

# Desert Trails Preparatory Academy

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Bernardino County Office of Education
<b>Phone Number</b>	(909) 386-2704
<b>Superintendent</b>	Ted Alejandre
<b>Email Address</b>	<a href="mailto:ted.alejandre@sbcss.net">ted.alejandre@sbcss.net</a>
<b>Website</b>	<a href="http://www.sbcss.k12.ca.us">http://www.sbcss.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Desert Trails Preparatory Academy
<b>Street</b>	14350 Bellflower Rd.
<b>City, State, Zip</b>	Adelanto, Ca, 92301-0070
<b>Phone Number</b>	760-530-7680
<b>Principal</b>	Debra Tarver, Executive Director
<b>Email Address</b>	<a href="mailto:debbie.tarver@dtacademy.com">debbie.tarver@dtacademy.com</a>
<b>Website</b>	<a href="http://www.dtpacademy.com">www.dtpacademy.com</a>
<b>County-District-School (CDS) Code</b>	36103636111918

*Last updated: 1/3/2020*

### School Description and Mission Statement (School Year 2019—20)

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.

Drawing upon the tradition of classical education, Desert Trails Preparatory Academy was established to follow the steps of its mentor, LaVerne Elementary Preparatory Academy. Academia (docere), discipline (disciplina), and virtuous character (virtus) are integrated in the formation of a Desert Trails Preparatory Academy scholar. These attributes will continue to form scholar's minds throughout life, long after they have left their school days behind.

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

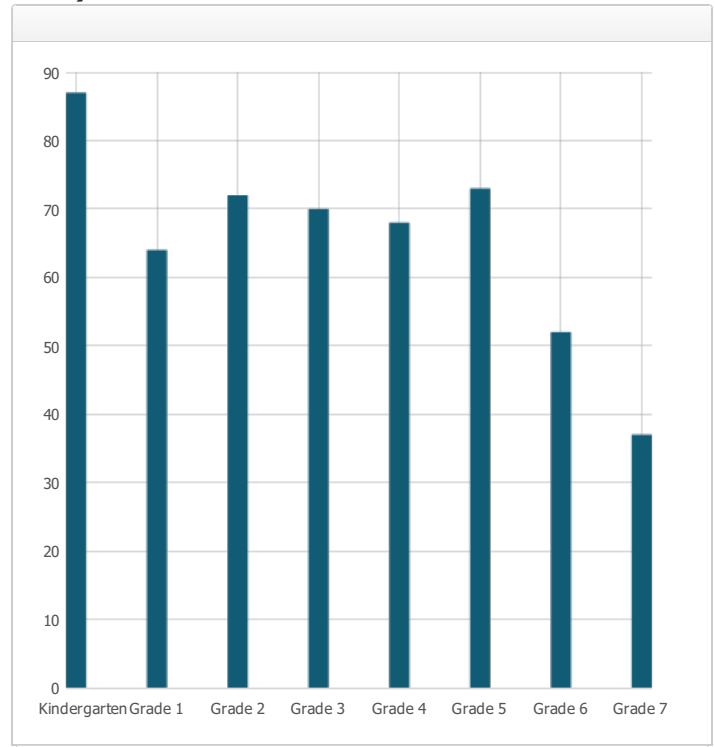
Scholars will benefit through the use of a structured program rich with classical curriculum that will provide a strong relationship with their teachers, staff and peers. Scholars will achieve academically, socially, and through their accomplishments will see themselves as important contributors to their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

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



### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	87
Grade 1	64
Grade 2	72
Grade 3	70
Grade 4	68
Grade 5	73
Grade 6	52
Grade 7	37
<b>Total Enrollment</b>	<b>523</b>



Last updated: 1/3/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	11.10 %
American Indian or Alaska Native	0.20 %
Asian	0.60 %
Filipino	0.80 %
Hispanic or Latino	75.00 %
Native Hawaiian or Pacific Islander	0.60 %
White	3.40 %
Two or More Races	2.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.60 %
English Learners	34.60 %
Students with Disabilities	8.00 %
Foster Youth	0.80 %
Homeless	%

## A. Conditions of Learning

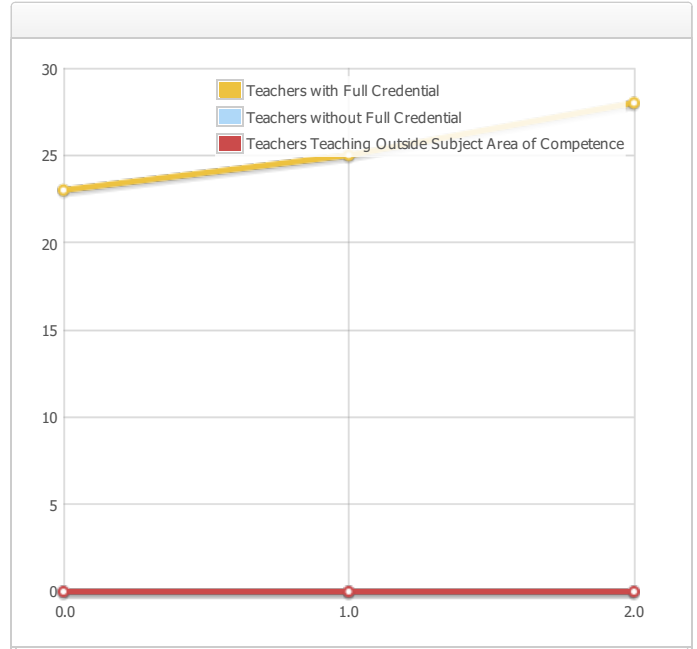
### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	23	25	28	28
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	51.0%	24.0%	33.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	41.0%	19.0%	18.0%	38.0%	39.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/7/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	291	99.66%	0.34%	51.20%
Male	134	134	100.00%	0.00%	44.78%
Female	158	157	99.37%	0.63%	56.69%
Black or African American	25	25	100.00%	0.00%	40.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	233	232	99.57%	0.43%	50.43%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	13	13	100.00%	0.00%	46.15%
Socioeconomically Disadvantaged	265	264	99.62%	0.38%	50.00%
English Learners	124	123	99.19%	0.81%	50.41%
Students with Disabilities	24	24	100.00%	0.00%	20.83%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/7/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	288	98.63%	1.37%	40.63%
Male	134	134	100.00%	0.00%	41.04%
Female	158	154	97.47%	2.53%	40.26%
Black or African American	25	25	100.00%	0.00%	44.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	233	229	98.28%	1.72%	38.86%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	13	13	100.00%	0.00%	30.77%
Socioeconomically Disadvantaged	265	261	98.49%	1.51%	39.85%
English Learners	124	122	98.39%	1.61%	40.98%
Students with Disabilities	24	23	95.83%	4.17%	47.83%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/7/2020*



# 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 2018—19)

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	21.50%	15.40%	13.80%

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

*Last updated: 1/27/2020*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

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

### State Priority: Pupil Engagement

*Last updated: 1/7/2020*

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

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

# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.00%	0.20%	5.90%	7.50%	5.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/7/2020*

## School Safety Plan (School Year 2019—20)

Desert Trails Preparatory Academy's Safety Plan was last reviewed and discussed with the entire school staff on July 8, 2019. 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.

*Last updated: 1/27/2020*

## 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 (2016—17)

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	24.00		3	
2	23.00		3	
3	24.00		3	
4	22.00		3	
5	24.00		3	
6	21.00		3	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	24.00		3	
2	24.00		3	
3	23.00		3	
4	23.00		3	
5	21.00	1	2	
6	20.00	2	1	
Other**	9.00	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 (2018—19)

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		

\* 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 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	1.50
Other	

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

Last updated: 1/8/2020

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$1492.00	\$6895.00	\$58833.00
District	N/A	N/A	\$6895.00	\$58833.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/8/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6