properly 38: Cleansers not stored properly 13: Spray bottle or container is not labeled to their contents 36: Spray bottle or container is not labeled to their contents Playground: Paint is peeling, chipping, or cracking Building 800 Wing (Classrooms 32-38): Exterior paint is peeling, chipping or cracking
Structural: Structural Damage, Roofs	Good	31 - Exterior: Damage to skirting, siding and/or exterior vents 37 - Exterior: Damage to stairway or ramp 39 - Exterior: Damage to stairway or ramp Building 800 Wing (Classrooms

System Inspected	Rating	Repair Needed and Action Taken or Planned
		32-38): Signs of deterioration/dry rot/mold in structural components
		Playground: External shade structures are damaged or deteriorating (remedied 8/10/22)
		30 - Exterior: Missing or damaged downspout or roof drain
		31 - Exterior: Missing or damaged downspout or roof drain
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Kindergarten Playground: Low hanging or broken tree branches pose a safety issue
		Playground: Low hanging or broken tree branches pose a safety issue
		Playground: Overgrown vegetation poses a trip/safety hazard
		Playground: Significant cracks, trip hazards, holes or deterioration
		Quad Area: Significant cracks, trip hazards, holes or deterioration
		Building 800 Wing (Classrooms 32-38): Significant cracks, trip hazards, holes or deterioration
		Parking Lot(s): Significant cracks, trip hazards, holes or deterioration
		Parking Lot(s): Sprinklers/covers are missing, broken, and/or damaged
		Kindergarten Playground: Seating and/or tables are broken, damaged or deteriorating

System Inspected	Rating	Repair Needed and Action Taken or Planned
		(remedied 8/10/22) Kindergarten Playground: Play/sports equipment is broken, damaged or deteriorating
		Kindergarten Playground: Fencing has holes or is not secured properly

Overall Facility Rate

Year and month of the most recent FIT report: July 2022

Overall Rating	Good

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

- **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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	34%	42%	25%	27%	47%	46%
Mathematics (grades 3-8 and 11)	24%	28%	12%	12%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 2/3/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	305	99.67%	0.33%	41.64%
Female	172	172	100.00%	0.00%	46.51%
Male	134	133	99.25%	0.75%	35.34%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	37	37	100.00%	0.00%	51.35%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	242	241	99.59%	0.41%	40.66%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00%	0.00%	28.57%
White	--	--	--	--	--
English Learners	101	101	100.00%	0.00%	26.73%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	248	247	99.60%	0.40%	39.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	22	100.00%	0.00%	22.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/3/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	304	99.35%	0.65%	27.96%
Female	172	172	100.00%	0.00%	28.49%
Male	134	132	98.51%	1.49%	27.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	37	36	97.30%	2.70%	27.78%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	242	241	99.59%	0.41%	27.80%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00%	0.00%	14.29%
White	--	--	--	--	--
English Learners	101	101	100.00%	0.00%	14.85%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	248	246	99.19%	0.81%	25.61%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	22	100.00%	0.00%	13.64%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	18.68%	21.18%	3.21%	1.51%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 2/3/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00%	0.00%	22.99%
Female	53	53	100.00%	0.00%	22.64%
Male	34	34	100.00%	0.00%	23.53%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	69	69	100.00%	0.00%	24.64%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	6.67%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	74	100.00%	0.00%	22.97%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/3/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 2/3/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	98%
7	97%	97%	97%	97%	97%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/3/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Parents are encourage to be involved in all aspects of DTPA and their children. We have opened the campus for performances, meetings, engagement and meetings with teachers, volunteering, field trips, campus activities among other things. We do not have an open campus as we once had due to keeping all scholars and staff safe. Everything is planned in advance for engagements on campus. DTPA also keeps families informed and engaged via monthly newsletters, our website, OneCall system which delivers phone calls and text messages to parents of

important and pertinent information on a regular as needed basis. Teachers consistently communicate with parents on a weekly basis using apps such as Class Dojo, phone calls, conferencing, etc. so parents are always aware of their 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				17.1%	18.5%	20.9%	9.4%	7.8%	8.2%
Graduation Rate				62.4%	63.9%	65.4%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
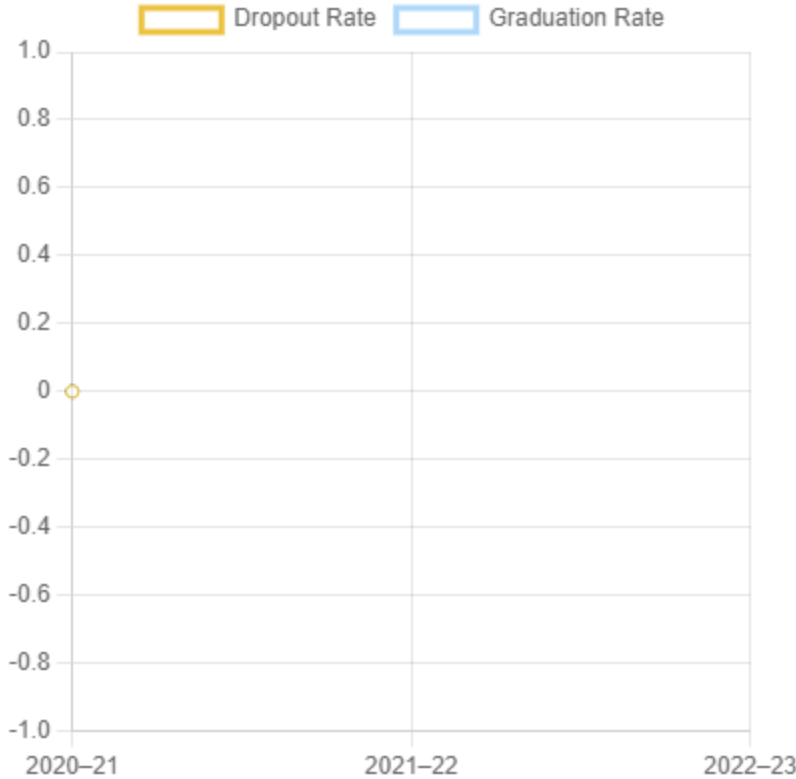
Last updated: 2/3/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	547	536	133	24.8%
Female	299	292	68	23.3%
Male	248	244	65	26.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	6	6	4	66.7%
Black or African American	76	76	19	25.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	426	415	101	24.3%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	2	2	1	50.0%
White	10	10	3	30.0%
English Learners	177	174	36	20.7%
Foster Youth	6	6	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	449	438	117	26.7%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	38	38	17	44.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/3/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.27%	3.83%	6.62%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/3/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/3/24

School Safety Plan (School Year 2023–24)

Desert Trails Preparatory Academy's Safety Plan was last reviewed and discussed with the entire staff in July 2023. 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 Aide reference, CPR guide, and the use of EPI-Pens. Staff members also received active shooter training from local law enforcement. Teachers have also had training on COVID-19 and Bloodborne pathogens safety in school in alignment with the local health department and OSHA covering such topics as how to utilize the proper PPE and how to keep staff and scholars physically safe in school.?

Last updated: 2/3/24

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 2020–21)

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

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	16.00	3		
2	21.00	1	2	
3	17.00	3		
4	19.00	3		
5	21.00		3	
6	21.00	1	2	
Other**	6.00	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	3	0
1	23.00	0	3	0
2	16.00	3	0	0
3	21.00	0	3	0
4	16.00	3	0	0
5	18.00	3	0	0
6	22.00	0	3	0
Other**	6.00	1	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	2	2	
Mathematics	18.00	2	2	
Science	18.00	2	2	
Social Science	18.00	2	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	5	1	0
Mathematics	14.00	5	1	0
Science	21.00	3	1	0
Social Science	21.00	3	1	0

* 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.

Last updated: 2/3/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	527

* 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: 2/3/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	1.00
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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: 2/3/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/3/24

Types of Services Funded (Fiscal Year 2022–23)

Desert Trails Preparatory Academy uses the Classical Model of education to provide scholars with a well-rounded academic experience. The curriculum focuses on classical literature, phonics, grammar, composition, mathematics, science, history, geography, and foreign language. The school employs a staff of qualified teachers who are competent in these content areas. Additionally, the school's music teacher provides each class with weekly music lessons, along with piano and guitar for those who choose to participate.

School funding also allows for instructional assistants who work with small groups of students at each grade level in order to increase their progress toward learning goals as identified by classroom teachers.

A special education department consisting of a school psychologist, credentialed teacher, and instructional assistants who serve the students at the school who have been identified as having special learning needs.

The school counselor assists classroom teachers in providing Social-Emotional education for students, along with counseling sessions for those students who are in need of these services.
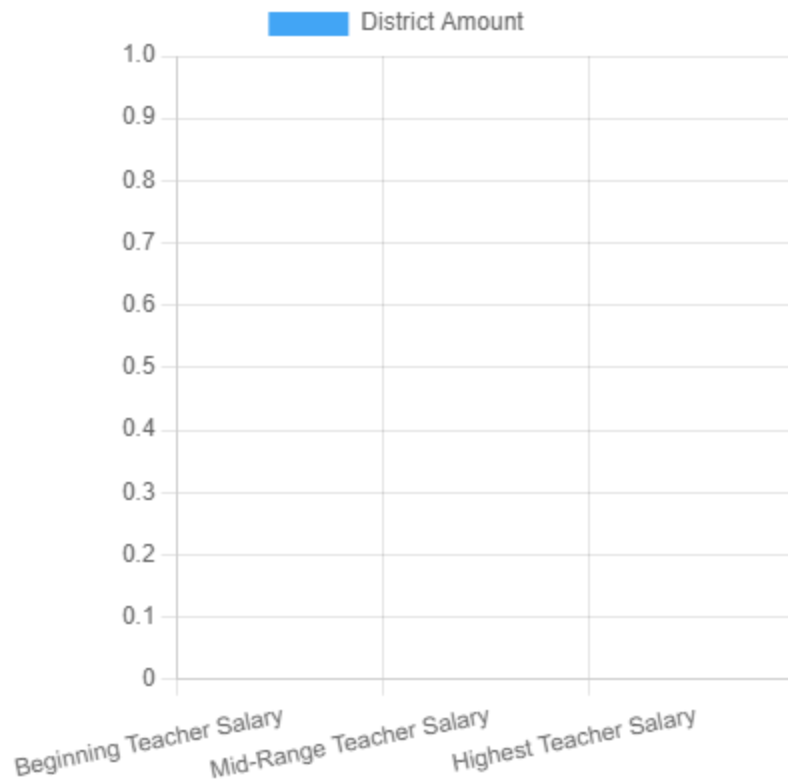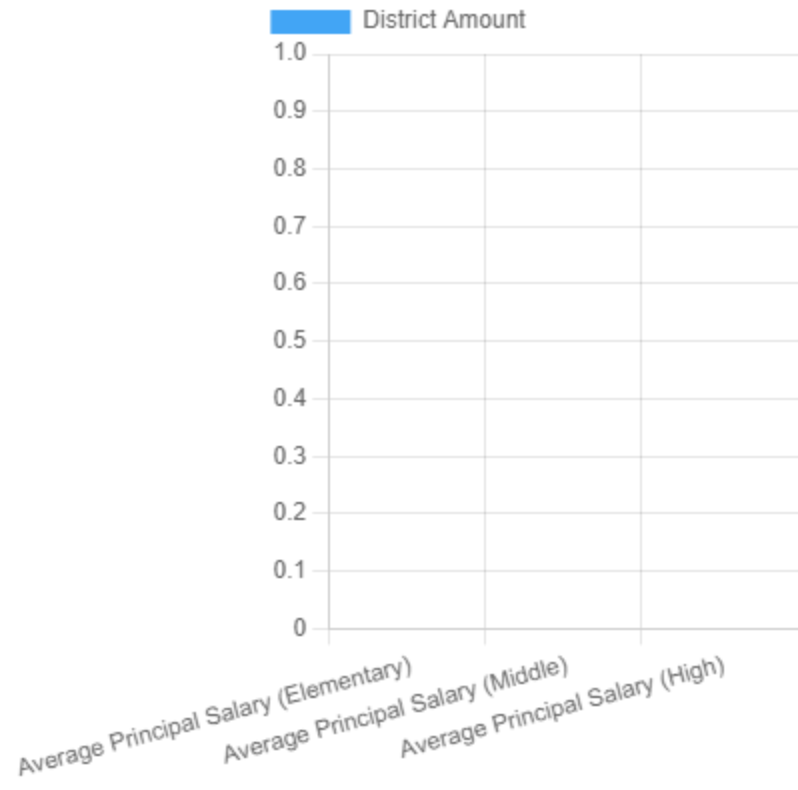
Last updated: 2/3/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

District Amount

	1.0
	0.9
	0.8
	0.7
	0.6
	0.5
	0.4
	0.3
	0.2
	0.1
	0

Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High)

Last updated: 2/3/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 2/3/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement		8	8

Last updated: 2/3/24