

Desert Trails Preparatory Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Debra Tarver, Executive Director

📍 Principal, Desert Trails Preparatory Academy

About Our School

Desert Trails Preparatory Academy is committed to educating the whole child by supporting each scholar in the acquisition of knowledge and the wisdom necessary to apply it effectively. The school believes that every child is capable of achieving their fullest potential when provided with respect, fairness, kindness, loving discipline, and appropriate instruction.

A structured dress code supports a focused learning environment by promoting academics, personal development, and creativity. Scholars benefit from a structured program rich in classical curriculum, which fosters strong relationships among scholars, teachers, staff, and peers. Through this approach, scholars grow academically and socially and come to see themselves as valued contributors to their own lives and the lives of others.

Teachers are encouraged to passionately engage scholars in learning through collaboration and active involvement with staff, scholars, and parents. The Director/Principal is empowered to oversee the effective management of the school, while teachers, scholars, and administrators work collaboratively to create a safe, supportive, and highly effective learning environment.

Parents are encouraged to participate in the day-to-day operations of the school and receive frequent communication regarding their children's academic and social progress.

Guided by strong moral and ethical standards, Desert Trails Preparatory Academy prepares scholars to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects all individuals.

Debra Tarver/CEO

Contact

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

Phone: [\(760\) 530-7680](tel:(760)530-7680)

Email: debbie.tarver@dtacademy.com

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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
Grade Span	K-6
County-District-School (CDS) Code	36103636111918

School Description and Mission Statement (School Year 2025–26)

Desert Trails Preparatory Academy (DTPA) is a directly funded public charter school that opened in 2013, serving scholars in grades TK-6 in the surrounding neighborhood of Adelanto. The goal of DTPA is to prepare scholars for entrance into college, university, or trade schools.

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 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.

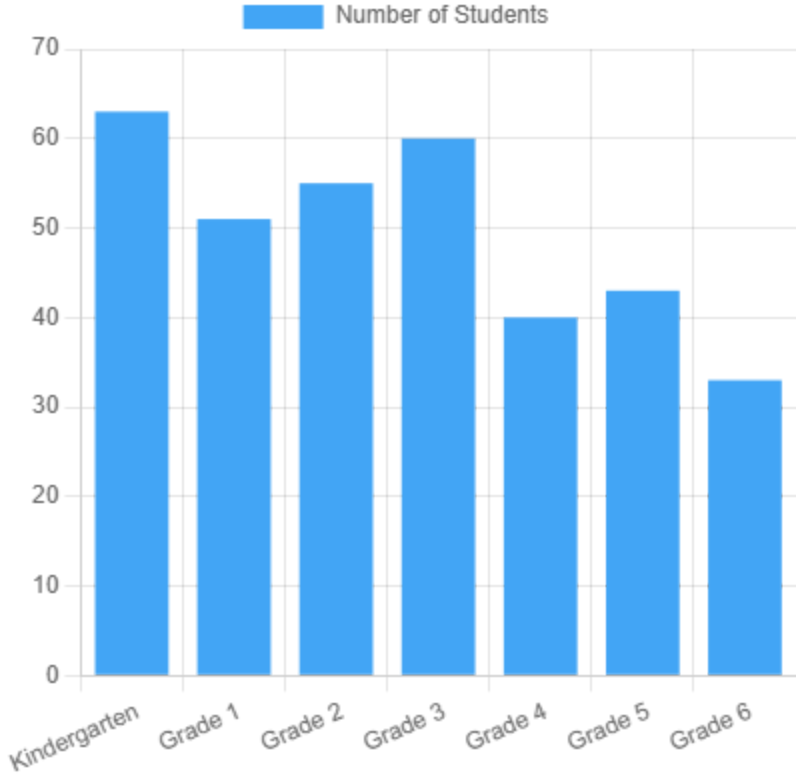
* We envision a school where scholars learn to use Wisdom and make wise choices.

* We envision a school that develops a drive for lifelong 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 learning capacity is never completely realized.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	63
Grade 1	51
Grade 2	55
Grade 3	60
Grade 4	40
Grade 5	43
Grade 6	33
Total Enrollment	345



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	43.00%
Male	35.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	1.20%
Black or African American	10.10%
Filipino	0.60%
Hispanic or Latino	81.20%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	0.00%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	29.30%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	76.80%
Students with Disabilities	4.60%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	22.30	84.49%	221.60	59.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	3.77%	15.60	4.20%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	10.91%	58.60	15.74%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	28.40	7.62%	11746.90	4.23%
Unknown/Incomplete/NA	0.20	0.75%	48.20	12.95%	14303.80	5.15%
Total Teaching Positions	26.50	100.00%	372.60	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	16.80	67.20%	229.00	56.38%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.60	6.40%	17.30	4.26%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.20	24.80%	69.20	17.04%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	31.10	7.66%	12112.80	4.34%
Unknown/Incomplete/NA	0.40	1.60%	59.50	14.65%	13705.80	4.91%
Total Teaching Positions	25.00	100.00%	406.20	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	2.60	2.8	5.20
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.60	2.8	6.20

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.9%	26.6%	40.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>Reading /Language Arts</p> <p>(Grade K) Abeka, Readiness Skills, Writing with Phonics Manuscript, ABC 123, Letter and Sounds and Writing Tablet/2022</p> <p>Adopted:2022</p> <p>(K) Houghton-Mifflin Harcourt, Saxon Phonics & Spelling/2022</p> <p>Adopted:2022</p> <p>No. The curriculum was approved by board because it is in alignment with the school's Classical Education program as outlined in the charter petition. The curriculum offers content that is aligned with Common Core State Standards.</p> <p>(1-6) Benchmark Advance/2022</p> <p>Adopted:2022</p> <p>Yes</p> <p>(3-6) Hake/Grammar & Writing/2022</p> <p>Adopted:2022</p> <p>No. The curriculum was approved by board because it is in alignment with the school's Classical Education program as outlined in the charter petition. The curriculum offers content that is aligned with Common Core State Standards.</p>	<p>0</p>
<p>Mathematics</p>	<p>Mathematics</p> <p>(TK) Saxon Math/2022</p> <p>Adopted:2022</p>	<p>0</p>

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>The state does not adopt Tk material.</p> <p>(K) Abeka/Number & Skills/2016</p> <p>No. The curriculum was approved by the board because it is in alignment with the school's.</p> <p>Classical Education program as outlined in the charter petition. The curriculum offers content that is aligned with Common Core State Standards.</p> <p>(1-6) SAAVAS/Envision Math/2022</p> <p>Adopted:2022</p> <p>Yes</p>	
Science	<p>Science</p> <p>(TK) Well-Being Weekly/2022</p> <p>(K-2) Studies Weekly/California Science/2022</p> <p>Adopted: 2022</p> <p>(3-6) Teacher's Curriculum Institute/ Bring Science Alive!/2022</p> <p>Adopted:2022</p> <p>Yes.</p> <p>The curriculum offers content that is aligned with Common Core State Standards.</p>	0
History-Social Science	<p>History-Social Science</p> <p>(K-2) Studies Weekly/California Social Studies/2022</p> <p>Adopted:2022</p> <p>(3-5) Teacher's Curriculum Institute/Social Studies Alive!/2015</p> <p>(6) Teacher's Curriculum Institute/History Alive!/2017</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	(1-6) Savvas/MyWorld Interactive/2024 Adopted:2024 Yes	
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Date of Most Recent Facility Inspection: August 5, 2025

Inspection Agency: San Bernardino County Superintendent of Schools

Inspection Tool Used: California Facility Inspection Tool (FIT)

The LEA makes every effort to ensure that Desert Trails Preparatory Academy is maintained in a manner that provides scholars with a clean, safe, and functional learning environment. To assist in this effort, the LEA uses the State of California Facility Inspection Tool (FIT) developed by the Office of Public School Construction (OPSC) to evaluate the condition of school facilities. The results of the most recent facility inspection are available at the school office.

Desert Trails Preparatory Academy was most recently inspected on August 5, 2025, as part of the Williams Settlement monitoring process conducted by the San Bernardino County Superintendent of Schools.

Safety of School Facilities

Based on the most recent FIT inspection, scholars are safe on school grounds before, during, and after school. The inspection identified no extreme deficiencies or conditions that posed an emergency or urgent threat to the health or safety of students or staff. Essential building systems, including gas, HVAC, electrical systems, fire safety equipment, and roofing, were found to be operational and functioning as intended.

Adequacy of School Facilities

Desert Trails Preparatory Academy has sufficient classrooms, playgrounds, and staff spaces to support teaching and learning. The campus includes general education classrooms, specialized instructional spaces, a multipurpose room, a library, playgrounds, athletic courts, administrative offices, and student restrooms. The majority of classrooms and instructional areas were rated in good repair, indicating that facilities adequately support the school's educational program.

Cleanliness and Overall Condition

The school facility is cleaned regularly, and overall site cleanliness was rated acceptable at the time of inspection. Custodial staff work daily to maintain classrooms, restrooms, and common areas. While the inspection identified some minor cleanliness and storage issues in select areas, several of these were corrected during the inspection visit, and the remaining items are addressed through routine maintenance procedures.

Maintenance and Repair

LEA maintenance and custodial staff utilize a work order system to ensure that necessary repairs to keep the school in good repair are completed in a timely manner, with priority given to health and safety concerns. During the August 5, 2025, inspection, several minor deficiencies, including empty hand sanitizer dispensers, unsecured computer cords, improper storage of cleaning supplies, and restroom fixture issues, were addressed before the conclusion of the visit. The inspection also identified non-emergency maintenance needs, including repairs to cracked or deteriorating surfaces in outdoor play areas and parking

lots, mitigation of trip hazards caused by overgrown vegetation and gopher activity, repairs to restroom fixtures and stall doors, correction of peeling interior and exterior paint, minor flooring repairs in the multipurpose room, and repair of fencing in the bus loop area. These items do not require capital improvements beyond the facility's original design standards and are addressed through the school's ongoing maintenance plan.

Overall Facility Condition

Overall FIT Summary Rating: Good

The LEA will continue to monitor and maintain school facilities to ensure they remain in good repair, as defined by Education Code Section 17002(d).

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

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The gas, mechanical/HVAC, and sewer systems were inspected. No repairs were required. Preventative maintenance and routine servicing will continue as part of the LEA's facilities maintenance program.
Interior: Interior Surfaces	Fair	Minor flooring damage and peeling paint were noted in select areas, including the multipurpose room. Repairs are planned through routine maintenance.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Unsecured storage items were identified in the library/media center. Items were corrected and continue to be monitored by site staff.
Electrical: Electrical	Good	Electrical systems were inspected and found to be safe and functional. Minor cord-securing issues were corrected during the inspection.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Damaged fixtures, clogged toilets, and malfunctioning stall doors were noted in select restrooms. Several items were corrected during the inspection, with remaining repairs addressed through maintenance work orders.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	Fire safety equipment and systems were inspected and found to be operational and in good repair. Improper storage of cleaning supplies and peeling paint were identified in limited areas. Storage issues were corrected during inspection; paint repairs are scheduled.
Structural: Structural Damage, Roofs	Fair	Deterioration of exterior finishes and block/brick walls was noted in select areas. Repairs are planned as part of routine maintenance. Roofing systems were inspected and found to be in good condition with no leaks or deficiencies noted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Cracks, trip hazards, overgrown vegetation, and deteriorated play equipment were identified in outdoor areas. Grounds and surface repairs are planned and ongoing. Fencing at the bus loop was noted as not properly secured. Repairs are scheduled through maintenance. ??

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	43%	36%	27%	30%	47%	48%
Mathematics (grades 3-8 and 11)	25%	40%	13%	19%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	174	99.43%	0.57%	36.21%
Female	92	91	98.91%	1.09%	30.77%
Male	83	83	100.00%	0.00%	42.17%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00%	0.00%	38.10%
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30%	0.70%	34.75%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	60	100.00%	0.00%	11.67%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	139	138	99.28%	0.72%	36.96%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	23.08%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	174	99.43%	0.57%	39.66%
Female	92	91	98.91%	1.09%	34.07%
Male	83	83	100.00%	0.00%	45.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00%	0.00%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30%	0.70%	40.43%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	60	100.00%	0.00%	21.67%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	139	138	99.28%	0.72%	40.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	38.46%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	25.00%	42.86%	1.53%	9.82%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00%	0.00%	42.86%
Female	25	25	100.00%	0.00%	32.00%
Male	17	17	100.00%	0.00%	58.82%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	33	33	100.00%	0.00%	42.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	15	100.00%	0.00%	6.67%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	35	35	100.00%	0.00%	45.71%
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.

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 2024–25)

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	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Desert Trails Preparatory Academy believes that a strong connection between home and school is essential to student success. Parents are encouraged to volunteer and to be actively involved in their scholar's education and in school activities, including the annual Harvest Festival, awards ceremonies, music performances, field trips, and other school events.

Parents are provided opportunities to share input and feedback through participation in monthly Coffee with the Principal meetings. The school continues to prioritize keeping families informed and engaged in their scholar's educational experience.

Desert Trails Preparatory Academy utilizes multiple forms of communication to ensure timely and effective parent outreach, including the OneCall system, monthly calendars and newsletters, SchoolStatus, and the school website. Parents are also able to communicate directly with teachers as needed through communication applications such as SchoolStatus to support their scholar's academic success.

Parent-Teacher Conferences are held twice each year to review students' academic progress. In addition, parents and teachers meet as needed outside of scheduled conference weeks to address individual student needs.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	353	23	6.5%
Female	205	197	17	8.6%
Male	158	156	6	3.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	43	40	6	15.0%
Filipino	--	--	--	--
Hispanic or Latino	296	290	16	5.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	115	113	7	6.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	278	272	19	7.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	20	1	5.0%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00	0.00	0.00	6.62	5.72	3.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.12	0.02	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

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 selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Desert Trails Preparatory Academy maintains a Comprehensive School Safety Plan that was reviewed and updated during the 2024–2025 school year in accordance with California Education Code sections 33126 and 35256. The plan is reviewed annually, updated by March 1, and the school reports on the status of the plan each July as required. The safety plan is designed to ensure a safe, orderly, and supportive learning environment for all students and staff.

The Comprehensive School Safety Plan was developed using the guidance provided in *Safe Schools: A Planning Guide for Action (2002 Edition)* and includes both prevention strategies and emergency response procedures. The plan is available for review at the school office.

Key Elements of the Comprehensive School Safety Plan

The Desert Trails Preparatory Academy Comprehensive School Safety Plan includes the following key components:

Emergency Response Procedures

The plan outlines procedures for emergencies, including earthquakes, fires, lockdowns, evacuations, shelter-in-place situations, and other natural or man-made disasters. The school conducts regular emergency drills to ensure that students and staff are familiar with safety procedures.

Disaster Preparedness and Coordination

The plan includes emergency preparedness strategies, staff responsibilities during emergencies, and coordination with local emergency responders. Communication procedures are in place to inform parents and guardians in the event of an emergency.

School Discipline Policies

The safety plan incorporates school-wide discipline policies that promote positive behavior, student accountability, and a safe school climate.

Suspension and Expulsion Policies

Procedures related to suspension and expulsion are included and are implemented in accordance with state law and governing board policies.

Procedures for a Safe and Orderly School Environment

Campus supervision plans, visitor sign-in procedures, and staff monitoring responsibilities before, during, and after school are addressed to maintain campus safety.

Child Abuse Reporting Procedures

The plan outlines mandatory reporting responsibilities and procedures to ensure staff comply with child abuse reporting laws.

Staff Training and Review

School staff receive training related to emergency procedures, school safety responsibilities, and reporting requirements. The plan is reviewed and updated annually to reflect current practices and needs.

Desert Trails Preparatory Academy remains committed to maintaining a safe school environment and to continuous review and improvement of its safety practices to protect students, staff, and the school community

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 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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	3		
1	20.00	1	2	
2	22.00	1	2	
3	23.00		2	
4	17.00	3		
5	12.00	3		
6	22.00		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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3		
1	17.00	3		
2	18.00	3		
3	20.00	2	1	
4	20.00	2		
5	21.00	1	1	
6	16.00	2		
Other**	4.00	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	1

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

Student Support Services Staff (School Year 2024–25)

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	0.50
Nurse	
Speech/Language/Hearing Specialist	0.50
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.

** "Other" category is for all other student support services staff positions not listed.

Types of Services Funded (Fiscal Year 2024–25)

Desert Trails Preparatory Academy utilizes the Classical Model of education to provide scholars with a well-rounded and rigorous academic experience. The curriculum emphasizes classical literature, phonics, grammar, composition, mathematics, science, history, geography, and foreign language. Instruction is delivered by qualified staff and credentialed teachers who are knowledgeable and competent in their respective content areas.

The school also offers a comprehensive music program. All scholars receive weekly music instruction, with additional opportunities for piano and guitar lessons for those who choose to participate.

School funding supports instructional assistants who work with small groups of students to increase academic progress toward learning goals identified by classroom teachers.

Desert Trails Preparatory Academy maintains a dedicated special education department that includes a school psychologist, a credentialed special education teacher, and instructional assistants who provide services to scholars identified with special learning needs.

Additionally, the school counselor collaborates with classroom teachers to support social-emotional learning and provides counseling services to students who require additional support.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	10