

Desert Trails Preparatory Academy
A Transitional Kindergarten-6th Grade Classical Charter
School

Located at
14350 Bellflower Street
Adelanto, CA 92301

CHARTER RENEWAL PETITION FOR FIVE-YEAR TERM (July 1, 2021 – 2027)¹
Material Revision Submitted ~~November 21, 2023~~ December 5, 2023

Assurances

On behalf of the parent-petitioners and as authorized by them pursuant to Section 4802.2 of title 5 of the California Code of Regulations, I, Debra Tarver, hereby certify that the information submitted in this petition for renewal of the California public charter school named Desert Trails Preparatory Academy, Charter School ("Desert Trails Preparatory Academy" or the "Charter School"), located within the boundaries of the Adelanto Elementary School District ("AESD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)] The Charter School shall be deemed the exclusive public school employer of the employees of Desert Trails Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)] It is anticipated that all Desert Trails Preparatory Academy employees shall continue to be employed "at-will".
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; If the Charter School receives a greater number of applications for the spaces available for students, each application will be given equal chance of admission through a public random drawing process; provided that any pupil who resides in the former attendance area of Desert Trails Elementary or the Adelanto Elementary School District shall be entitled to preference in admission, per 5 Cal. Code Regs. Section 4800.3 and Education Code Section 47605(e)(2). Except described above, and as required by law, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Admission preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. [Ref. Education Code Section 47605(e)(2)(B)(iii)]

- The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause Education Code Section 47605(e)(2)(B)(iii). [Ref. Education Code Section 47605(e)(4)(A)]
- The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. [Ref. Education Code Section 47605(e)(4)(B)]
- The Charter School shall not encourage a pupil currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This shall not apply to actions taken by the Charter School pursuant to the procedures described in Education Code Section 47605(c)(5)(J). [Ref. Education Code Section 47605(e)(4)(C)]
- The Charter School shall post on its internet website the notice of the requirements of Education Code Section 47605(e) developed by the California Department of Education ("CDE") pursuant to and shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:
 - (i) When a parent, guardian, or pupil inquires about enrollment.
 - (ii) Before conducting an enrollment lottery.
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)] These documents shall be maintained on file at the Charter School and be subject to periodic inspections by the County Office of Education. The governing body of the Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. All teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for

professional fitness pursuant to Education Code sections 44339, 44340, and 44341. [Ref. California Education Code Section 47605(l) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(d)(2)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum age for public school attendance. [Ref. California Education Code Section 47610(c)]
- The Charter School shall comply with all applicable portions of the Every Student Succeeds Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Political Reform Act and Govt. Code section 1090.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- Meetings of the Board of Directors of the Charter School shall comply with the Ralph M. Brown Act as respects the business of the Charter School.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Lead Petitioner
Debra Tarver

Date:

Table of Contents

Executive Summary.....	10
Founding Team	13
Element 1: EDUCATIONAL PROGRAMS.....	14
A. Scholars We Serve	14
B. Mission, Vision, Educational Philosophy.....	18
C. How Learning Best Occurs and What it Means to Be An Educated Person in the 21 st Century	24
D. Curriculum and Instruction, Extended Instructional Time & Subject Area Accomplishments	30
E. LCFF Compliance	73
F. Special Populations and Academic Success in Serving Scholars by Population	74
G. Program for English Language Learners	79
H. Plan for Low Achieving Scholars	89
I. Plan for High Achieving Scholars.....	93
J. Plan for Scholars with Disabilities	94
Element 2: MEASURABLE STUDENT OUTCOMES.....	108
A. Increases in Academic Achievement Toward Goals and Outcomes.....	109
B. Scholar & Subject Outcome Goals	135
C. Scholar Personal & Character Outcome Goals – Expected School-wide Learning Results (ESLRs).....	139
D. School-Wide Outcome Goals.....	141
Element 3: METHODS OF ASSESSMENT & USES OF DATA.....	160
Methods of Assessment.....	160
B. Assessment of Scholar Outcome Goals	173
C. Assessment of Scholar Personal & Character Outcome Goals – ESLRs	177
D. Assessment of School-Wide Outcome Goals.....	178
E. Uses and Reporting of Data for Continuous Improvement	180
Element 4: GOVERNANCE	182
A. Independent Charter School Status.....	182
B. Relationship of Desert Trails, Inc. and Desert Trails Preparatory Academy	183
C. Governed by Board of Directors	183
D. Board Legal Requirements and Commitments	185

E. Board Committees	187
F. Family Involvement and Commitment to Desert Trails Preparatory Academy.....	187
G. School Leadership	189
Desert Trails Preparatory Academy Organizational Chart:.....	191
H. Responsibilities to Authorizer	193
Element 5: EMPLOYEE QUALIFICATIONS	194
A. Qualifications of School Employees and Assurances.....	194
B. Key Personnel Qualifications	197
C. Employee Code of Conduct	202
Element 6: HEALTH AND SAFETY	203
A. Procedures to Ensure Health and Safety of Pupils and Staff.....	203
B. Procedures for Background Checks	204
C. Role of Staff as Mandated Child Abuse Reporters.....	205
D. TB Risk Assessment, Immunizations, T-Dap	206
E. Medication in School.....	206
F. Emergency Preparedness.....	207
G. Parental Concerns and Communication	209
H. Blood Borne Pathogens	210
I. Sexual Harassment.....	210
J. Drug Free/Alcohol Free/Smoke Free Environment	211
K. Facilities; Facility Safety	211
L. Parent/Student Handbooks.....	212
M. Insurance Requirements.....	212
N. Evidence of Insurance.....	213
O. Food Services.....	213
P. Suicide Prevention Policy.....	214
Q. Menstrual Products	214
R. Safe Place to Learn Act	215
S. Tribal Regalia/Objects of Religious or Cultural Significance	215
T. Public School Fair Debt Collection Act	215
U. Student Mental Health Services.....	215
V. Pregnant and Parenting Students.....	216
X. Bullying Prevention	216

Y. Prevention of Human Trafficking	216
Z. Child Hunger Prevention and Fair Treatment Act.....	217
AA. Migratory Children	217
BB. Automated External Defibrillator (AED)	217
CC. CPR.....	217
DD. Diabetes Information	218
EE. Universal Meals.....	218
FF. Health, Safety and Emergency Procedures Training	218
GG. Athletics	218
HH. Seizure Safe Schools Act.....	219
II. Transportation Safety Plan	219
JJ. Safe and Supportive Schools Act	220
KK. Recess	220
LL. All Gender Restrooms.....	220
MM. Education Code section 49390 et seq.	220
Element 7: RACIAL AND ETHNIC BALANCE	221
Recruitment Strategies	222
Element 8: ADMISSION REQUIREMENTS	224
A. Student Admission Policies and Procedures.....	225
B. Application and Enrollment Process.....	226
C. Public Drawing Procedures	227
D. Wait List	228
ELEMENT 9: FINANCIAL AUDITS.....	230
A. Annual Independent Audit	230
B. Audit Exceptions & Deficiencies to be Resolved.....	230
C. Reports to District	230
D. Oversight.....	231
E. Attendance Accounting and Reporting Procedures.....	231
Element 10: SCHOLAR EXPULSIONS.....	233
A. Suspension and Expulsion Procedures	234
B. Grounds for Suspension and Expulsion of Students	241
C. Suspension Time Limits/Recommendation for Expulsion	241
D. Authority to Expel.....	242

E. Expulsion Procedures	242
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses ..	243
G. Record of Hearing	244
H. Presentation of Evidence	245
I. Written Notice to Expel.....	245
J. Disciplinary Records.....	245
K. No Right to Appeal	246
L. Expelled Pupils/Alternative Education	246
M. Rehabilitation Plans	246
N. Readmission.....	246
O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities	246
Element 11: RETIREMENT PROGRAMS	250
Element 12: ATTENDANCE ALTERNATIVES	252
A. Pubic School Attendance Alternatives	252
Element 13: EMPLOYEE RIGHTS.....	253
Element 14: DISPUTE RESOLUTION	254
Element 15: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES.....	256
Appendices.....	259

Appendix A:	Court Order dated July 18, 2012
Appendix B:	Sample Bell Schedule
Appendix C:	Sample Reading Plan
Appendix D:	Sample Pacing Guide
Appendix E:	Bylaws
Appendix F:	Articles of Incorporation
Appendix G:	Resumes of Current Board of Directors
Appendix H:	Resumes of Current Chief Executive Officer
Appendix I:	Current contract with Back Office/ Financial Services Provider
Appendix J:	Budget
Appendix K:	2023-2024 LCAP
Appendix L:	Current Assessment Data

Executive Summary

Background

Pursuant to Ed. Code section 47605(4), Desert Trails Preparatory Academy submits this material revision solely because it seeks to remove grade levels 7 and 8 from the grade levels served by the charter school. Material revisions are governed by the criteria set forth in Ed. Code section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

In July of 2013, Desert Trails Preparatory Academy opened its doors as an independent charter school and began educating over 500 scholars in grades TK-6. Desert Trails Preparatory Academy was created when Desert Trails Elementary School was transformed into a charter school under California's "Parent Trigger Law" (Education Code section 53300, *et seq.*). Members of the former elementary school's School Site Council, Parent-Teacher Association and other important school committees had tried for years to address the academic and cultural problems at Desert Trails Elementary School. On January 12, 2012, an overwhelming 70% majority of the Desert Trails Elementary School parents submitted signed petitions to the Adelanto Elementary School District to transform the school into a charter school. On July 18, 2012, the San Bernardino Superior Court ordered the District to accept the petitions, and to allow parents to immediately begin the process of soliciting and selecting charter school proposals. A copy of the Court's Order is attached as Appendix A. In accordance with the Court's Order, the parents exercised their power under 5 C.C.R. section 4802.2 to solicit proposals for partners interested in transforming Desert Trails Elementary School into a charter school. Parents selected Desert Trails, Inc.—an organization created by a group of educators that already operated the successful LaVerne Elementary Preparatory Academy charter school. Desert Trails, Inc. submitted the charter proposal for Desert Trails Preparatory Academy to the District and the charter school was approved by the District on January 8, 2013. The approval converted the Desert Trails Elementary School facilities at 14350 Bellflower Street in Adelanto, CA to charter school status.

Approximately 68% of the scholars we began educating in 2013 came from Desert Trails Elementary School, and 80% of the scholars came from within the Adelanto Elementary School District based on data provided by CalPads. Therefore, we continue to serve the same population of scholars as in the neighboring schools.

Summary of Academic Achievement

Desert Trails Elementary School was one of the worst schools in California, ranking in the bottom 10% of all elementary schools statewide. Out of its graduating sixth grade class, 72% of its students were not proficient in English-language arts, while 70% were not proficient in Math. Desert Trails Elementary School also ranked last out of the 10 elementary schools in the Adelanto School District.

Over the course of the last seven years of the charter school being opened, academic achievement has drastically increased (see detailed analysis in Elements 1 and 2 herein), suspensions and expulsions are at

a low and scholars are motivated and excited about learning. Additionally, parent participation remains high. In sum of our success:

- ✓ The past five years of CAASPP results has shown a progressive **increase** in scholar performance in English Language Arts and Mathematics.
- ✓ DTPA has consistently ranked **#1 in Mathematics** and **#3 in ELA** in comparison to the local school district.
- ✓ The overall achievement gap at DTPA has **closed** by 34.1 points in ELA according the California Dashboard data in 2018-2019.
- ✓ The overall achievement gap at DTPA has **closed** by 38.5 points in Mathematics according to the California Dashboard data in 2018-2019.
- ✓ Every grade level experienced an **increase** in average scores in Reading Comprehension and Vocabulary Development over the past several years on the Gates-MacGinitie assessment.
- ✓ All grade levels that participate in the Development Reading Assessment showed **growth** over the past 2 years.
- ✓ We have **increased** our student attendance rate from year-to-year with 4.1% chronically absent, declining 1.8% in 2018-2019 according to the California Dashboard.
- ✓ The number of suspensions has been **reduced** from 26 as a District school in 2012-2013 to just 1 suspension in the 2018-2019 school year.
- ✓ **97%** of parents feel that DTPA supports and encourages student learning.
- ✓ **96%** of teachers are proud to work at Desert Trails Preparatory Academy.

Desert Trails Preparatory Academy has implemented many programs during the seven years we've been in operation. Many of these programs have begun to close the achievement gap and increase student achievement as well as improve student behaviors. We have built a culture where scholars are excited about learning and feeling safe in their educational environment.

Some of the programs we have implemented include: a music program which includes various instruments where all scholars participate on a weekly basis; the purchase of 1:1 chromebooks to ensure 21st century learning skills; reopening of the library with supplemental literacy activities; a champion Cheerleading

Squad; an activity and vivid Student Council; an annual Harvest Festival with a canned food drive to give to back to the families in the community. We have also implemented the Battle of the Books where our school's scholars have competed against LaVerne Elementary in grades three through six. Desert Trails Preparatory Academy also participates in and will continue to be of a part of the San Bernardino County Spelling Bee.



Girls Cheer Team



Harvest Festival Booth

We offer an enrichment program to all scholars that provides them with activities that are often not offered in a traditional school setting. Some of the enrichment activities include gardening, theater arts/drama, yoga, chess, and dance, just to name a few, and these are offered to all scholars one day a week after school throughout the school year.

Using the Classical Model of learning, as described throughout the charter, Desert Trails Preparatory Academy has shown remarkable results using a wide range of Common Core-aligned (interim and summative) tests. As noted above and in detail below, we have made major strides in closing the achievement gap that existed when the charter school opened. (See results posted on the California Dashboard.) In the 2015-2016 school year, we began using the i-Ready Assessment as a diagnostic tool. In the spring of 2015 began taking the SBAC and the results were first released to the public in the middle of September 2015. Since 2015, DTPA has used the CAASPP results as a measure of our scholars' progress and an instrument to improve student learning. Analyzing this data has helped us to continue to increase student achievement.

Our families and scholars continue to be committed to our program. We have a very successful year-to-year student retention rate and our test scores provide solid evidence of student learning. Our scholars are given the resources necessary to thrive, from additional reading support with a paraprofessional to being part of our small pull-out groups in the Learning Center. We do whatever it takes to continue to put scholars first and give them the tools to be successful.

Desert Trails Preparatory Academy looks forward to many more years ahead as a pillar in the Adelanto community and school district. As we look to our future, we will continue to implement successful programs that are tailored to the needs of our scholars—something that is always at the forefront of our decision making. In 2016, DTPA earned WASC Accreditation. WASC is another tool that helps us drive instruction and to close the achievement gap. We expect our WASC expect the results of our most recent WASC visit tentatively in July of 2020.

Desert Trails Preparatory Academy truly cares about nurturing the whole child. This care is what makes us unique. It is what makes our school and program special. DTPA became an AVID school in the 2017 – 2018 school year. This program helps us to guide our scholars in becoming life-long learners. In addition, parents feel safe having their children in our care. We take great pride in providing a wonderful learning community where all residents have the opportunity to flourish and all of our scholars become high achieving, life-long learners.

Founding Team

Debra Tarver is the Chief Executive Officer/ Executive Director, and the original Founder of Desert Trails Preparatory Academy. She has been involved in the High Desert education system for over 30 years in a variety of ways and roles. She has been a teacher, administrator, board member, consultant, and director in both charter and district school settings. She also has a close working relationship with the California Charter School Association and Desert Mountain SELPA, where she is currently on their board of directors.

Debra Tarver also is the Chief Executive Officer and Founder of LaVerne Elementary Preparatory Academy, an independent charter school located in Hesperia, California, which opened in the fall of 2008. LaVerne Elementary Preparatory Academy has ranked as a top school in the High Desert based on API and now CAASPP scores since it opened its doors 12 years ago. In 2020, LaVerne Elementary Preparatory Academy was named a California Distinguished School by the California Department of Education. LaVerne's success is an accurate indicator that Debra Tarver is qualified in opening and running Desert Trails Preparatory Academy. With her history of success in the field of education, it is clear that Desert Trails Preparatory Academy will continue to be successful.

The Board of Directors who were also part of the founding team were Hardy Black, Latrice Brown, Ruby Ford and Marnella Mayberry. In the past seven years, Board members have changed. Our current Board of Directors include Hardy Black, Marnella Mayberry, Ron Griffin and Barbara Hale. Appendix G includes the current board member biographies.

Element 1: EDUCATIONAL PROGRAMS

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

” Education Code Section 47605(c)(5)(A)(i) and (ii).

Desert Trails Preparatory Academy embraces a culture of high expectations which emphasizes character development and strong values. Our program leaders are both passionate and effective and model this behavior every day while interacting with scholars, staff, families, and the community. We set high standards of accountability and open our doors for the community/parents to be part of our success. The community/parents are invited to come on campus and volunteer in their child's classroom on a regular basis to help support staff in the classrooms. There are a variety of school-wide events that also encourage parent involvement like our parent-led Harvest Festival, Jog-a-Thon, and Career Day. During the Harvest Festival we reach out to the larger community for support of our school by organizations donating items for the Festival. Our character development is celebrated at the monthly Coffee with the Principal, which gives families an opportunity to talk directly to the Principal and Administration in an informal setting. Each month selected scholars from all grade levels are awarded a certificate on a character trait. We also send home a monthly school newsletter for families, post information on our school's website, and invite the media to learn about our school as well.

Scholars who are enrolled in Desert Trails Preparatory Academy are in an environment where the school administrators personally know each scholar and all staff members know each other and the families they serve. Parents/Guardians and scholars have the school's assurance that scholars are provided a well-rounded education. The rigorous academic program prepares scholars for college from the start of Kindergarten, and gives them life experiences beyond their current environment. Finally, we at Desert Trails Preparatory Academy continuously focus on improvement by consistently monitoring and evaluating our curriculum and procedures to make our school a success.

A. Scholars We Serve

Demographic Community Served

The table below shows the Adelanto Elementary School District serves a population of students from a variety of ethnicities. These numbers match very closely with the percentages of scholars enrolled in Desert Trails Preparatory Academy.

Demographic Comparison 2019 - 2020 School Year

	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported
Adelanto	64%	<1%	<1%	<1%	<1%	20%	7%	4%	3%
DTPA	77%	<1%	<1%	1%	<1%	10%	4%	2%	4%

ca.gov/Dataquest

As shown above, the racial and ethnic balance among our scholars is, overall, consistently reflective of the population residing in the District. Desert Trails has a higher percentage of Hispanic or Latino population than the District while we have fewer African American and Caucasian scholars than the District.

As this petition will demonstrate, Desert Trails Preparatory Academy's main focus is closing the achievement gap between the groups of scholars we serve. Desert Trails Preparatory Academy provides a quality and sound education to a group of scholars rich in diversity. We see diversity – racial/ethnic, home language, and learning style diversity – as a community asset that is embraced and celebrated in our school.

Desert Trails Preparatory Academy was home to several numerically significant pupil subgroups this past school year. For purposes of measuring academic achievement, we understand a numerically significant pupil subgroup is defined as "one that consists of at least 30 pupils, each of whom has a valid test score." (Ed. Code, § 52052(a)(3)(A); See Ed. Code, § 47607(a)(3)(B).) During the 2019-2020 school year, Desert Trails Preparatory Academy served the following numerically significant pupil subgroups:

- English Language Learners
- Economically disadvantaged
- Hispanic or Latino

As reflected in the chart on the following page, Adelanto Elementary School District is home to 11 traditional public K-8 elementary schools and middle schools that serve a total of 5,348 scholars from a mostly low-income population. Like many of the public schools throughout San Bernardino County, these schools faced significant challenges reflected in their CAASPP scores. Scholars arrive to the District with academic and social needs that commonly exceed the capacity of their schools to respond effectively. In the Adelanto Elementary School District, school readiness among scholars varies dramatically, and socioeconomic and language barriers play a role in the stresses on these children, in addition to the naturally-occurring diversity in learning styles and abilities that are found within any scholar group.

	DTPA	Columbia	Eagle Ranch	George	Melva Davis	Morgan	Victoria	Westside	Bradach	El Mirage	Gus Franklin	Mesa Linda	Theodore Vick	West Creek
Met or Exceeded ELA	51.21	15.09	23.18	53.44	37.02	35.99	32.78	10.5	19.43	8.89	52.17	16.27	27.31	21.03
Met or Exceeded Math	40.62	3.15	17.4	36.87	20.87	26.74	26.55	7.92	11.38	4.4	39.92	4.87	22.26	10.35

2018-2019 CAASPP Schools Comparison

ca.gov/Dataquest

Geographic Community Served

As of the 2010 census, the city of Adelanto had a population of 31,765—up more than 75% since 2000. Of these, approximately 7,000 are children. This means that roughly 26% of the city’s population is in school or will be within the next 5 years.

In 2020 the city’s median income is estimated at \$34,446—well below the California average of \$71,805. There are a limited number of major employers in Adelanto (Adelanto Elementary School District is one of the top employers in the area). In 2019, 9.2% of the city’s residents were unemployed, which is higher than the state rate of 4%. The current poverty rate in the city of Adelanto is 38.5%. The implication from this data, and what we find to be true at our school, is that a large percentage of the students in Adelanto are from economically disadvantaged families.

Adelanto’s neighbors include the cities of Victorville (population 115,903), Hesperia (population 90,173) where LaVerne Elementary School is located (a sister school to Desert Trails Preparatory Academy, operated by a separate entity), and the town of Apple Valley (population 69,135). Adelanto’s first high school was recently opened in January of 2014 and is operated by the Victor Valley Union High School District. Previously, Adelanto’s high school students attended Silverado or Victor Valley High School.

According to the Alliance for Excellent Education, 59% to 75% of our nation’s prison inmates did not graduate High School, come from low socioeconomic backgrounds, and have dealt with childhood trauma, and this number is growing. Reforming schools could lead to a higher number of graduates and would ultimately save our country millions in crime-related costs and would increase revenues since graduates typically make more money than non-graduates. At Desert Trails Preparatory Academy, we are part of the solution. We believe that giving kids a great head start in elementary school raises the likelihood that they will “stick with it”, graduate, and become productive and prosperous citizens in our community.

Enrollment

Desert Trails Preparatory Academy is a college preparatory elementary school with the aim of getting scholars ready for entrance into the college, university or trade school of their choice. Scholars are equipped

early on with skills and the desire necessary to continue learning on their own. In an atmosphere where children are taught that they *can* learn and be successful, there is a much higher percentage of students holding onto these attitudes and continuing on the path to success.

Desert Trails Preparatory Academy opened at the former Desert Trails Elementary School campus in July 2013 with 536 scholars in grades TK-6, with a plan to expand as needed according to enrollment. Our target population includes scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, or who “fall through the educational cracks”, as well as special education scholars and scholars who have English as a second language.

Currently, Desert Trails Preparatory Academy has 3 classes per grade level K-6 and 1 TK class with room to expand as needed according to enrollment. Our objective is for each class to maintain small class size numbers. The Transitional Kinder (TK) class has a maximum of 20 scholars, Kindergarten - 3rd grade classes have a maximum of 24 scholars per class, and 4th -6th grade classes have a maximum of 25 scholars per class. Desert Trails Preparatory Academy is a school of choice and no scholar shall be compelled to attend the charter school (see Element 8 of this charter for admissions policies).

Recruitment at our school is designed to achieve racial and ethnic balance within the school that is reflective of the Adelanto Elementary School District’s population. We have done so. (See Element 7 for racial and ethnic balance).

The school is non-sectarian in its programs, admission policies, employment practices, and all other operations. Parents who enroll their children in Desert Trails Preparatory Academy accept responsibility for their children’s learning. The school, with a team of educational specialists and advisors, and with appropriate educational materials, supports its scholars and parents. These specialists advise and assist parents and scholars in all aspects of scholar education pursuant to relevant contracts.

Enrollment by Grade Level

	2017-2018	2018-2019	2024-25
TK/K	84	87	87
1	74	64	57
2	73	72	64
3	72	70	65
4	69	68	71
5	62	73	67
6	63	52	63
~~7~~	~~0~~	~~37~~	~~38~~
~~8~~	~~0~~	~~0~~	~~28~~
Total	497	523	540

<http://data1.cde.ca.gov/dataquest/>

Enrollment at Surrounding Schools

	2017-2018	2018-2019	2019-2020
Theodore Vick	567	534	533
Donald F. Bradach	453	470	431
DTPA	497	523	540

<http://data1.cde.ca.gov/dataquest/>

The two closest Adelanto Elementary School District elementary campuses are Theodore Vick, 1.1 miles from Desert Trails Preparatory Academy campus and Donald F. Bradach is 1.5 miles.

Attendance Rate

2016-2017

94%

2017-2018

94%

2018-2019

96%

Cumulative Enrollment Rate

2016-2017

548

2017-2018

528

2018-2019

554

This chart above displays the cumulative enrollment for Desert Trails Preparatory Academy over the past three school years. Cumulative enrollment counts are collected at the end of the year and consist of the total number of unduplicated primary and short-term enrollments within the academic year.

DTPA has shown a trend that once scholars and their families join our community, they choose to stay. We often have a waiting list for scholars to enter at all grade levels. As an independent charter school we are a parent choice school. Parents choose to have their children attend our school and are not required based on geographic boundaries like district run schools. This data is very important to us and shows that parents are very happy with the education their children are receiving and parents continue to choose to keep their children enrolled at Desert Trails Preparatory Academy. Those that have left our school are a result of families relocating out of the area. Most of our families have more than one child attending our school, so when one family relocates, that results in multiple scholars relocating, not just one.

B. Mission, Vision, Educational Philosophy

The Mission

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.

The Vision

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 learn to use **Wisdom** and make wise choices. Desert Trails Preparatory Academy is a school that educates the *whole child*. Character development and problem solving strategies are integral to developing skills necessary for success in a global society full of people with differing ideologies. Desert Trails Preparatory Academy scholars participate in lessons and activities designed to help them develop the aptitudes of leadership by learning to collaborate with others and demonstrate strong moral character.

We envision a school that develops **Life-long learning** in our scholars. Scholars are driven toward autonomy and a love for gaining knowledge. The ultimate goal of a classical education is to provide scholars with the skills necessary for continued learning. The best educational strategies are research-based and data driven. They are constantly being reviewed and adapted for the ever-changing needs of our scholar population. Education is not limited to a few content areas, but rather is integrated. Although Language Arts, Math, Social Studies, and Science are the core curricular areas, Writing, Music, Art, Physical Fitness, Healthy Living, and Drama are also topics of study interwoven within the other areas to enhance and deepen understanding. The curriculum is engaging and intent on inspiring the desire to be creative, to question, and to pursue the answers to questions. Teachers have the necessary skills and zeal to motivate and inspire scholars to exceed the expectations set for them.

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We envision a school where **Success** is measured by 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 our capacity for learning is never completely realized.

Educational Philosophy

At Desert Trails Preparatory Academy, it is our philosophy that in the right atmosphere with quality staff, innovative teachers, and supportive parents, all children can learn. Scholars from all walks of life are entitled to the best possible education, which will instill in them the confidence and vision to achieve whatever they set their minds to achieve. A highly engaging, rigorous curriculum empowers young learners to reach new heights they might not otherwise have dreamed possible.

Desert Trails Preparatory Academy is a classical school that features a highly traditional, values-centered curriculum stressing basic skills and critical analysis. Our curriculum is strong in Classical Literature, Phonics, Grammar, Composition, Mathematics, Science, History, Geography and Foreign Language. Our entire program is directed toward a commitment to individual growth and learning, and emphasizes discipline, ethical values, personal responsibility, and respect.

The Arts, Music, Art and Physical Education are important elements of a well-rounded scholar. They are also part of the curriculum and are an integral part of the Classical Model. Exposure to Foreign Language occurs at all grade levels. Spanish exploration is incorporated in the curriculum beginning in Kindergarten through Second grade; Latin exploration is taught in Third and Fourth grade; and French exploration is taught in Fifth and Sixth.

Desert Trails Preparatory Academy utilizes highly interactive curricula driven by California standards and Common Core Standards, and incorporates the best and most up-to-date teaching and learning practices available. These standards are essential for our scholars to become literate, productive citizens of the 21st century. They are interwoven with our educational model to ensure the scholars of Desert Trails Preparatory Academy receive a top-notch education. Scholars who participate in Desert Trail's educational program become fully empowered learners ready to eventually enter the 21st century workplace.

The school is committed to educating the individual child by helping each scholar in the acquisition of knowledge and the wisdom necessary to apply it correctly. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction. The school is committed to the education of each scholar by individually helping them acquire knowledge and the wisdom necessary to apply that knowledge. Teachers and administrators use various forms of assessments to build the foundation for individualized learning strategies for each scholar. Once those assessments are analyzed, teachers are able to create leveled groups and provide necessary support for scholars to reach their learning needs. These assessments also guide instruction.

Scholars benefit from a structured educational program that includes a strong relationship between teachers, school staff, and parents. As scholars achieve academically and socially, they will see their accomplishments as important contributors to their lives as well as those of others. Teachers are professionally trained to passionately engage scholars through the encouragement and involvement of staff and parents. The administrators oversee the effective management of the school, and teachers, scholars and administration work as a team. Parents/Guardians are able to participate in the day-to-day operations of the school through volunteering and are given frequent feedback on the progress of their children through Parent-Teacher conferences that occur three times a year.

Although the classical curriculum has been in use for hundreds of years, it is rare to find it in public schools today. The classical school culture emphasizes intrinsic learning, achievement, and promotes self-respect, which are elements of education that America has deemphasized. In other countries such as Japan and the United Kingdom, these methods have endured, been modernized, and have indisputably provided exceptional results. Desert Trails Preparatory Academy incorporates the proven-successful classical method with modern technology to produce exceptional results.

The Classical Model

Desert Trails Preparatory Academy follows The Classical Model of Education. This model follows long held, proven methods in education at its core. It has the elements that many argue have been lost in modern education. The model has endured for centuries, having been developed during the classical period by Greek and Roman philosophers. It is a model that, although it has been fragmented through the years and used in pieces, has never completely disappeared. The term *classical education* has traditionally been used to indicate the teachings of the Greeks and Romans; however, modern classical education does not limit itself to these teachings. Instead, the term has come to refer to literature and educational practices that are traditional, authoritative, excellent, and enduring.

There are three “pillars” to the classical education, all of which are meant to converge to develop well-rounded, liberally-educated scholars. First, students are taught in the ways they naturally learn, taking advantage of capabilities that emerge during each stage of development. During the early years of their early education, a foundation of knowledge is laid which includes the facts necessary to move into more complex studies. When students begin to question and challenge, they are taught to attack issues logically and think through arguments. And when students reach the stage in which they are longing to express their own opinions, we teach them to do so articulately. Second, the Classical Model is language-based not image-based. Students do a lot of active listening, reading, writing, and speaking, and very little passive watching. Finally, all learning is interrelated. No content area is taught in isolation; instead, the subjects are interwoven with each other. Themed learning units are more apt to occur, developing connections between each content area. While the core subjects of Language Arts, Mathematics, History, and Science take the forefront, we are careful to include other content as well. Our scholars are exposed to Music, Art, Theater Arts, Physical Fitness Nutrition, Foreign Language studies, and character development. At times these are taught separately, but may be blended into the core curricular areas.

We believe classical learning best takes place in a structured environment where each student is able to progress at his or her own pace with adequate leadership and tutorial from teaching staff who seek to instill in their students a love of learning and inquisitiveness toward things beyond present knowledge. Support and consistency must come from all involved; especially from the home where reinforcement of the value of learning must be clear to provide continuity in the educational process.

The Classical model is based on the stages students go through in their pursuit of knowledge. The terms Grammar, Dialectic, and Rhetoric, known as the *trivium* (“where three roads meet”), refer to the growth stages that children go through on their journey of learning.

1. The Trivium

Grammar Stage

This stage generally lasts from around Grade 1 through Grade 4. During the grammar stage, children gain the knowledge they need in order to support higher level thinking skills. Scholars spend most of their time during this stage absorbing facts. Children in the grammar stage actually enjoy memorization. Their day is filled with singing, clapping, and dancing; not just the alphabet, but history timelines, scientific facts, and

Spanish or Latin vocabulary. As they progress through this stage, scholars learn about spelling, vocabulary, sentence structure, etc., which are the building blocks of language development. This type of learning lays the foundation for the next stage in the trivium.

Dialectic Stage

In the middle grades, beginning around 5th grade, scholars are more capable of analytical thought. In this stage, children are less interested in the facts than they are in asking “Why?” Dialectic students spend much of their time arguing, or pointing out the errors of others. Our task during this stage is not just to let them argue, but to teach them to argue well. This stage is also called the “Logic Stage”. This is when scholars begin to take their foundation of knowledge and put it into some sort of logical framework. Scholars in the Dialectic stage are ready to begin learning about Algebra. Writing in this stage involves the art of supporting an opinion or thesis. Logic now urges the scholar to learn about *why* certain events in our history occurred, instead of simply listing facts and dates. In Science, this is when the scholar learns the scientific method. And in Reading, scholars are now capable of reading more complex pieces of text, and are interested and adept at analyzing, criticizing, and comparing literary works.

Rhetoric Stage

The culmination of the first two stages, the Rhetoric stage, is generally reached during the High School years. This is when scholars use the building blocks of the previous two stages to express their own conclusions in a concise, eloquent, and convincing manner. Rhetoric scholars learn to blend the knowledge and successful arguing learned in the previous two stages into coherent speech and writing. This student learns to persuade people. He or she takes on a variety of writing genres, paying careful attention to the audience to which they are writing. This is also the stage in which scholars begin to make important life choices. These choices include which field of study they feel is more interesting, and which college or trade school to attend. Decisions are made about career fields, religion, and even the choice of a partner, all based on information gained and processed during the first two stages.

Of course, we realize that children advance through these stages at differing paces. We are prepared to teach each child at his or her own level or particular stage in the trivium. Some of our students advance very quickly through the stages and become ready for the higher level thinking skills at younger ages. Others spend more time in the Grammar and Dialectic stages, and Rhetoric is delayed. The stages are each taught in some form at all grade levels, however, it is important to remember that they are tools used to assist scholars in mastery of subjects.

2. A Language-Based Model

The Classical Model is *language based*. Language is the foundation for all acquiring of knowledge. While differentiation is necessary to reach all students, most learning occurs through language, written and oral. Pictures, videos, and other visual or physical components are used to augment and assist the scholar in comprehending content. But it is language that forms the underpinning for all subject matter. The reasoning behind this idea is that the brain must work harder to translate symbols (words on a page) into concepts, than it is to look at a picture and make the same connection.

For example, the mind must do more processing to translate the word “bird” into a mental image, than it would if you simply saw a picture of a bird. When viewing the picture, the connection is almost instantaneous. However, in written form, “bird”, your brain must first decode the word in order to read it, b-ir-d. Then, your mind must make sense of the word through a mental picture. Hopefully the child would have seen a bird before so the connection can be made. In some cases, however, a child may come from a schema not involving birds, in which case, a picture, video, sound, or better yet, a live bird, would serve to assist the child’s mind in achieving the association.

3. Learning is Interrelated

The Classical Model is *interrelated*. All content areas are linked together in a fluid learning community. History is the guide because history is our human experience leading to the development of all the other subjects. Since the model is language-driven, reading, speaking, and writing are woven into all subject areas. Classical literature is woven into the other areas as well, and informational text is introduced into literature units. In Math, for example, a fourth-grade class might be studying number lines and learning to calculate the distance between points on the number line. While reading from the classical literature collection, the teacher could introduce a piece of literature about the life of a prominent person from the same time period or topic in our history and use a time line of their life to integrate what is being studied in Math into the literature piece.

This blending of subjects is not always an easy task; nevertheless, this pattern adds coherence to the content areas and lends itself to deeper understanding. It also serves to ignite the scholars’ prior knowledge and build a foundation for study. Teachers may use thematic units planned to coordinate the subject matter from several content areas. They may also construct student projects in which students must incorporate multiple subject areas.

Rigor and Systematic Learning

It is the philosophy of the Classical Model that rigorous study develops virtue. Virtue is simply defined as “moral excellence”. The virtuous person can force himself (or herself) to do what is right, even if it goes against their basic instincts. Rigorous study urges scholars to go against their natural inclinations (watching TV, playing video games, or simple laziness), and work instead. And this is not to say that those things are inherently bad, but scholars come to understand that hard work and academic excellence can be joyful too. In fact, to give up some amount of “play” is of benefit as the scholars see themselves reach goals and master subjects, gain the learning of another language, the delight of a new book, or discover some of the wonders in history or science.

The systematic approach of the Classical education gives scholars time to develop ideas and concepts which cannot be accomplished when subject matter is scattered and incoherent. Viewing subject matter from different points of view serves to assist scholars in understanding trains of thought, motives, and patterns of action logically so that eventually they are able to come to their own conclusions. This culminates in a mature person who is able to articulate with confidence and contribute to discussion about a variety of topics in a meaningful way.

Pupils Become Independent, Self-Motivated, Competent, Lifelong Learners

The ultimate goal of this educational model is to prepare students to leave the school with the ability to continue learning on their own. We seek to foster excitement in children toward gaining new information which is meaningful to them. The Classical Model develops the ability in scholars to make informed choices and to be able to express the reasoning behind those choices in a concise way. And it teaches scholars *how* to learn, so that once out from under the protective arm of their educators, they are confident enough to seek out new information and make sense of it on their own. Teachers continue to strive to make learning fun, innovative, and relevant. The students are taught real-life applications for what they are learning. This demonstrates to scholars that what they are learning now, they can use throughout their lives. Teachers and other adults who come for “Career Day” express to students that no matter what occupation they choose, they will continue to learn new things.

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

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

Life-long learners are self-motivated and competent. Their education has moved beyond simply grasping a certain set of skills, to actually knowing *how* to learn. By making content relevant, guiding them to competency, and causing scholars to participate in their own learning, Desert Trails Preparatory Academy helps students develop a life-long love of learning.

C. How Learning Best Occurs and What it Means to Be An Educated Person in the 21st Century

What does it mean to be an Educated Person in the 21st Century?

An Educated Person and the intended product of the Desert Trails Preparatory Academy, is a young boy or girl who has achieved sufficient academic skills (e.g., reading, writing, computation, and technology) that allow him/her to be independent and successful in today’s modern, complex, and technological society. Furthermore, such a person is prepared to continue learning both independently and in structured educational environments including universities and technical institutions.

How Learning Best Occurs

Learning best occurs when children are led to discover the world about them at a pace, and in increments, that allow each child to digest and build systematically. We believe a structured environment is most effective for such learning. In this way, each student is able to progress at his or her own pace with adequate leadership and tutorial from teaching staff. This instills a love of learning and inquisitiveness toward things

beyond present knowledge. Support and consistency must come from all involved, especially from the home where reinforcement of the value of learning must be clear to provide continuity in the educational process.

Consistent with the design of the Classical Education Model, learning best occurs as a combination of direct intervention (diagnostic assessment, data-driven instructional programming, high expectations, high quality teaching, formative and summative assessment, and a standards-driven curriculum) under the tutelage of professional educators (school principal, teachers, and other school professionals), coupled with support from parents/guardians.

The Classical Education Model is one that has endured since the Middle Ages. Its use has had its share of ebbs and flows but the model remains utilized in successful educational institutions worldwide, and has been updated to include modern needs in an ever-changing society.

Desert Trails Preparatory Academy incorporates historically proven methods by the best minds of ancient and modern times. Jean Piaget recognized that learning occurs in stages and the way we teach children must follow a systematic plan that moves liquidly through these stages. John Dewey taught that scholars should be actively involved in lessons with real-life applications. And Benjamin Bloom and his group of psychologists developed the idea that as scholars proceed through the stages of cognitive development, learning also becomes more complex and we should be asking scholars to dig deeper and move from simply acquiring knowledge to eventually analyzing and evaluating that knowledge in order to create new, richer ideas and strains of thought.

Specifically, ***we believe learning best occurs in an environment in which children feel safe and cared for.*** The adults around them must model behaviors that are consistent, fair, and reflect the high standards expected from our school community. Positive behaviors are recognized and encouraged at our school, while standards of behavior that include respect, honesty, trustworthiness, fairness, caring, and citizenship are overtly sustained.

Learning best occurs where high expectations are set, maintained, and modeled. When excellence is the expectation rather than the exception, children rise to meet those expectations. Many times, children fail because the people around them do not have high enough expectations. Scholar outcomes must be clearly defined for them and they must receive support that is suitable to their needs. We believe in teachers' use of data analysis to constantly update each individual's learning needs and provide fluent, scaffold learning which leads to academic growth. Data is collected on a weekly, monthly, and quarterly system through classroom and school-wide assessments. These assessments take the form of observations, performance tasks, classroom work, formative and summative assessments, along with computer based assessments. This data is collected and analyzed by the teachers and administration. This data is used to drive instruction for the whole class, small group, and 1:1 instruction.

We believe that ***learning best occurs when educators and administrators come to the realization that equal is not always fair.*** Every student is capable of learning, yet every student does not learn at the same pace or in the same way. What works for one student may not work for the next. Far too many schools adopt an educational plan that forces teachers to follow a scripted program which is the same for all students. As early as 334 BC, Aristotle said that "each child possesses specific talents and skills". We believe in

empowering our teachers to use their education and talents to craft educational plans that accentuate each child's learning style, cultural background, and unique set of aptitudes.

Learning best occurs when scholars are actively engaged. We believe that knowledge is more easily acquired when we flood our brain with new information in multiple ways. Research says that scholars retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they hear and say
- 90% of what they say and do

“Education is what
remains when we have
forgotten all that we have
been taught.”
-George Savile

In other words, scholars do not become proficient learners by simply sitting in a classroom day after day and listening to lectures. Learning becomes much more effective when direct instruction is blended with real-life, hands-on activities and scholars are able to practice the skills being taught. Scholars also need to be involved in meaningful interactions about the content of what they are learning. Expressing what they have learned verbally and in writing is a pillar of the Classical Model. Scholars gain a richer, deeper understanding of the material when asked to explain, demonstrate, or even teach what they have learned to their peers. More reserved scholars, such as those with learning or language difficulties, must feel safe enough to take risks and share. We believe that the best learning occurs when scholars are asked to use acquired knowledge to solve problems, ask questions, reflect on what they have learned, and communicate knowledge in a variety of ways.

Learning best occurs when connections are made between the scholar's real life and the material being studied. Scholars come to the classroom with their own set of unique experiences. These experiences (“prior knowledge”) must be tapped into in order for learning to be meaningful. Accessing prior knowledge is necessary in order for scholars to make sense of the new information. Once these connections are made, scholars will be able to not only recall the information for assessment, but to apply that knowledge elsewhere in more complicated situations. Therefore, teachers must get to know their students well enough to know what kind of prior knowledge students have. Then, teachers will utilize effective strategies to assimilate prior knowledge into the lessons.

Learning best occurs when teachers receive the support, training, time, and resources necessary to cultivate their skills and talents. New teachers must have adequate mentoring from seasoned lead

teachers. All teachers must be given plenty of opportunities for professional development. They must be given time for planning and collaboration with colleagues. And finally, teachers must have access to necessary resources in order to be effective in the classroom.

We believe that ***learning best occurs when data is used as a guide for lesson planning and adapting instruction to meet the needs of individual students***. Constant assessment and evaluation is time consuming and can seem tedious, but it is an essential component for identifying scholars' strengths and areas of need. Data gathered from assessments should be seen as an opportunity to evaluate what is working and what is not. A time of reflection should come at the end of each day, if not after each lesson. This provides an opportunity for teachers to make sense of what works and what ought to be changed. Assessments occur throughout the school year to help the teacher guide instruction to meet the needs of the class as a whole and to meet the needs of each individual child.

Learning best occurs when scholars know how to work together and negotiate with persons from diverse backgrounds and viewpoints. Since communication is one of the pillars of the Classical Model of education, we believe in weaving these skills into every content area. In order to be effective communicators, scholars must have the ability to read, write, and speak in a manner that is clear and concise. They must also have the ability to take into account the perspectives of their audience. Effective communication skills help scholars build friendships and strengths which will serve them throughout their lives.

We ultimately believe that ***learning best occurs when children believe they can succeed***. It is part of our vision to produce optimistic scholars. Scholars must be allowed to express what they have learned in a variety of ways. Offering a range of assessment strategies helps to lower the scholar's affective filter, allowing him or her to feel more confident. These scholars are more engaged in learning, and will therefore be more successful.

A Typical Day at Desert Trails Preparatory Academy

Our school's daily opening ceremony demonstrates our strong advocacy of ceremony and pageantry in transmitting values, strengthening traditions, and making children feel part of something greater than themselves. Scholars begin arriving at the school at 7:30 a.m. where they have the opportunity to eat breakfast before heading into class. They are greeted by administration and several staff members at the gate. By 7:45 a.m. after the bugle call is conducted by our music teacher, the scholars start entering the classroom and begin their day with morning announcements, the Pledge of Allegiance, and a "Thought for the Day" prepared by administration. The academic day begins when scholars perform their morning work and discuss the quote of the day. Then the core subject areas are taught straight through the morning, without interruptions. Scholars are engaged and on task. The administration performs daily walkthroughs, observing scholars working and teachers teaching. Scholars are accustomed to the presence of administration as the CEO, Principal, and Assistant Principal visit classrooms often for informal and formal observations and modeling.

Visitors to Desert Trails Preparatory Academy often notice that the school culture of high expectations is supported in every classroom. Classroom management tools are readily visible. Though teachers use their own creativity in creating their tools, the goal is the same school-wide: to build character while building

academic knowledge. Each classroom has its own rituals and routines in place, and scholars know their classrooms by heart. At the beginning of each school year, all of our teachers utilize Rick Dahlgren's Teach – To's: 100 Behavior Lesson Plans and Essential Advice to Encourage High Expectations and Winning Classroom Behavior! to teach routines. Therefore, teachers are not required to spend excess time correcting negative behaviors throughout the year because routines have been established with scholars many times at the beginning of each school year, and scholars help keep each other on track. Each classroom's routines are reviewed periodically by the teacher and school administration throughout the year as needed.

One of the routines followed by every class is morning work time. When scholars enter their classroom, their teacher has work prepared and ready for them to begin. This work is usually a daily Language Arts or Math review page, journal, and daily quote. Once completed, the class will review and discuss the morning work together. This use of morning routine "warms up" our scholars for the rigorous day ahead. It gives them a chance to settle in and get focused on their studies. Then, scholars move on to core instruction.

Most instructors begin the day with either Language Arts or Math when children are the most alert and focused. The afternoons are reserved for Science, Social Studies, or Foreign Language studies. Music is woven throughout the week with each class having an hour lesson per week with our on-site music teacher. Art is often used within content areas to enhance scholar engagement and understanding.

Teachers use many different strategies in their lessons to make them engaging for scholars. Scholars interact, take notes, read, or participate in collaborative work. Teachers may be teaching whole-class direct instruction, or small group instruction. Some classes have learning centers and others utilize independent/partner work, to allow teachers to spend time working with individual scholars. Groups of scholars may be working on the same content, but in a different way. Advanced scholars, for example, might be working in pairs on a book report, while a parent volunteer listens to a low achieving scholar read and the teacher works with a small group of scholars to complete a comprehension exercise. Instruction is differentiated to create a positive learning environment for scholars with different learning styles, interests, and abilities. Interactions between scholars and teachers are respectful and task-related. Transitions between subjects are fluid so that scholars can refocus their attention quickly. Though it is necessary for scholars to spend time in their seats listening to the teacher explain new concepts, this is not the norm for the entire day.

At the start of each lesson, scholars are given the objectives for the lesson and the goal of what they're expected to learn. In our classrooms, the Common Core State standards and DOK's are posted on the wall along with the school's ESLRs (Expected School-Wide Learning Results). Teachers write the objective of each lesson (which is matched to a standard) on the board, along with the part of the ESLRs that is tied into that objective. At some point during the lesson, the teacher refers back to the objective and discusses with the scholars how the ESLRs connect to the objective. By stating objectives plainly, teachers let scholars know what they are expected to learn during the lesson. By connecting the ESLRs, teachers give scholars a purpose behind what they are learning. After a rigorous morning, scholars break for a 30-minute lunch followed by a 30-minute recess and/or PE. When they return to their classrooms, they continue with an afternoon of uninterrupted instruction.

Scholars work longer hours during the day at our school than at a traditional public elementary school, and then spend the last hour of the day getting extra help if necessary and completing their homework. By providing a longer school day and more instructional time, our model allows scholars to master the content area standards as well as the skills they need to be successful learners. Also, because many scholars enter Desert Trails Preparatory Academy struggling below grade level standards, the extended school day allows teachers and the instructional aides to devote more time to bring scholars up to mastery.

In addition to tutoring time, scholars are also given the opportunity to explore various extracurricular courses during Enrichment. Enrichment is offered every Thursday from 3 p.m. to 4p.m., and is optional. During this time scholars are exposed to such activities as Running Club, gardening, theater arts, singing, and arts and crafts, to name a few. 80% of our scholars remain on campus to take part in these extracurricular classes.

Desert Trails Preparatory Academy also offers cheerleading as an extracurricular activity for scholars in grades 2 – 8. The cheer team participates in several regional cheer competitions and has won two first place trophies. But our competitiveness does not end there. Our scholars also participate in an annual school-wide Spelling Bee. Those scholars who win at each grade level are then moved up to a regional Spelling bee in the community. Further, scholars who are passionate for reading are invited to participate in the school's Battle of Books team. This team of 24 scholars in grades 3 – 6 who spend the course of the school year reading several classical literature books, which have included Charlotte's Web, Amos' Fortune, Hatchet, Cabin Faced West, and Mr. Popper's Penguins. Their efforts culminate in May as scholars from Desert Trails compete against scholars from LaVerne in a Jeopardy-style competition. Beginning in the 2015-2016 school year, other charter schools from the San Bernardino County area will participate in this competition.

We believe ***learning best occurs when leadership and teaching staff are accountable for scholar progress***. If a scholar is not progressing in a manner that is consistent with academic success at Desert Trails Preparatory Academy, intervention is infused immediately. Some of these interventions include:

- Immediate assistance in challenging subject area during class time and collaboration time
- Opportunities for after school tutoring
- Pull out groups with no more than 6 scholars
- Differentiated homework packets and class work
- Response to Intervention
- Other methods as discussed in Section F, Plan for Low Achieving Scholars

Each Monday, school ends at 3:00 p.m., and from 3:00-4:30 p.m., if not longer, teachers, administrators and instructional aides collaborate and compare real time and progressive data about scholars in order to identify areas of growth and concerns. At these meetings, staff creates and implements strategies and interventions, accordingly.

In order to ensure that teachers are utilizing the most up to date, research-based, and effective strategies in their classrooms, a great deal of professional development is provided. Our teachers meet on a monthly

basis for various forms of professional development, and yearly professional development is provided prior to school beginning. Staff also has opportunities to attend multi-day conferences throughout the year on Common Core ELA and Math, along with Common Core instruction for elementary school. Examples of additional training to help support our scholars have included classroom management, identifying and managing ADHD in the classroom, student mental health, and basic curricular trainings to name a few. Professional development is offered from local and national educational consultants as well as school site administration and teacher leaders. Annually, teachers attend the CCSA and CSDC charter conferences along with other conferences that train for Common Core. School administration continues to attend charter conferences as well as leadership conferences (e.g. ASCD, NAESP) to remain up to date on leadership roles and informed of the new information for all schools to comply with. These conferences offer workshops that supply our school faculty with valuable resources and knowledge to improve student learning.

We believe ***learning best occurs when parents/guardians play a role in ensuring that pupil outcomes are met.*** The parents of each Desert Trails Preparatory Academy scholar are cultivated as critical partners in the education of their scholar and in supporting the scholar's progress. Starting at the very first parent orientation meeting, parents learn what is expected of them as partners in their children's education. Those expectations and any updates are addressed continually at "Coffee with the Principal" and monthly committee meetings. During these monthly parent meetings, parents are informed of current assessment data, school policies, and student/parent expectations. Parents are also allowed an opportunity to raise issues of concern and make suggestions for school improvement.

Parents support the school in monitoring scholars' progress on an ongoing basis, through:

- Reviewing their scholar's real time classroom performance through the parent access tool of our Scholar Information System
- Regular dialogue with each scholar's teachers
- Review of his/her class work and home work

Parents are informed as soon as scholars are not demonstrating adequate progress, in order to enlist their support in addressing the challenges. Progress of any child who is receiving interventions is communicated to the parents by teachers on a weekly or biweekly basis.

It is also through volunteer parent support that our scholars are able to participate in educational field trips. Desert Trails Preparatory Academy also hosts an annual Harvest Festival. The Harvest Festival is a day full of carnival games and food. This would not be possible without the support of our parent volunteers and local community. All proceeds raised go to sponsor field trips to such places as Calico, zoos, museums, and other educational experiences.

D. Curriculum and Instruction, Extended Instructional Time & Subject Area Accomplishments

Extended Instructional Time

Desert Trails Preparatory Academy requires scholars to complete a minimum of 175 days of instruction. This meets and exceeds the required number of minutes of instruction as set forth in Education Code 46201. These days are divided into 137 regular days and 38 minimum days. The school also offers after-school tutoring three days a week to give further instruction for scholars to increase academic achievement.

Desert Trails Preparatory Academy modifies the school year calendar to meet staff and scholar needs. Desert Trails Preparatory Academy follows a four-day/ eight-hour-a-day school week calendar for the majority of the school year, with the exception of Kindergartners who attend 7 hours per day. All scholars attend school Monday through Thursday. For the first half of the school year, Fridays are used as make-up days for any scholar who misses a day of school during the week. Teachers provide work for their scholars that reflect work done during the time period of the absence. For the second half of the year, usually beginning in February, school is in session for minimum day schedule on Fridays. Teachers use these days to review and prepare for State-mandated testing. This schedule has allowed teachers more time to teach our larger repertoire of subjects and delve deeper into the core standards. Also, it has been our experience that the scholars' overall focus and engagement are higher. In addition, the average daily attendance rate at Desert Trails remains around 97-98 percent, partly because of the shortened week. California Education Code Section 46201 requires that all scholars in grades 4 to 6 receive 54,000 minutes of instruction annually. Desert Trails Preparatory Academy exceeds the required minutes each year. In the aforementioned plan, scholars receive six hours of instructional time daily, compared to the 3-4 hours of instruction acquired by most scholars. Lunch and recess schedules are planned to allow for maximum instruction during the morning hours when scholars are most alert. Desert Trails Preparatory Academy is committed to providing uninterrupted classroom time during the core morning hours. After a combined lunch and recess break, scholars will be able to return to class and remain engaged throughout the afternoon.

The scholars of Desert Trails Preparatory Academy greatly exceed the number of instructional minutes required by the State. This amounts to nearly a full year of additional instruction for each year they remain with the school, especially for the foundational years of K-3. Below is the current bell schedule of Desert Trails Preparatory Academy:

*On minimum days, school will be in session from 8:00 AM through 12:00 PM
A sample grade-level bell schedule can be found in Appendix B.

GRADE	START TIME	LUNCH	MONDAY DISMISSAL	TUES. – THURS. DISMISSAL	MINIMUM DAY DISMISSAL
TK	8:00 AM	n/a	12:00 PM	12:00 PM	12:00 PM
Full day KINDER	8:00 AM	10:30 – 11:00 AM	3:00 PM	3:00 PM	12:00 PM
GRADE 1	8:00 AM	11:00 – 11:30 AM	3:00 PM	4:00 PM	12:00 PM
GRADE 2	8:00 AM	11:00 – 11:30 AM	3:00 PM	4:00 PM	12:00 PM
GRADE 3	8:00 AM	11:30 – 12:00 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 4	8:00 AM	11:30 – 12:00 PM	3:00 PM	4:00 PM	12:00 PM

GRADE 5	8:00 AM	12:00 – 12:30 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 6	8:00 AM	12:00 – 12:30 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 7	8:00 AM	12:30 – 1:00 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 8	8:00 AM	12:30 – 1:00 PM	3:00 PM	4:00 PM	12:00 PM

Instructional Program

The instructional program for Desert Trails Preparatory Academy is aligned with the California Content Standards and will comply with the federal mandate specified in EESA **No Child Left Behind**. The staff began implementing the new Common Core Standards as soon as we opened our doors in July of 2013. The Common Core Standards tie very neatly into the Classical Model we follow at Desert Trails Preparatory Academy. In addition, scholars are challenged to make real-world connections to instruction through the use of up-to-date textbook materials, published ancillary resources, and Internet learning sites that are aligned with California Content Standards and Common Core Standards.

As detailed above, the classical method of education follows long-held, proven methods in education in a structured environment. There continues to be a strong interest from educators and parents to be a part of Desert Trails Preparatory Academy. Instruction at the school is highly collaborative and teachers' ideas are always welcomed and valued. For parents, Desert Trails Preparatory Academy offers the option to send their children to a school that combines proven educational methods with social sensitivity and cultural awareness.

Below are some of the specific practices Desert Trails Preparatory Academy uses at the *school-wide* level to promote academic success:

- School leaders lead school staff to set explicit, measurable goals that are based on data and aligned to state Common Core Standards, in order to ensure scholars achieve.
- School leaders set up structures for developing leadership among teachers and other staff at the school.
- School leaders create a learning community that encourages professional development to help teachers improve their instructional practices in ways that respond to scholar knowledge and skill needs.
- School leaders provide teachers and staff concrete professional development opportunities that enable them to learn new teaching strategies, apply those new approaches, and collaboratively refine them to help more scholars meet standards.
- School leaders and teachers implement standards-aligned curriculum and use pacing guides to help ensure all scholars meet standards and are at or moving toward grade-level proficiency.
- The School uses and supplements instruction for both accelerated and below benchmark learners.
- The School has created, according to the Response to Intervention approach (RTI), a School Support Team (SST) to offer a sustained extra layer of support to scholars. The school often reviews the

support provided by the SST to determine if it is effective or needs to be adjusted in order to better meet the range of diverse scholars' needs.

- School leaders plan and implement consistent and reasonable behavioral expectations for scholars which serve to prevent behavioral occurrences, provide early intervention, and afford positive reinforcement.
- School leaders, teachers, and parents are all involved in creating extra-curricular opportunities to develop well-rounded scholars.
- The School promotes an atmosphere of interaction that is respectful of all persons, professional, and forthright.
- School leaders demonstrate fiscal responsibility by maintaining a balanced budget and a prudent reserve of funds consistent with State law.
- School leaders foster, among the school's stakeholders (scholars, parents, faculty, employees, and administration), transparency in all aspects of school operations.
- The School actively encourages and esteems parent participation in the education of their children.

Below are some of the specific practices Desert Trails Preparatory Academy uses at the *classroom-specific* level to promote academic success:

- Teaching is based on standards-aligned curriculum and supplemental materials. Individual improvement goals are continually set for individual scholars.
- Teachers set explicit, measurable goals for themselves and their scholars. Teachers identify low-performing scholars, set goals of meeting standards, and monitor progress toward these goals.
- Teachers use data to identify scholar needs and continuously differentiate and adapt instruction based on data analysis to ensure all scholars reach grade level standards.
- Teachers participate in a data-based learning community that supports the requirement to grow professionally.
- Teachers rely on curriculum that is aligned to standards to help ensure scholars meet those standards.
- Teachers monitor scholar performance, formally and/or informally, at regular intervals.
- Teachers use common assessments to monitor scholar progress, adjust their teaching, and identify effective strategies to share with colleagues.
- Teachers use grade level and cross grade level meeting time to ensure aligned support.
- Teachers hold themselves accountable to identify and address inadequate scholar performance and provide scholars with support to improve.
- Teachers provide necessary support to scholars (often in collaboration with colleagues, school and district expert staff, and parents) so they can continually track intervention.
- Teachers teach scholars how to use technology as a tool for further learning and to equip them for the 21st century workforce.

Furthermore, the school functions as a comprehensive curriculum, diagnostic evaluation, management process, and staff development venue. Progress is constantly monitored and tactics through NWEA, iReady, and other assessments, changed when necessary to maximize effective learning and performance by enrolled scholars. Desert Trails Preparatory Academy initially implemented PowerSchool Student

Information System (SIS) in order to better track and monitor scholar learning. In the 2015-2016 school year, Desert Trails converted to Aeries SIS in order to streamline all processes.

Our goal is for scholars who attend the school for a full year to achieve a year's progress in reading. Over the period of the charter, it is our goal to meet or exceed state and national standards in core subjects (English/Language Arts, Mathematics, Science, and Social Studies) as measured by designated standardized tests.

The focus of the educational program of the charter is instruction designed to meet the individual needs of each scholar so that *all scholars* can achieve mastery of content standards regardless of their background or situation.

Curriculum Overview

Based on the history of Desert Trails Elementary School, it was evident and understood that the transformation into Desert Trails Preparatory Academy would produce a major shift in the academic culture. This shift would tremendously impact the scholars, parents, and teachers who had developed a set of habits and way of doing things. In order to ease the transition, the programs and curriculum implemented at Desert Trails Preparatory Academy are based on the highly successful curricular and educational programs used by LaVerne Elementary Preparatory Academy, our sister school located in Hesperia, California. Through collaboration and professional development between the two sister schools, teachers have learned the curriculum, educational plan, data systems, and how to approach educating the children of Desert Trails Preparatory Academy. Since the establishment of Desert Trails Preparatory Academy and initial scholar assessments, it became apparent that adaptations to our program would need to be made in order to close the vast achievement gap that these pupils faced. Therefore, we have added additional intervention programs and curriculum at Desert Trails Preparatory Academy in order to adapt to scholar needs and to help close the achievement gap.

The curriculum of Desert Trails Preparatory Academy provides a solid grounding in fundamental academic skills, and an exploration of the arts and sciences. The curriculum provided to teachers spells out each book, addendum, anthology, reading workbook, lab workbook, and other supporting documentation utilized from grades TK-6~~8~~. Additionally, staff has a topic-by-topic outline for all subjects and all grades for use in developing teaching plans. Desert Trails Preparatory Academy has successfully aligned its curriculum with the Common Core Standards.

The emphasis of Desert Trails Preparatory Academy is directed toward helping scholars grow in **knowledge, understanding, competence, maturity, and good citizenship**. We reject the notion that self-esteem is in and of itself the object of education. Genuine self-esteem arises only through self-respect, the result of academic accomplishment, compassionate behavior, and growth.

Our curriculum is based on the belief that teaching effectiveness is maximized by a well-structured day that sets and maintains an appropriate educational tone from beginning to the end. The curriculum is very traditional in nature; however, one important modification is our emphasis on the varying developmental

stages for children. Through teacher-initiated curriculum enhancement, the subjects are introduced and covered in a spiraling pattern. All subjects are introduced at Kindergarten and built on in subsequent years.

Desert Trails Preparatory Academy's instructional approach includes diagnostic assessment. Since reading is considered a gatekeeper discipline and skill area, diagnostics focus heavily on reading and literacy development, as well as other areas. Staff uses the results of these tests and assessments to understand scholar needs and inform instruction that serves remedial and enrichment purposes.

The instructional program and assessment process have been designed to be mutually supportive and consistent. Since Desert Trails Preparatory Academy pledges achievement on state tests and locally administered tests, the program focuses on elements included in each of those assessments. At the beginning and throughout the school year, scholars are assessed in reading and in core subject areas using the Gates-MacGinitie Reading Test, DRA, and quarterly benchmark assessments such as iReady. Data from these assessments serves as diagnostic information and is shared with teachers, who are asked to develop an individual instructional plan for each scholar consistent with their identified strengths and needs. These individualized plans and class and student data are kept together in teachers' Assessment Binders. Each teacher is responsible for collecting data, analyzing data, and reflecting on data for their class. This information is then shared with administration and used to plan future lessons, interventions, and Professional Development.

Teachers use the aforementioned assessments to determine skills and information that scholars have mastered and specific learning needs or deficits scholars may still have after instruction. This data is the foundation for intervention (making decisions about what to teach next and for ameliorating any identified learning deficits). Teachers are then able to address individual scholar learning needs effectively by using assessments as the basis for designing learning activities appropriate to the learning style of the individual scholar.

Teachers also use assessment data to make suggestions for family learning activities that address scholars' learning needs and help to improve scholar achievement. Assessment data informs parents/guardians both of their child's progress and of the specific learning needs that they can help to address. As parents/guardians are informed of the specific learning strengths and deficits of their children, they are able to make informed choices about the role they will play in improving scholar achievement. Assessment data is also shared with scholars to inform them of their progress, identify their learning needs, and helping them to assume appropriate responsibility for their own learning.

By using this curriculum, Desert Trails Preparatory Academy has been successful thus far in helping its scholars improve their reading and math skills. Desert Trails' curriculum has increased the proficiency of its scholars in *all* core areas. The chart below shows the number of scholars at Desert Trails Preparatory Academy scoring at or above grade level on the i-Ready Diagnostic assessment.

i-Ready ~ 2018-2019	Fall	Spring	Growth
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Reading	18%	41%	+23%
Math	13%	40%	+27%

Desert Trails Preparatory Academy continues to make improvements to the program to help more scholars move towards proficiency in core subjects.

To improve success rates in Language Arts even further, Desert Trails Preparatory Academy has implemented intervention programs called “Soar to Success”, “Early Success”, and Benchmark Advance ELD. These are two pull-out programs that are used at Desert Trails Preparatory Academy, one for the upper grades and one for the lower grades. These programs guide teacher and scholars through a reading comprehension program that gradually builds additional reading skills as they progress through the program. We also use the Benchmark Advance for supplemental support in reading, writing, grammar, and vocabulary skills. In addition to the classical literature series, teachers have access to the stories, lessons, and supplemental materials that are included in the Treasures set. The supplemental materials focus on phonics, decoding, vocabulary, comprehension, writing, and informational text. In addition, the Treasures program includes supplemental materials for Science and Social Studies in the form of Wonders literature books. Desert Trails Preparatory Academy implemented these and similar programs and methods, which have proven to be effective. We have *increased* pupil achievement, both school-wide and by subgroup. Below is a list of part of our curriculum that is utilized at each grade level. This curriculum has been adopted based on scholar needs and Common Core State Standards. This list is not exclusive and is constantly evolving.

**Any reference to religious preference in any Abeka curriculum book is omitted at time of instruction or access by scholars.*

Transitional Kindergarten

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Spanish
Curriculum and assessment standards	Adapted Kindergarten Common Core State Standards	Adapted Kindergarten Common Core State Standards	Adapted Kindergarten Next Generation State Standards	Adapted Kindergarten California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	Scholastic High Frequency Readers (books 1-15) Abeka I Can Read (books A-L) Classical instructional collection (10 total) Abeka ABC-123 Abeka Writing with Phonics K5	California Saxon Mathematics Level K	California Harcourt Brace Science Teacher resources	Teacher resources Historical Literature Collection (8 total)	Teacher Resources
Supplemental Resources	State adopted sight word lists	Saxon manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks	Teacher created resources & worksheets	Teacher created resources & worksheets	Teacher created resources & worksheets
Intervention/Remediation	Scholastic Guided Reading One-on-one reading	One-on-one intervention	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs Drama Treasure boxes	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 30 minutes daily/120 minutes weekly <u>Phonics</u> 30 min. daily/120 min. weekly	30 minutes daily/120 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	15 minutes daily in centers and remediation	15 minutes daily in centers and remediation	15 minutes daily	15 minutes daily	15 minutes daily
Assessments	<u>Teacher created comprehension assessments</u> at middle and end of the year. <u>California sight word lists</u> throughout the year. <u>Writing assessments</u> weekly.	<u>Teacher created assessments</u> at beginning, middle, and end of the year. <u>Saxon interim assessment</u> 10 lessons.	Text based Teacher created	Text based Teacher created	Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	None	None	None	None	None
iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmarks Assessments	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Kindergarten

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Spanish
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	Abeka I Can Read (books A-L) Classical instructional collection (16 total) Abeka Letter and Sounds Abeka Writing with Phonics K5	California Saxon Mathematics Level 1	California Harcourt Brace Science Teacher resources	Teacher resources Historical Literature Collection (8 total)	Rosetta Stone
Supplemental Resources	State adopted sight word lists	Saxon manipulative: counters, pattern blocks, tangrams, linking cubes, student clocks	Teacher created worksheets	Teacher created worksheets	Teacher created resources Worksheets
Intervention/Remediation	Scholastic Guided Reading One-on-one reading	One-on-one intervention	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs Drama & Role Play Treasure boxes	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 90 minutes daily/360 minutes weekly <u>Phonics</u> 45 min. daily/180 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	60 minutes daily in centers and remediation	60 minutes daily in centers and remediation	30 minutes daily	15 minutes daily	15 minutes daily
Assessments	<u>DRA assessments</u> at the beginning and at intervals throughout the year. <u>California sight word lists</u> throughout the year. <u>Writing assessments</u> weekly.	<u>Teacher created</u> assessments at beginning, middle, and end of the year. <u>Saxon interim</u> assessments every 10 lessons.	Text based Teacher created	Text based Teacher created	Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	None	None	None	None	None
iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark Assessments	Every 6-7 weeks	Every 6-7 weeks	None	None	None

First Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Spanish
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	<u>Phonics</u> - Saxon Phonics 1 <u>Language Arts & Reading</u> Benchmark Advance Classic Literature Collection (16 total)	Mathematics – Pearson EnVision Math	Science Weekly!	Social Studies Weekly!	
Supplemental Resources	State adopted sight word lists Teacher created worksheets Saxon Phonics worksheets Benchmark Advance supplemental materials	<u>EnVision</u> manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision worksheets</u> and Digital Resources Touch Math	Teacher created activities Online resources	Teacher created activities Online resources	Teacher created resources Worksheets
Intervention/Remediation	Scholastic Guided Reading One-on-one reading and language assistance Benchmark Advance ELD materials	One-on-one intervention	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 45 minutes daily/180 minutes weekly <u>Phonics</u> 60 min. daily/240 min. weekly <u>Reading</u> 60 min. daily/180 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	30 minutes daily in centers and remediation	60 minutes daily in centers and remediation	30 minutes daily/120 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily
Assessments	<u>DRA assessments</u> at the beginning and at quarterly intervals throughout the year. <u>Writing assessments</u> weekly. <u>Saxon Phonics</u> every 5 lessons <u>Gates-MacGinnite</u> – 3 times per year	State standards assessments at beginning and mid-year Math Facts assessments	Textbook Assessments Hands-on projects	Text based Teacher created	Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	None	None	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None

Second Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Spanish
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	<u>Phonics</u> - Saxon Phonics 2 <u>Language Arts & Reading</u> Benchmark Advance Classic Literature Collection (17 total)	Mathematics – Pearson EnVision Math	Science Weekly!	Social Studies Weekly!	
Supplemental Resources	State adopted sight word lists Teacher created worksheets Saxon Phonics supplemental worksheets Benchmark Advance supplemental materials	EnVision manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision worksheets</u> and Digital Resources Touch Math	Teacher created worksheets and activities Online resources Wonders (Treasures)	Teacher created worksheets and activities Online resources Wonders (Treasures)	Teacher created resources Worksheets
Intervention/Remediation	Scholastic Guided Reading One-on-one reading and language assistance	One-on-one intervention	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets Teacher created activities
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 60 minutes daily/240 minutes weekly <u>Phonics</u> 45 min. daily/180 min. weekly <u>Reading</u> 60 min. daily/240 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	30 minutes daily in centers and remediation	60 minutes daily in centers and remediation	30 minutes daily/120 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily
Assessments	<u>DRA assessments</u> 4 times throughout the year. <u>Writing assessments</u> weekly. <u>Saxon Phonics</u> every 5 lessons <u>Gates-MacGinnite</u> - 3 times per year	State standards assessments at beginning and mid-year Math Facts Assessments	Text-based Assessments Hands-on projects	Text and teacher generated	Text generated assessments Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	None	None	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Third Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Latin
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	<u>Language Arts & Reading</u> – Benchmark Advance <u>Language Arts</u> – Hake Grammar & Writing <u>Reading</u> – Classic Literature Collection (13 total)	Mathematics – Pearson EnVision Math	TCI Science Alive!	TCI History Alive!	
Supplemental Resources	Benchmark Advance Program including ELD materials, History & Science informational text	<u>EnVision</u> manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision worksheets</u> and Digital Resources Touch Math	TCI Digital Resources Science lab projects	TCI Digital Resources	Text and Teacher created resources Worksheets
Intervention/Remediation	Scholastic Guided Reading Pull-out Groups	One-on-one intervention	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Small reading groups Leveled reading intervention through Benchmark Advance ELD supplemental material	Center group activities Computer center programs	Center activities Teacher created resources Hands on projects	Center activities Teacher created resources Hands on projects	Visual aids Worksheets Teacher created activities
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 90 minutes daily/360 minutes weekly <u>Reading</u> 90 min. daily/360 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	60 minutes daily in centers, independent and group work, and remediation	30 minutes daily in centers and remediation	15 minutes daily	15 minutes daily	15 minutes daily
Assessments	<u>DRA assessments</u> 4 times throughout the year. <u>Writing assessments</u> weekly. <u>ELA & Grammar</u> weekly assessments <u>Wordly Wise</u> assessments bi-weekly <u>Gates-MacGinnite</u> – 3 times per year	State standards assessments at beginning and mid-year Math facts assessments weekly Weekly teacher created assessments	Text-based Assessments Hands-on projects Text Assessment Teacher created	Text and teacher generated	Text generated assessments Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	Yearly in Spring	Yearly in Spring	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Fourth Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Latin
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	None	None
CURRICULUM SPECIFICS					
Textbook(s)	<u>Language Arts & Reading</u> – Benchmark Advance <u>Language Arts</u> – Hake Grammar & Writing <u>Reading</u> – Classic Literature Collection (11 total)	Pearson – EnVision Math	TCI Science Alive!	TCI History Alive!	
Supplemental Resources	Benchmark Advance Reading Program including ELD materials, History & Science informational text	<u>EnVision</u> manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision</u> worksheets and Digital Resources Touch Math	TCI Digital Resources Science lab projects	TCI Digital Resources	Teacher created resources Worksheets Projects
Intervention/Remediation	Scholastic Guided Reading Pull Out groups	One-on-one intervention Small group instruction	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets Teacher created activities
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 90 minutes daily/360 minutes weekly <u>Reading</u> 90 min. daily/360 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	60 minutes daily in centers, remediation, and independent work	30 minutes daily in centers and remediation	15 minutes daily	15 minutes daily	15 minutes daily
Assessments	<u>DRA assessments</u> at the beginning and at quarterly intervals throughout the year. <u>Writing assessments</u> weekly. <u>English</u> weekly assessments Gates-MacGinnite – 3 times per year	State standards assessments at beginning and mid-year Math facts assessments	Text-based Assessments Hands-on projects	Text and teacher created Hands-on projects	Text generated assessments Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	Yearly in Spring	Yearly in Spring	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark Assessments	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Fifth Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - Latin
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	<u>Language Arts & Reading</u> – Benchmark Advance <u>Language Arts</u> – Hake Grammar & Writing <u>Reading</u> – Classic Literature Collection (12 total)	Pearson – EnVision Math	TCI Science Alive!	TCI History Alive!	
Supplemental Resources	Benchmark Advance Reading Program including ELD materials, History & Science informational text	EnVision manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision worksheets</u> and Digital Resources Touch Math	TCI Digital Resources Science lab projects	TCI Digital Resources	Teacher created resources Worksheets Multimedia resources
Intervention/Remediation	Scholastic Guided Reading Pull-out Groups	One-on-one intervention Small group instruction	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets Teacher created activities
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 90 minutes daily/360 minutes weekly <u>Reading</u> 90min. daily/360 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly
Supplemental Instruction	30 minutes daily independent/small group work	30 minutes daily in centers and remediation	30 minutes daily	30 minutes daily	15 minutes daily
Assessments	<u>DRA assessments</u> at the beginning and at quarterly intervals throughout the year. <u>Writing assessments</u> weekly. <u>English</u> weekly assessments Gates-MacGinnite -3 times per year	State standards assessments at beginning and mid-year Math facts assessments	Text-based Assessments Hands-on projects	Text and teacher generated	Text generated assessments Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	Yearly in Spring	Yearly in Spring	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark Assessments	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Sixth Grade

Subject	Language Arts	Mathematics	Science	Social Studies	Foreign Language - French
Curriculum and assessment standards	Common Core State Standards	Common Core State Standards	Next Generation State Standards	California State Standards	No standards in place
CURRICULUM SPECIFICS					
Textbook(s)	<u>Language Arts & Reading</u> – Benchmark Advance <u>Language Arts</u> – Hake Grammar & Writing <u>Reading</u> – Classic Literature Collection (9 total)	Pearson – EnVision Math	TCI Science Alive!	TCI History Alive!	
Supplemental Resources	Benchmark Advance Reading Program including ELD materials, History & Science informational text Round Table	<u>EnVision</u> manipulatives: counters, pattern blocks, tangrams, linking cubes, student clocks <u>EnVision worksheets</u> and Digital Resources Touch Math	TCI Digital Resources Science lab projects	TCI Digital Resources	Teacher created resources Worksheets
Intervention/Remediation	Scholastic Guided Reading	One-on-one intervention Small group instruction	One-on-one as needed	One-on-one as needed	One-on-one as needed
Differentiation	Computer center programs	Center group activities Computer center programs	Center activities Teacher created resources	Center activities Teacher created resources	Visual aids Worksheets Teacher created activities
TIME SPENT ON INSTRUCTION					
Direct Instruction	<u>LA/Writing</u> 90 minutes daily/360 minutes weekly <u>Reading</u> 90 min. daily/360 min. weekly	90 minutes daily/360 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes weekly	15 minutes daily/60 minutes
Supplemental Instruction	30 minutes daily independent/small group work	30 minutes daily in centers and remediation	30 minutes daily	30 minutes daily	15 minutes daily
Assessments	<u>DRA assessments</u> at the beginning and at quarterly intervals throughout the year. <u>Writing assessments</u> weekly. <u>English</u> weekly assessments <u>Gates-MacGinnite</u> – 3 times per year	State standards assessments at beginning and mid-year Math facts assessments	Text based Assessments Hands-on projects	Text and teacher generated	Text generated assessments Teacher created assessments – oral and written
FORMAL ASSESSMENTS					
CAASPP	Yearly in Spring	Yearly in Spring	None	None	None
NWEA and/or iReady	Beginning, middle, and end of the year.	Beginning, middle, and end of the year.	None	None	None
Benchmark Assessments	Every 6-7 weeks	Every 6-7 weeks	None	None	None

Curriculum by Subject and Accomplishments

Reading/Language Arts Curriculum

The development of literacy and language skills is the foundation for communication and the basis for acquiring further knowledge through inquiry, research, and comprehension. A sample reading curriculum plan and lesson is attached as Appendix C.

Desert Trails Preparatory Academy uses a variety of classical literature books at each grade level. Teachers use leveled readers and quality literature to give all scholars a base in phonics and the opportunity to read a wide variety of texts. Scholars spend at least 90 minutes per day reading and writing. Desert Trails Preparatory Academy has also implemented programs such as “Guided Reading,” “SOAR,” Round Table and various AVID strategies into its curriculum. Kindergarteners also utilize the Abeka programs for Reading, Penmanship, and Math. First and Second graders benefit from the use of Saxon Phonics instruction. These programs help teachers drive scholars toward a greater proficiency rate in Language Arts. Benchmark Advance, a supplemental reading program that is California state-aligned, is also part of the core reading curriculum for grades 2 through 6. These materials include ELD curriculum, correlating History and Science readers, digital content, and student practice workbooks.

Through poetry, expressive drama, role-plays, and public speaking, as well as the use of video and other media, scholars develop confidence in their expression. Through opportunities to write in journals, letters, reports, and self-authored books, they see their ideas come to life in print. Each teacher uses literature for the development of language skills. Stories from cultures represented in the classroom, as well as stories from other cultures, become the vocabulary, plot development, language patterns, and basis for interpretation and critical thinking. These stories are also part of the valuing of diversity inherent within the environment and culture of the school. Scholars are able to communicate clearly in written and oral form. They are exposed to various works of fiction and non-fiction, which represent literary convention, important historical events, and come from a variety of cultures. Scholars demonstrate a growing ability to use language with power and grace. These skills are utilized across all of the content areas. Scholars learn, for example, how to use writing to enrich their depth of knowledge of math and science skills. Reading skills improve as scholars move toward a deeper understanding of the academic language of these content areas.

Reading to others is an enduring feature of traditional American family and school life. At Desert Trails Preparatory Academy all teachers pursue this tradition with their classes and, by doing so, deepen the enjoyment and reward of sharing significant literature through effective oral interpretation. Scholars of all ages delight in well-read stories, and this modeling by the teacher provides scholars an excellent opportunity to experience pleasure through reading. By developing this association, scholars are better prepared to

master the more demanding reading of the secondary years. Desert Trails Preparatory Academy teaches fiction and historical literature because they offer scholars models of human virtue. Through books, Desert Trails' children become intimately acquainted with men and women of outstanding character. The growing child gains inestimable benefits from sharing in the lives of others by reading literature replete with acts of heroism, compassion, and self-discipline.

When teaching literature, the instructors' attention is devoted to matters of literary convention as well as to deepening the scholars' appreciation of the relationship between good writing and the development of virtue. By carefully considering the unfamiliar words in each of the Instructional Collection titles, Desert Trails' teachers assist every child's developing vocabulary by reading only the original text. A growing ability to use language with power and grace is one of the surest marks of educated men and women and one of the surest safeguards against the loss of liberty.

Second Grade Classical Literature Sample

Teacher Read Aloud Text:

- The Three Billy Goats Gruff
- Magical Hands
- The Children's Book of Heroes
- Stone Soup
- How Many Days to America
- Sunken Treasure
- Time of Wonder
- Cinderella (Also, in the various cultural series for contrast/comparison)
- The Complete Adventures of Peter Rabbit
- Little House in the Big Woods

Instructional Collection:

- A Weed is a Flower
- Cloudy With a Chance of Meatballs
- Wagon Wheels
- Mike Mulligan and His Steam Shovel
- The Courage of Sarah Noble
- Mop Top
- The Hole in the Dike
- Johnny Appleseed
- Miss Nelson is Missing!
- Make Way for Ducklings
- The Pilgrims' First Thanksgiving
- Annie and the Old One
- The Drinking Gourd
- Apple Tree Christmas
- The Long Way Westward
- The White Stallion

- The Boy of the Three –Year Nap
- Wagon Ride

Supplemental Reading List:

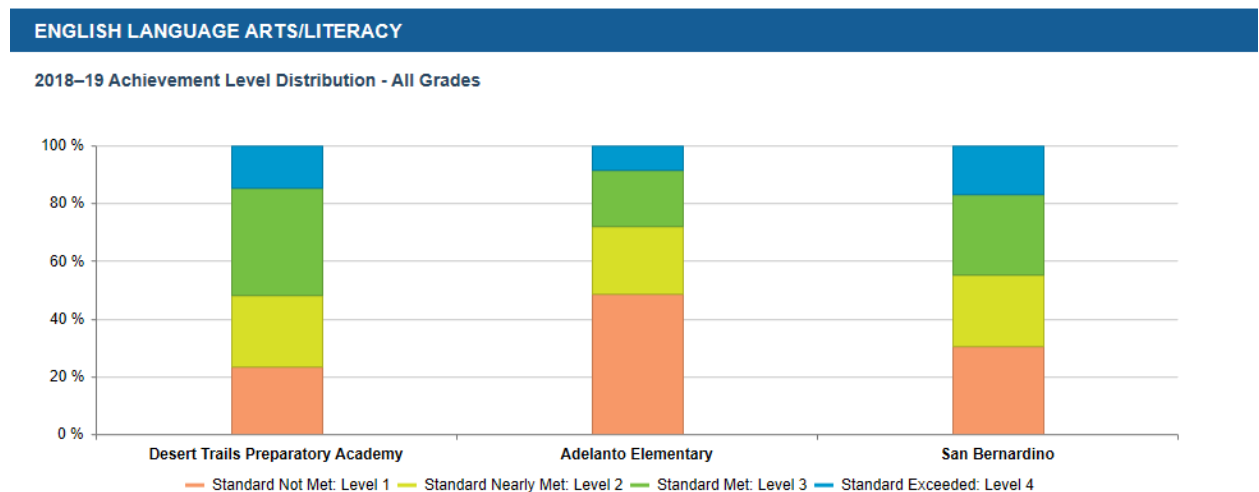
- Mr. Popper’s Penguins
- The Thirteen Colonies
- Escape North? The Story of Harriet Tubman
- If You Traveled on the Underground Railroad
- The Navajo
- N is for Our Nation’s Capital. A Washington, D.C., Alphabet
- Charlotte’s Web
- Stuart Little
- Show Way

Sample daily reading plans and pacing guides may be found in Appendix C and D, respectively.

Reading/Language Arts Assessments and Accomplishments

English Language Arts CAASPP Comparison Scores

The graphs below indicate the most recent CAASPP scores for the 2018-2019 school year in English Language Arts. The data compares Desert Trails Preparatory Academy, with the neighboring Adelanto Elementary School District, and the county of San Bernardino.

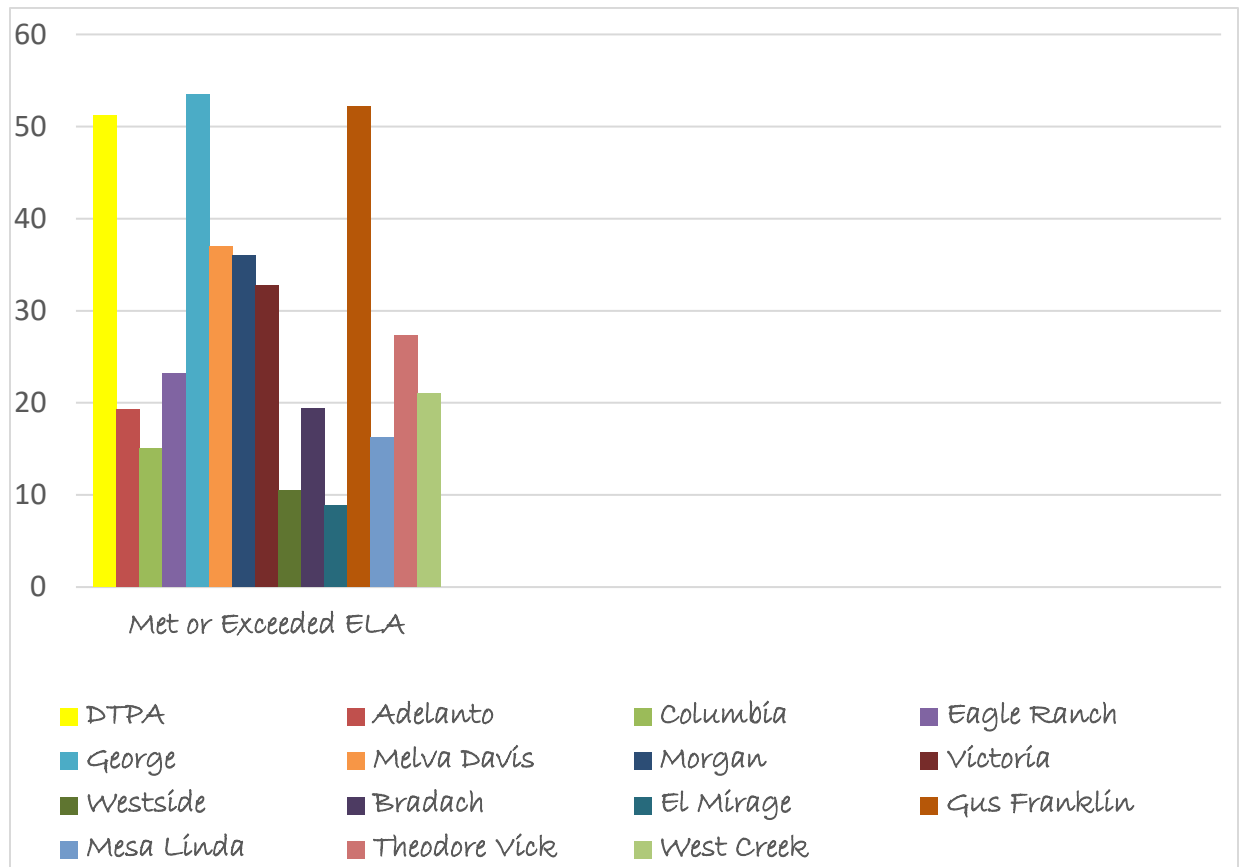


**Percentage of scholars that Met or Exceed Standards in English Language Arts/ Literacy
ELA**

DTPA	51.89%
AESD	28.04%
County of San Bernardino	44.82%

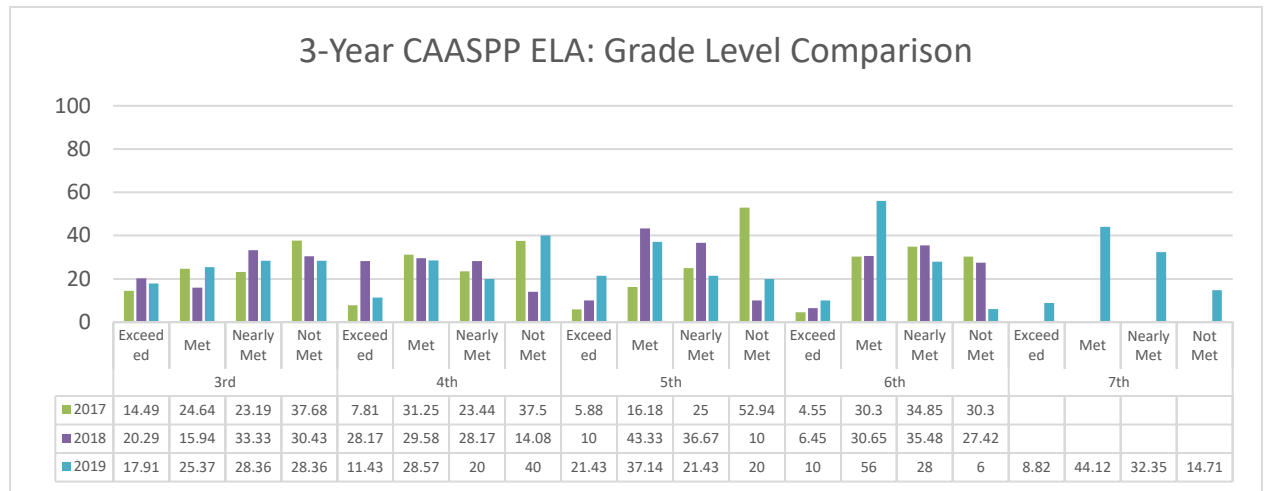
- This chart immediately above shows the percentage of students that either met or exceeded the standards in English Language Arts/ Literacy on the CAASPP. Desert Trails Preparatory Academy outperformed the district and county average.

DTPA vs. AESD Schools' CAASPP Performance in ELA



- This graph shows the CAASPP scores of scholars at DTPA in relation to each school in the Adelanto Elementary School District who met or exceeded standards.
- This data supports that scholars at Desert Trails Preparatory Academy are learning, and doing better than the majority of scholars in the Adelanto Elementary School District.
- Based on the 2018-2019 CAASPP results, Desert Trails Preparatory Academy ranked 3rd among all of the AESD schools.
- To help further support the academic growth in English Language Arts, we will be utilizing the CAASPP Digital Library, Interim Assessments, and iReady software, in addition to continuing to use strong CCSS aligned curriculum to develop scholars in ELA.

ELA Grade Level Scores Overview



- From 2018 to 2019, DTPA saw an increase in the percentage of scholars meeting and exceeding standards in every grade level tested except 4th grade. 6th grade had the highest percentage gain in the percentage of scholars meeting and exceeding standards combined.
- 4th: From 2018 to 2019, 4th graders at DTPA saw a decrease in the percentage of scholars meeting and exceeding standards combined in ELA. In 2019, 17.75% fewer scholars met and exceeded standards combined compared to 2018.
- 6th: From 2018 to 2019, 6th graders at DTPA saw the most significant increase in the percentage of scholars meeting and exceeding standards combined in ELA. In 2019, 28.9% more scholars met and exceeded standards combined compared to 2018. 3.55% more scholars exceeded standards while 25.35% more scholars met standards from 2018 to 2019.

2018-2019 ELA CAASPP Category Breakdown & District Comparison

Reading	DTPA	AESD
Above	20.96%	11.04%
Near	49.14%	38.88%
Below	29.90%	50.08%
Writing		
Above	20.07%	11.79%
Near	61.94%	43.87%
Below	17.99%	44.34%

Listening

Above	11.34%	8.06%
Near	72.16%	57.77%
Below	16.49%	34.17%

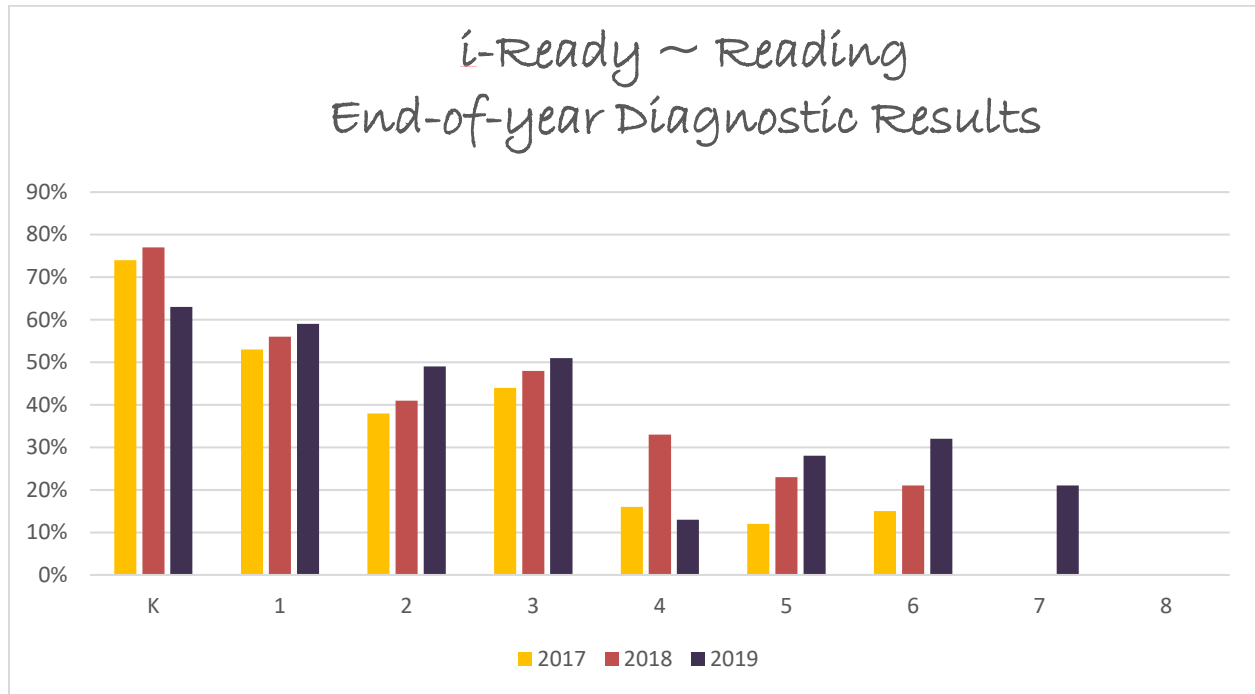
Research/Inquiry

At	16.67%	11.75%
Near	58.68%	42.17%
Below	24.65%	46.07%

- As a school, the greatest number of students scoring above and near standards was in the Reading category of ELA. Desert Trails Preparatory Academy has placed an emphasis in reading over the past several years, including a shift in curriculum from Houghton-Mifflin “Treasures” to Benchmark Advance. Using the new curriculum has played a major role in the English Language Development of our scholars, many of whom are English Language Learners.
- School-wide, our scholars still struggle in reading. Because our students and all District students face reading challenges, Desert Trails Preparatory Academy continues to make reading the primary focus of our program. Teachers are fully aware of this data and utilize this information to guide instruction, differentiation, and create leveled groups. Teachers have also been called upon to increase vocabulary instruction by utilizing Common Core academic vocabulary, graphic organizers, and Thinking Maps. It is an expectation at Desert Trails that over the next several years, these scores will improve.

i-Ready Diagnostic Assessment Scores

3-Year Trend ~ 2017 - 2019



- This data shows a three-year trend of the number of scholars who are reading at or above grade level by the end of the school year, according to i-Ready Diagnostic assessments.
- The data shows that each year, scholars make progress in an upward trend, thus increasing their reading proficiency.
- One area analyzed by staff based on this data is why there is a drop in grades 4 through 7. Based on an analysis of our program and curriculum, we have identified that more emphasis is placed on informational text in these grade levels and we have taken the time to shift our curriculum to align with the CCSS expectations. Scholars have shown improvement over the past 3 years.

i-Ready Data and Analysis of Findings for English/Language Arts

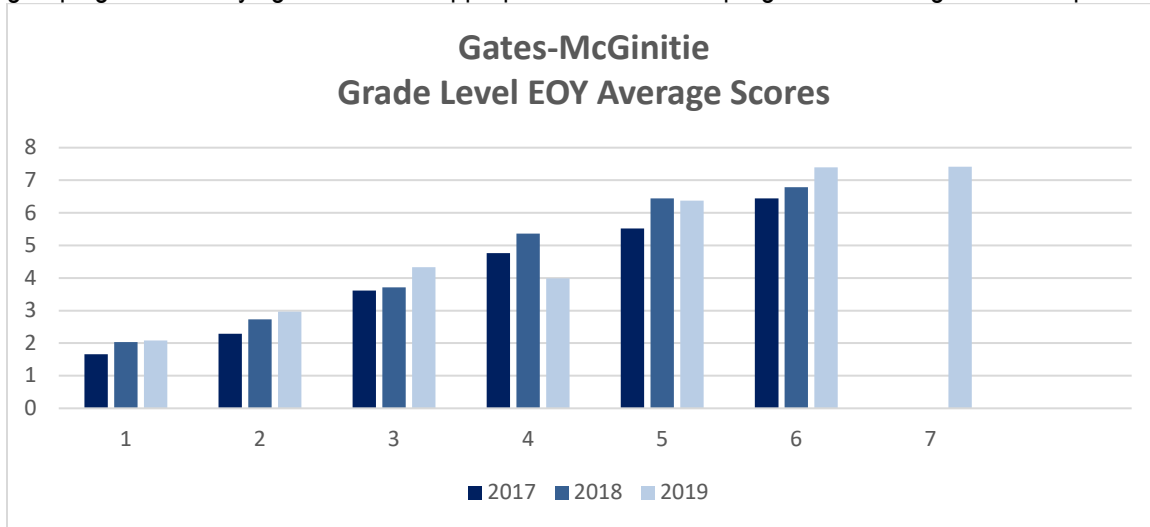
	Fall 2018 % of Scholars At or Above Grade Level	Spring 2019 % of Scholars At or Above Grade Level	Growth
Kinder	12%	63%	+51%
1st Grade	8%	59%	+51%
2nd Grade	28%	49%	+21%
3rd Grade	25%	51%	+26%
4th Grade	8%	13%	+5%
5th Grade	31%	38%	+7%

6th Grade	17%	32%	+15%
~~7th Grade~~	~~17%~~	~~21%~~	~~+4%~~
~~8th Grade~~	~~N/A~~	~~N/A~~	~~N/A~~

- Each grade level experienced an increase in the number of scholars making progress in towards proficiency.
- The highest increase was experienced by Kinder and 1st grade students showing that a solid foundation is being laid in these primary grades.
- We will support continued growth in English Language Arts by continuing the use of and providing more resources for scholar, parent, staff, and administration support in this area.

Gates-MacGinitie Assessment

The Gates-MacGinitie Assessments are administered for grade levels 2nd thru 6th grade throughout the school year. This assessment measures a scholar's Reading Comprehension, Vocabulary Development, and Word Analysis that is appropriate for the designated grade level. Results on the Gates tests assist with scholar grouping and identifying scholars for appropriate instructional programs including advanced placement.



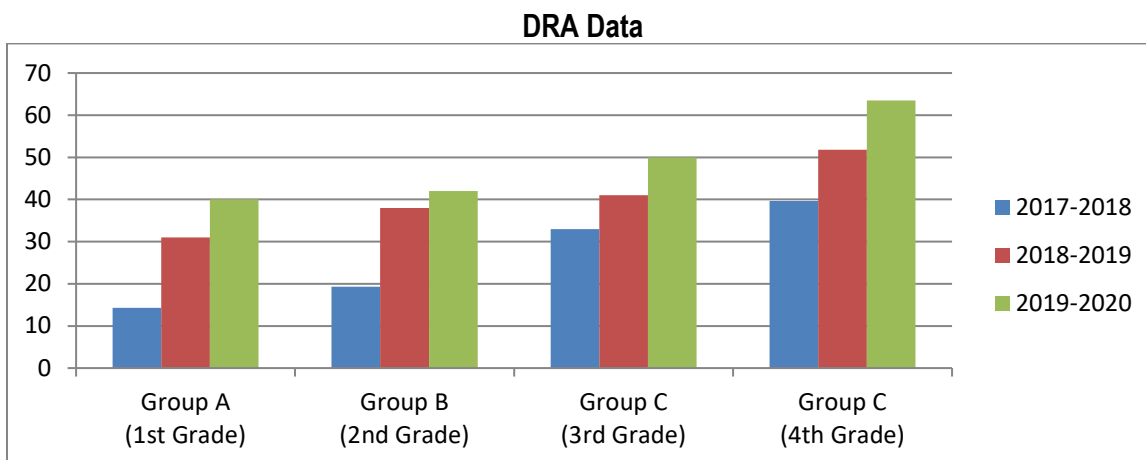
The purpose of this test is to measure scholars' grade level proficiency in vocabulary development and reading comprehension. The results above indicated that our scholars, on average, end the school at or above grade level proficiency.

DRA (Developmental Reading Assessments)

Desert Trails Preparatory Academy will continue to perform Developmental Reading Assessments 3 times each year as a method for tracking scholars' reading proficiency over time. The DRA is an individual reading assessment in which the scholar reads aloud to the teacher. The scholar may then finish reading the book

independently and answer comprehension questions or write a summary. The teacher is able to assess the scholar's reading level, fluency, comprehension, and accuracy.

Each book in the DRA is arranged in order of complexity and reading difficulty. DRA reading levels are easily translated into AR (Accelerated Reader) reading levels which enable parents and scholars to choose texts at the level of their reading ability.



- The data shows that each year, sufficient reading progress is made at each grade level. With almost each grade making a grade level's worth of progress, thus putting the average scholars on or above grade level in reading fluency and comprehension.

Desert Trails Preparatory Academy continues to reflect on our data to make improvements to our program to help more scholars move towards proficiency in all core subject areas. To improve success rates in Language Arts even further, Desert Trails Preparatory Academy has implemented intervention programs called "Soar to Success" and "Early Success." These are two pull-out programs that are used at Desert Trails Preparatory Academy, one for the upper grades and one for the lower grades. Soar to Success, used for grades 3-6, is an intensive reading program that uses quality literature that incorporates proven strategies and graphic organizers that accelerate reading growth. This program offers fast-pace lessons, normally a total of 6 weeks of intense instruction, that help scholars focus on foundational skills and reading strategies in fiction and non-fiction texts books each week. Early Success is also a research based reading program for scholars in grades 1-2 who needs extra support to become proficient, grade-level readers. Daily instruction is given with this program and the daily lessons provide explicit, direct instruction in a three part lesson plan: Re-reading for Fluency, Reading the Books of the Week, and Working with Words/Writing Sentences.

The Benchmark Advance ELD material is also used for supplemental support in reading, writing, grammar, and vocabulary skills. In addition to the classical literature series, teachers have access to the stories, lessons, and supplemental materials that are included in the Benchmark Advance curriculum set from second to sixth grade. The supplemental materials focus on phonics, decoding, vocabulary, language skills, comprehension skills, SDAIE strategies, reteach opportunities, extension activities, and assessments. In addition, the Benchmark Advance program includes supplemental materials for Science and Social Studies

in the form of independent readers. Additionally, we will use iReady, a computer-based program that assesses scholars in the area of English Language Arts, then establishes activities and lessons based on each scholar's individual need. iReady will group scholars based on academic area of need and supply a teaching lesson for the teachers to utilize in class. Scholars also have the ability to log-on to the website from the classroom, school computer lab, or their home to complete fun, game-based activities that focus on the scholars' greatest area of concern at their current academic level. Finally, Guided Reading training will continue to be conducted for all teachers in Transitional Kindergarten through 6th grade as this is a fundamental stepping stone in building scholars' skills in the area of Reading Comprehension with both fiction and informational text. Desert Trails Preparatory Academy has purchased and implemented these and similar programs to help increase student achievement at all grade levels. These methods have proven to be successful during our seven years of operation in closing the achievement gap and increasing student achievement both school-wide and within our subgroups. We will continue to analyze our program and monitor what additions we need to add throughout the school year.

Writing and Penmanship Curriculum

Writing and penmanship is part of the Desert Trails Preparatory Academy Language Arts program. Strong language skills are an essential component of the Classical Model and of the new Common Core Standards. Beginning in Transitional Kindergarten, scholars are taught to write in standard form with good penmanship as a significant part of the quality writing process. In third grade, cursive writing is introduced and scholars begin using standard, wide-ruled paper. One piece of the writing rubric (included in the assessment piece) that is used to grade writing assignments includes the ability to write legibly and with proper spacing. Quality writing is incorporated into all of the content areas as one tool scholars will use to express what they have learned and to share ideas with others.

Scholars also use a variety of digital tools in the publishing stage. Without neglecting the use of paper and pencil writing skills, we realize that in this digital age scholars must be equipped and adept at utilizing different technological devices. Therefore, scholars in grades K-6 have 50 minutes of computer class every week in which they learn word processing and typing skills; skills necessary to be a 21st Century Learner.

In addition to teaching scholars good grammar, spelling, and vocabulary skills, we teach them the elements of a well-written paper. Steve Peha states that there are 6 simple traits that define good writing.

Good writing has:

1. "Ideas that are interesting and important"
2. "Organization that is logical and effective"
3. "Voice that is individual and appropriate"
4. "Word choice that is specific and memorable"
5. "Sentence fluency that is smooth and expressive"
6. "Conventions that are correct and communicative"

Teachers begin teaching these six traits of writing in Transitional Kindergarten. Each year, expectations increase. Writing skills are assessed in all grades both formally, 3 times per year, and informally by selecting

pieces from other content areas. Our goal is for scholars to be able to write proficiently at all times, not just during the writing lesson.

Writing is a focal part of the curriculum in grades TK – 6 at Desert Trails Preparatory Academy. The assessment of writing takes place formally three times per school year. All teachers follow a specific writing plan guide that follows six stages of writing. Once scholars have submitted their final draft, they are graded using a CCSS aligned rubric. The writing process begins with detail in planning what to write. Desert Trails Preparatory Academy uses a variety of graphic organizers and Thinking Maps to assist writers on the way to good writing. These graphic organizers will help scholars progress fluidly through the stages of writing. Each writing unit may take some time to complete as each stage in the writing process is essential. In the early years, teachers will take much more time modeling and practicing each of the stages separately. As scholars progress, these stages will come more naturally to them and therefore will take less time allowing more time to focus on content.

Stage 1 – Brainstorming stage

In this stage, scholars decide on the topic they will be writing about. For most writers, getting started is the hardest part. Teachers may offer a topic, or use a T-graph to assist them in choosing their own topic.

Stage 2 – Planning stage

During this stage, scholars have chosen their topic and begin brainstorming words or phrases that relate to the topic chosen. These should not be complete sentences yet. Bubble maps and circle maps work well during this stage.

Stage 3 – Organizing stage

Here scholars choose the best of their brainstorming ideas and put them into order for their paragraph. They should be thinking in terms of what to use for an opening statement, closing statement, and in the middle for details. Scholars can use flow charts for this stage of writing.

Stage 4 – Writing stage

In this stage, scholars put their ideas into paragraph form. We will teach 5-sentence paragraphs with sentence 1 being the introduction, sentences 2-4 are the details of the writing, and sentence 5 is the closing sentence. In this phase scholars will write on the paper they will be using to turn their writing in.

Stage 5 – Editing stage

Once the paragraph(s) are finished, scholars should read them over, looking for errors and improper phrasing or fluency. It also helps to have a peer read the assignment to offer fresh input.

Stage 6 – Publishing stage

In this stage, the writer is prepared to produce a writing assignment that is ready to be shared and graded. In this stage, scholars will pay particular attention to spelling, grammar, and

penmanship. It is at this stage when the author can add an illustration to compliment his/her paragraph(s) or story.

Again, it is important for Desert Trails Preparatory Academy teachers and parents to understand that writers must be directly taught how to perform each stage of the writing process and this may take some time at first. Modeling is extremely important, and many scholars require extra assistance to achieve proficiency. Writing conferences prove to be especially useful during the writing process since even the most advanced writers can learn ways to improve their writing skills.

At Desert Trails Preparatory Academy, the writing process follows a sequence that is appropriate for each grade level. The expected writing standards increase in complexity as scholars grow up in our school. A scholar who begins Desert Trails Preparatory Academy in Kindergarten and stays through 6⁸th grade will be able to express themselves in writing clearly, imaginatively, and through a range of writing forms. Writers at Desert Trails Preparatory Academy learn to write narratives (real or imagined), friendly and professional letters, opinion pieces in support of a point of view, informative essays from informational texts, short research papers, persuasive essays, and literary comparisons and analyses.

Scholars of Desert Trails Preparatory Academy learn to write legibly and in a manner that is easily read and understood. Quality writing is essential to scholars' future success. Most jobs require the ability to read and write well. Colleges and universities require a high level of proficiency in writing. The ability to read and write offers scholars the power to inform and enlighten. Scholars are able to express the events and attitudes of their history, as well as being able to contribute to a rich literary heritage.

Writing Assessments and Accomplishments

CAASPP Writing Assessment Scores

The CAASPP assessment does not have a separate formal writing assessment. Instead, writing is built in throughout the assessment in the form of multiple choice, short essay, and performance tasks. All of that information is used to give a subcategory writing score.

2018-2019 CAASPP Categorical Score Result

Writing	DTPA	AESD
Above	20.07%	11.79%
Near	61.94%	43.87%
Below	17.99%	44.34%

- This table shows the percentage of scholars that are above, at, or near standards based on the CAASPP 2018-2019 CAASPP results.
- To help support academic growth in writing, we will continue utilizing the CAASPP Digital Library, Interim Assessments, and using iReady.

- Desert Trails Preparatory Academy also currently utilizes writing rubrics that are Common Core Standards aligned to assess quarterly writing for progress monitoring purposes. Below are the scores from our writing rubric assessment:

Writing Rubric Assessment Growth from Fall 2018 to Spring 2019

Writing Rubric	Fall 2018	Spring 2019	Growth
Transitional Kindergarten	0	1.95	+1.95
Kindergarten	0.90	2.93	+2.03
1 st Grade	1.75	3.08	+1.33
2 nd Grade	2.05	3.45	+1.40
3 rd Grade	2.45	3.91	+1.46
4 th Grade	1.84	2.64	+0.80
5 th Grade	2.06	3.39	+1.33
6 th Grade	2.7	3.82	+1.12
~~7th Grade~~	~~2.85~~	~~3.90~~	~~+1.05~~

- This table shows the average writing rubric score out of a 4-point scale for 2018-2019 school year. Each scholar's writing is scored by two teachers to create a double score for collaboration, instructional guidance, and score reliability.
- A score of 3 is equivalent to meeting standards, with a 4 being above standards.
- The data shows that all grade levels made significant growth towards meeting standards with the majority of grade levels meeting the goal.

Desert Trails Preparatory Academy continues to reflect upon data to make improvements to the program to help more scholars move towards proficiency in writing. To improve success rates in writing even further, Desert Trails Preparatory Academy has implemented pre and post writing assessments that are aligned to the CAASPP expectations to guide instruction and measure the effectiveness of our writing assessments, which feature double scoring scholar writing, collaborating on how the scores align, and supplementing with the writing aspects of the Benchmark Advance curriculum. In addition, each scholar is afforded the opportunity to write and publish their own book each year. In the primary grades, they work on a class book, while in grades 3rd and up, each scholar is guided through the process of writing and publishing their own book.

Mathematics Curriculum

We use a high-quality program called EnVision Math as the basis for math instruction at all grade levels. This curriculum presents concepts in carefully-sequenced increments, allowing scholars to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. The EnVision program, combined with real-life applications, hands-on activities provided by the teachers, the use of supplemental Common Core aligned materials such as Saxon Math, Khan Academy, Engage New York, Touch Math, IXL, iReady and frequent assessment and evaluation procedures, provide Desert Trails Preparatory Academy scholars the opportunity to gain a firm grasp on Math skills at each level.

Mathematics instruction at Desert Trails Preparatory Academy is highly structured, and teachers-emphasize mastery of concepts through practice over time, in order to build a solid mathematics foundation for every child. Mathematics instruction in all grades develops a foundation in the language and basic concepts of math. Each grade level builds on and extends concept understanding so that children approach each new challenge from a firmly established foundation.

The mathematics curriculum is based on the principle that all children *can* learn math, that as learners they can construct their own meaning to problem solving, and that learning the concepts and application of math is a life-long process that begins and continues in the home and extends to the school and community setting. Scholars begin to see math as applied numeration and the relationship of numbers to combining, separating, and dividing tactile and visual objects.

Through application, the use of manipulative and group problem solving, scholars come to know and understand major mathematical concepts such as measurement, estimation, quantity, probability, statistics, and algebra. They explore the relationship of mathematics to other areas of knowledge and occupations. Scholars recognize and use patterns, construct mathematical models, reason about quantities and shapes, and learn to draw conclusions from data. They learn to solve, justify, and explain solutions to problems. Scholars are provided numerous opportunities to reflect on and communicate their thinking about mathematical ideas by representing, describing, writing, and listening to mathematics as a vital part of learning and using the concepts.

Instruction in math emphasizes the quality of understanding rather than quantity of information presented. This understanding involves reasoning, making connections among facts and concepts, and applying these newly acquired "connections". The math classrooms of Desert Trails Preparatory Academy encourage scholars' confidence, perception of ability, and persistence in solving complex problems. Problem solving initially models a team approach, as research shows that many females and minorities improve in math when they participate in cooperative activities.

The mathematics classrooms encourage scholars to ask questions, raise ideas, observe, measure, and work with objects and numbers. Teachers provide scholars with problems that are connected to their lives. A child's math knowledge develops in large part from the concrete experiences of the child. When children receive a foundation for transitioning and connecting to concepts and facts, there is a greater possibility they will gradually develop the ability to represent concrete experiences more abstractly with thought, words, and symbols. Desert Trails Preparatory Academy scholars connect concrete, real-life experiences with abstract

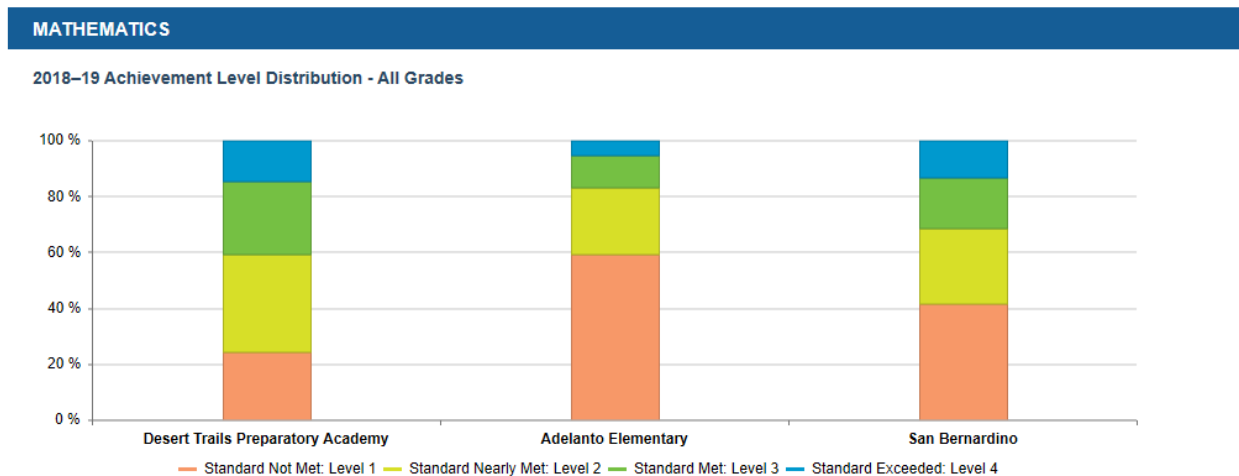
ideas. Technology is integrated into the math curriculum through the in-class use of computers and calculators. Teachers utilize such programs as Khan Academy and iReady to supplement learning in math. Scholars are very familiar with using technology as another resource to solve problems.

Scholars will receive a minimum of 90 minutes of math instruction every day. Daily math in the lower elementary grades include a whole class math meeting, a lesson to introduce the new concept, opportunities for guided class practice, and fact practice to master number facts. In the upper elementary grades, daily math includes a warm up which provides time for fact practice, mental math and problem solving, the lesson presentation and practice problems, an individual problem set, and review of homework and assessment. Scholars throughout all grades assessed on an ongoing basis—both orally, through quizzes, short assessments, and standardized benchmarks—to provide feedback both to scholars and teachers to better plan remediation and enrichment.

Mathematics Assessments and Accomplishments

CAASPP Math Assessment Scores

The graphs below indicate the most recent CAASPP scores for the 2018-2019 school year in Mathematics. The data compares Desert Trails Preparatory Academy, with the neighboring Adelanto Elementary School District, and the county of San Bernardino.

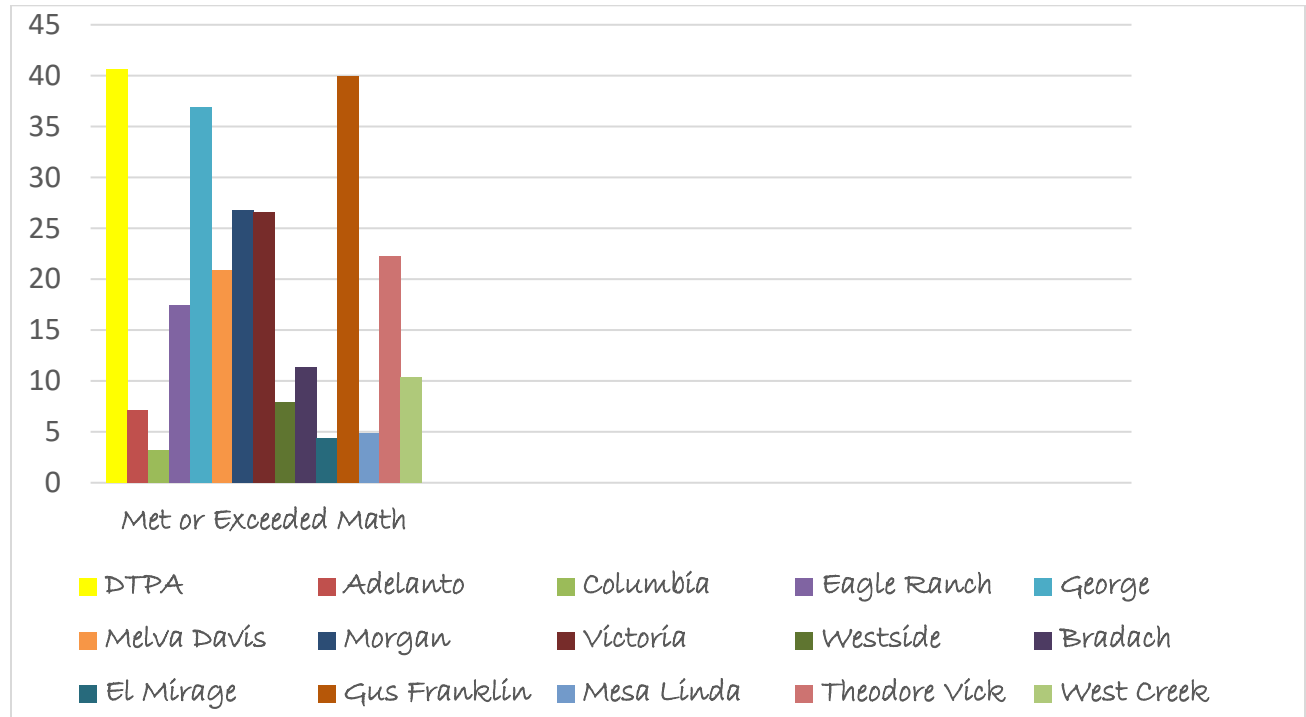


Percentage of scholars that Met or Exceeded Standards in Mathematics

Math	
DTPA	40.62%
AESD	16.76%
County of San Bernardino	31.48%

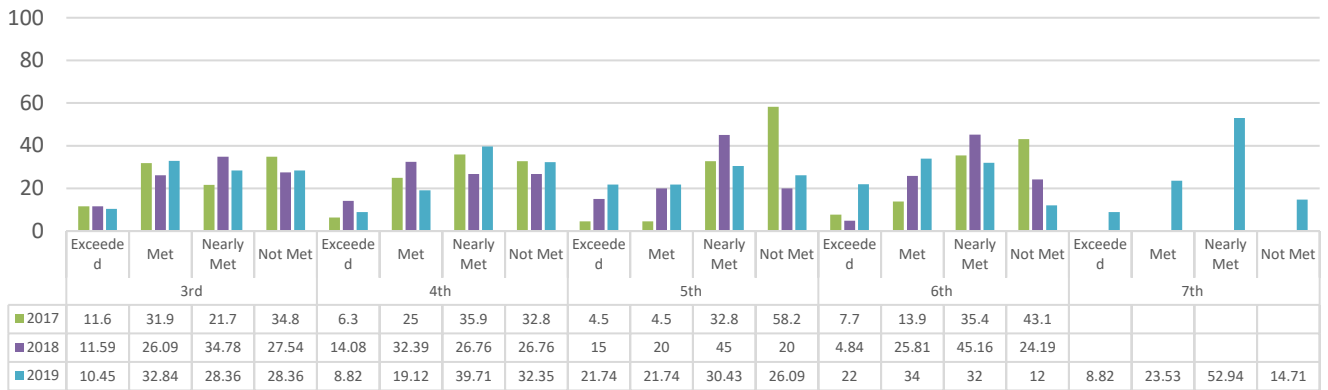
- This chart immediately above shows the percentage of students that either met or exceeded the standards in English Language Arts/ Literacy on the CAASPP. Desert Trails Preparatory Academy outperformed the district and county average.

DTPA vs. AESD Schools' CAASPP Performance in Mathematics



- This graph shows the CAASPP scores of scholars at DTPA in relation to each school in the Adelanto Elementary School District who met or exceeded standards.
- This data supports that scholars at Desert Trails Preparatory Academy are learning, and doing better than all of students in the Adelanto Elementary School District in math.
- Based on the 2018-2019 CAASPP results, Desert Trails Preparatory Academy ranked 1st among all of the AESD schools.
- To help further support the academic growth in English Language Arts, we will be utilizing the CAASPP Digital Library, Interim Assessments, and iReady software, in addition to continuing to use strong CCSS aligned curriculum to develop scholars further in Math.

3-Year SBAC Math: Grade Level Comparison



- From 2018-19, DTPA saw an increase in the percentage of scholars meeting and exceeding standards in every grade level tested except 4th grade. 6th grade had the highest percentage gain in the percentage of scholars meeting and exceeding standards combined.
- 4th: From 2018 to 2019, 4th graders at DTPA saw a significant decrease in the percentage of scholars meeting and exceeding standards combined in Math. In 2019, 18.53% less scholars met and exceeded standards combined compared to 2018. 5.26% less scholars exceeded standards while 13.27% less scholars met standards from 2018 to 2019.
- 6th: From 2018 to 2019, 6th graders at DTPA saw an increase in the percentage of scholars meeting and exceeding standards combined in Math. In 2019, 25.35% more scholars met and exceeded standards combined compared to 2018. 17.16% more scholars exceeded standards while 8.19% met standards from 2018-2019.

2018-2019 Math CAASPP Category Breakdown & District Comparison

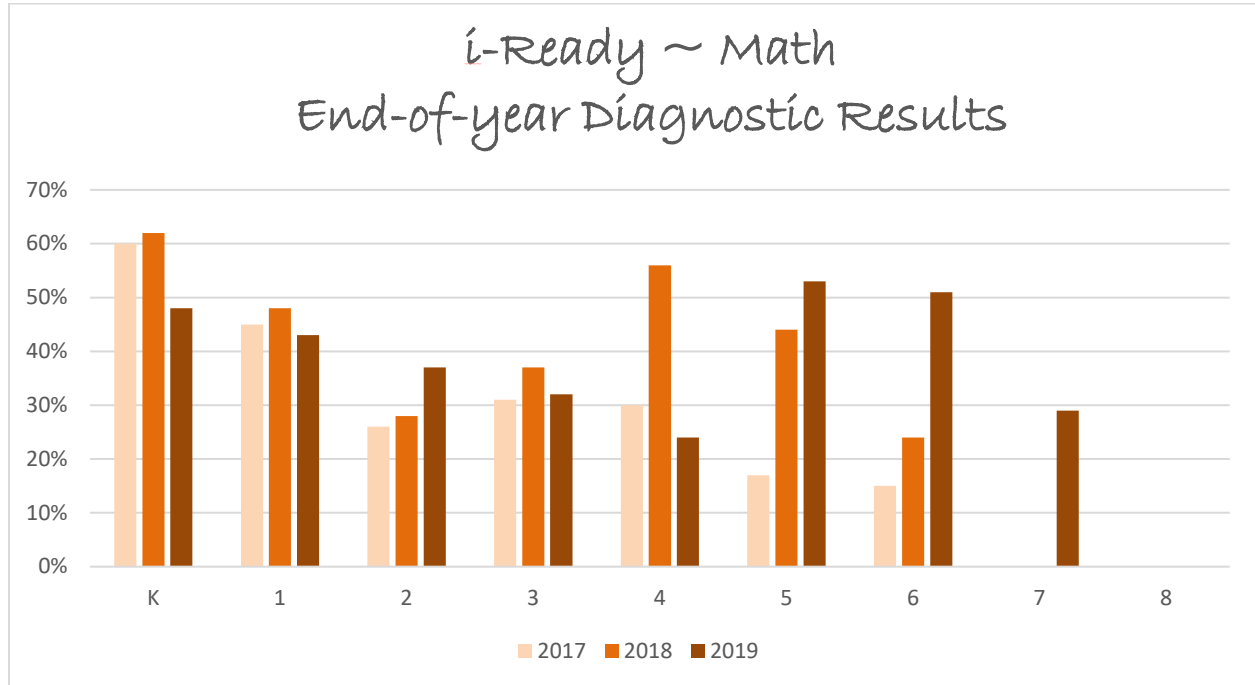
Concepts & Procedures	DTPA	AESD
Above	25.69%	9.37%
Near	39.93%	23.46%
Below	34.38%	67.17%
Problem Solving and Modeling & Data Analysis		
Above	16.67%	6.75%

Near	51.74%	34.16%
Below	31.60%	59.09%
Communicating Reasoning		
Above	15.63%	6.64%
Near	56.94%	38.68%
Below	27.43%	54.68%

- This evidence shows that our scholars are getting a strong foundation in basic math skills and concepts. Primary grades spend a significant amount of time building speed and time in regards to math facts.
- It is evident that we must increase exposure to word problems and critical thinking questions. Therefore, teachers are utilizing supplemental math materials in their classrooms. These materials includes Touch Math, iReady, IXL, and math center activities.
- This table shows the percentage of scholars that are near, at, or above standards based on the CAASPP website.
- As a school, the greatest number of scholars scoring above standards was in the area of Concepts and Procedures category of mathematics.
- As a school, the greatest number of scholars scoring near or below standards was in the area of Communicating Reasoning.
- As school, we have made great progress in the area of math. However, there is still room for improvement. We will continue utilizing CAASPP Digital Library, CAASPP Interim Assessment, iReady, and IXL as supplement resources to support learning in math.

i-Ready Diagnostic Assessment Scores

3-Year Trend ~ 2017 - 2019



- This data shows a three-year trend of the number of scholars who are performing at or above grade level by the end of the school year in mathematics, according to i-Ready Diagnostic assessments.
- DTPA End-of-Year standards proficiency assessments in math shows some slight fluctuation at various grade levels in the percentage of scholars meeting proficiency. Outside factors, such as change in curriculum and teacher turn-over have affected this data.
- However, DTPA is still maintaining progress toward closing the achievement gap in math as evident on the CAASPP test.
- Based on an analysis of our program and curriculum, we have identified that more emphasis needs to be placed on critical thinking and reasoning. We have thus taken the time to shift our curriculum to align with the CCSS expectations by purchasing EnVision math during the 2017-2018 school year.
- We will also continue to use iReady, IXL and CAASPP Interim Assessments as supplemental learning materials to support scholar learning.

i-Ready Data and Analysis of Findings for Math

	Fall 2018 % of Scholars At or Above Grade Level	Spring 2019 % of Scholars At or Above Grade Level	Growth
Kinder	7%	48%	+41%
1st Grade	7%	43%	+36%
2nd Grade	7%	37%	+30%
3rd Grade	11%	32%	+21%
4th Grade	12%	24%	+12%
5th Grade	27%	53%	+26%
6th Grade	29%	51%	+22%
~~7th Grade~~	~~9%~~	~~29%~~	~~+20%~~
~~8th Grade~~	~~N/A~~	~~N/A~~	~~N/A~~

- The iReady data shows that each grade level experienced an increase in the number of scholars making progress in towards proficiency.
- The highest increase was experienced by Kinder scholars showing that a solid foundation is being laid in primary grades.
- We will support continued growth in mathematics by continuing the use of and providing more supplemental resources.

Desert Trails Preparatory Academy continues to reflect upon data to make improvements to the program to help more scholars move towards proficiency in math. We will continue to look for additional supplemental curriculum and provide professional development trainings to help support academic growth in this area.

History/Social Studies Curriculum

The study of historical facts is essential to the classical curriculum. In order to meet the California State Standards and Common Core Standards, scholars of Desert Trails Preparatory Academy study various themes in history to gain an understanding of the breadth of experiences and influences that have shaped our world and our nation. From grades K through 6, a broad area of themes are covered including family life, cultures, community, the study of California, United States history, and ancient civilizations. In addition, scholars of Desert Trails Preparatory Academy also study history from a global perspective.

Desert Trails Preparatory Academy develops the idea of social studies in Kindergarten. Teachers introduce world history beginning in 1st grade. The course then adds information every year, which takes advantage of previous knowledge, using this knowledge to gain a deeper understanding of each historical event

At Desert Trails Preparatory Academy, Social Studies is taught using an assortment of resources including pieces of our Classical Literature collection, Benchmark Advance series, an array of Abeka books, Social Studies Alive! And History Alive! curriculum, and other teacher-created resources. In alignment with Common Core Standards, our scholars are provided social studies curriculum that is integrated into Language Arts, Math, Science, and Arts. In teaching Social Studies, teachers use a variety of graphic organizers, visual

aids, as well as technology and multimedia resources to develop scholars' analytical skills and academic vocabulary.

3rd Grade Sample History Topics

TCI History Alive!

3rd Grade Unit 1

- Understanding Geography of the World
- Finding Places in the United States
- Geography and the Way We Live
- Settling the United States
- Diversity in the United States
- Cultures Around the World

Using the TCI History Alive! Curriculum, scholars are provided an opportunity to bring what they are learning to life in project-based learning activities. They engage with the content with hands-on and experiential activities. Scholars are guided into more evaluative learning and gain experience conducting research as they create debates and projects related to the current historical topic of study. These courses give scholars the foundational knowledge needed to continue their history education in high school and beyond.

In order to incorporate the Classical Model, scholars study World History along with American History. This allows scholars to see the historically significant events from various regions, countries, and cultures. In this modern global society, children cannot simply focus on the self-referential approach to history that has been presented in our schools. Instead, history should help the scholars to gauge the experiences of other cultures and customs against their own. This approach allows scholars to understand the connections between historical events, and even supports their understanding of the development of our own country and the ideals upon which it was built. This model also lends itself to greater enjoyment of the study of history. Modern children are already enthralled by stories of Greek gods and ancient mummies, so it makes sense to include the facts about these ancient times in their studies.

Geography Curriculum

Often a neglected subject in schools, geography serves a vital function in the Desert Trails Preparatory Academy program. Five themes of geography—location, place, human interaction, movement, and regions—offer a basic approach and framework for the scholars' study of the world. The study of geography also informs the history curriculum. Often, geographical features influence how mankind utilizes available resources, which, in turn, affects the shaping of human history. Desert Trails Preparatory Academy scholars follow a pattern of concentric thinking in geographical studies, beginning from a small, central point within the community that children at the kindergarten level can best appreciate, and working outward to encompass the greater land masses of regional and continental study. Under this methodology, children at the early grades study their immediate environment, including their families, school, and town. Older scholars study state geography and move on to an exploration of world geography.

Books such as Success with Maps and Daily Geography Grams are used to guide instruction in this area. Scholars often use maps and geographical information as part of hands-on activities designed to accentuate historical learning.

Science Curriculum

Desert Trails Preparatory Academy has adopted the new Next Generation Science Standards which calls for scholars to use inquiry-based learning and critical thinking skills. Desert Trail's science curriculum, TCI Science Alive!, emphasizes learning through inquiry and exploration. Scholars utilize the traditional laboratory method for discovery, using the principles of The Scientific Method: hypothesis, observation, data collection, and validation. The curriculum includes life sciences, physical sciences, and earth science. The study of science begins in Kindergarten and adds more details as the scholar progresses. Scholars at Desert Trails Preparatory Academy will become academically accomplished in science by immersion in the scientific methods. Each lesson requires experimentation and allows scholars to develop hypotheses, conduct experiments, and modify or confirm the original hypothesis. Scholars are also given the opportunity to showcase their own experimentation in the school's annual Science Expo.

Teachers also employ Benchmark Advance series to reinforce content literacy and enhance reading comprehension at all grade levels. Scholars are also exposed to various media resources such as Discovery Education, which offers an assortment of content related videos, PowerPoint Presentations, and supplemental resources.

Desert Trails Preparatory Academy has adopted TCI Science Alive! in grades third through six. The TCI Science Alive! curriculum aligns with NGSS. Our program offers high-quality textbooks with excellent selections for teachers to choose from, which include writing and experimenting with science. All TCI Science textbooks come with science laboratory kits which provide materials necessary for scholars to engage with the content. A significant element to science in grade six is in experiential learning. The teachers develop classrooms in which scholars are using the skill of inquiry to develop questions, conduct research, and draw sound conclusions about scientific concepts. Science labs and projects are conducted on a regular basis.

Sample 7th Grade Science Topics

TCI Science Alive!

7th Grade Unit 1

Life Science: Cells & Genetics

● Traits Unit:

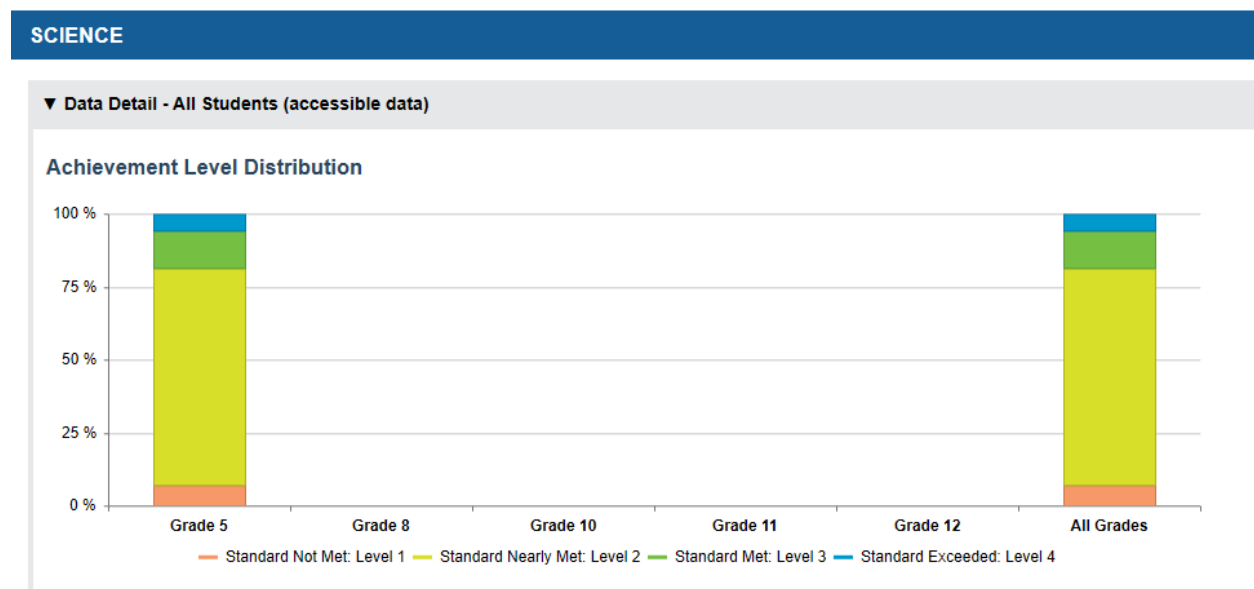
Anchoring Phenomenon: Organisms have unique physical and behavioral traits that help them survive.

Storyline: The island of Madagascar has plants and animals that exist nowhere else on the planet. Plan an eco-tour, highlighting how the unique physical and behavioral traits of these organisms have helped them survive.

Performance Assessment: Plan a Trait Trek to Madagascar and create a brochure describing what travelers will see on the trip. The brochure will explain how each organism's unique traits help it survive and reproduce.

Science Assessments and Accomplishments

As a requirement of the state of California, all scholars in grade five were tested on the California Science Test (CAST) in 2018-2019. The graph below displays the baseline CAST results as this is the first year of scores reported.



The CAST is aligned with the Next Generation Science Standards (NGSS). The following shows scholars' performance based on the domains of NGSS expectations.

2018-2019 Science CAST Category Breakdown & District Comparison

Life Sciences	DTPA	AESD
Above	8.57%	4.39%
Near	45.71%	29.26%
Below	45.71%	66.35%
Physical Sciences		
Above	8.57%	4.62%
Near	50.00%	30.08%
Below	41.43%	65.31%

Earth & Space Sciences

Above	1.43%	2.57%
Near	51.43%	34.30%
Below	47.14%	63.13%

- The data shows that the majority of the scholars are performing Near standard in science. We would like to continue to make progress in this area so that more scholars are Above standard.
- To help support academic growth in this area, we have updated our curriculum to align with NGSS.
- The teachers will be required to emphasize in their instruction vocabulary, charts and graphs and include project base assessments to increase academic growth.
- Teachers are also receiving more professional development in order to enhance their understanding of NGSS.

Foreign Language Curriculum

As scholars progress through Desert Trails Preparatory Academy, they are exposed to three different foreign languages. Kindergarten through Second grade scholars are introduced to Spanish. Third and Fourth are introduced to Latin. Fifth and Sixth graders are introduced to French. In order to introduce these languages, teachers use supplemental workbooks and multimedia resources such as DVDs and CDs. This provides exposure to the oral and written language. Having at least a functional knowledge of these languages serves to enrich the quality of our scholars' language experience.

Performing and Visual Arts Curriculum

All scholars at Desert Trails Preparatory Academy participate in a music program. Each class attends Music class, where they learn music theory, sing, dance, and play musical instruments. Scholars are also exposed to the cultural significance behind music presented, which includes pieces from a variety of regions and eras. Our school site has a band room with musical instruments which scholars have access to. A Percussion Ensemble has also been created as an extracurricular activity for interested scholars and is part of our weekly Enrichment program throughout the year.

The Theatre Arts and a Glee Club are introduced to all interested scholars through our Enrichment Program. Desert Trails Preparatory Academy produces a musical/theatrical production twice per school year. At our Winter Concert and Spring Musical, scholars have the opportunity to perform what they have learned for their families. Furthermore, during these performances our scholars performs using the foreign language that has been introduced in their grade levels.



Performing and visual arts is an integral part of scholar achievement and fits with the school focus of teaching the whole child. Though at times taught independently, these subjects are typically used to augment learning in the other content areas. We also have a Cheer Team that consists of 30 or more scholars that compete with other schools.

Technology

In recent years, the need for technology components in education has skyrocketed. Our society has become global. We interact in ways and at a pace never before imagined. Information is available within seconds at the touch of a finger. Our children are more exposed, more aware, and more tech-savvy than ever before. There is also more pressure on them to keep up with this rapidly growing technological age and schools are struggling to stay abreast.

Technology is assimilated into every content area at Desert Trails Preparatory Academy and incorporated with the Common Core State Standards. Scholars have access to and learn the use of a wide variety of technological instruments. A computer technology class has been incorporated into the school's curriculum in order to ensure the scholars are gaining access to technology on a daily basis. The class is offered weekly for 50 minutes. Scholars also have classroom time on computers on a daily basis. All classrooms, grade 1-6~~8~~, are 1-to-1 Chromebook. Scholars are taught typing, word processing skills, test-readiness, and research skills. They also learn computer-related vocabulary and symbols. The technology curriculum begins with basic computer skills and advances scholars to eventually use technology for presentations, such as making videos, PowerPoint presentations, and web pages. Younger scholars learn to utilize the computer for learning games and activities, while older scholars type reports, do research, and complete presentations using the Internet and other computer tools. In order to be efficacious, our scholars must learn to communicate not only verbally and in writing, but by using a variety of technological resources.

Technology is integrated throughout all subjects, as well as recreational and cultural activities, and allows for communication among teachers and scholars, family and friends, as well as the global community. The school uses technology as one way for parents to stay engaged in their child's education in consistent dialogue with the teachers. Through the school's website, parents can access staff email addresses and staff webpages for communicating, calendars of the school-wide events, forms, and information. The website has

helpful daily information like our food service menu with nutritional components, volunteering, weekly events updates, and learning resources for all academic areas that include websites and apps. Parents can also learn about the school's history, mission, vision, homework policies, and curriculum. With the adoption of i-Ready, parents will have access to lessons to help support their child's academic success at home in the area of English Language Arts and Math. Parents will also have access to their child's complete academic grades, both overall and itemized, online through the Aeries SIS parent portal.

Scholars complete technology-rich projects that exercise higher-order thinking skills such as analysis, synthesis, and evaluation. Scholars become more independent learners as they are given complex tasks to complete individually and collaboratively. Scholars are using learning games, learning resources, and the Internet as part of their academic program. All scholars at Desert Trails Preparatory Academy become proficient with word processing, and older scholars use and explore databases, Internet research, and spreadsheets where they prepare tables and graphs. Coding and Robotics is offered for grades 3-8 as an Enrichment course as well.

Teachers at Desert Trails also have the opportunity to apply technology to classroom management. Several teachers employ supplemental material they find online, educational video clips on specific topics, PowerPoint presentations, and Class Dojo to create interactive online learning environments. Ultimately, the school's computers are not a subject matter to be taught, but a tool utilized in order to enhance learning, identify needs, provide real-world connections to classroom lessons, and foster communication. The technology curriculum is one that supports core instruction and improved performance. The former NWEA, and now our current i-Ready program are both an online assessment that self-adjusts similar to the CAASPP test. For each question that is answered correctly, the next one is harder, and for each question answered incorrectly, the next question is easier. This allows the system to find the exact academic level of each scholar without pushing them past the point of frustration. In addition, both are Common Core aligned. The i-Ready will take the data to the next level and create lessons for each individual scholar based on their assessment score. Scholars are given specific lessons to help them work on their specific standard that showed to be the areas of greatest concern on their test. Through a variety of independent games and activities, scholars will be supported. In addition, teachers have access to the i-Ready resources that provides small group instruction lessons on each standard ready to teach and reassess immediately after the scholars have taken the assessment.

Instructional technology provides a means for teachers to teach and scholars to learn in new ways. Most significantly, technology is used to make instruction more scholar-centered and individualized, allowing the teacher to provide a greater level of individual attention to scholars. In addition, teachers use technology to respond to the diverse needs of our scholars, especially those in most need of remediation and/or support.

The school's technological system also allows administrators and teachers to collect information for the purpose of assessing the appropriate uses of resources. Specific needs can be targeted and resources can then be reallocated, if necessary. Desert Trails Preparatory Academy will utilize programs such as "Aeries SIS and i-Ready assessments, to make assessment data more accessible to staff and administration. This data is used to drive instruction for our scholars and inform parents of their child's progress. Scholars and their families will have access to teacher and administration email addresses through the school website to aid communication.

Healthy Habits and Nutrition

The above-described school garden at Desert Trails Preparatory Academy is a springboard for real-life activities involving nutrition and making healthy choices. Desert Trails Preparatory Academy incorporates various programs into its curriculum to teach children to make good choices for their health. Desert Trails Preparatory Academy provides curriculum in healthy habits and nutrition by utilizing material such as lessons from the Dairy Council of California. This program is designed by grade level and used by the teachers. This curriculum is aligned to the State standards and includes 6 to 10 lessons intended to encourage “healthy eating behaviors and attitudes in our students.” There is also an interactive website scholars and parents have access to with links to more resources, information, and games for kids. The program comes with a 30 minutes professional development element to certify teachers on the program as well.

The nutrition curriculum of Desert Trails Preparatory Academy is designed to teach scholars to:

- Follow a well-balanced eating plan rich in diverse foods – all foods can be included when wise principles are followed.
- Be positive about their food choices – choose foods because of the nutrients in them, or because of how colorful they are.
- Make meals a time to enjoy being with others – family and school meal time is an important time for staying connected to each other and to our cultures
- Make their choices individual - just as our learning styles are different, so are our taste buds. Our food choices will be varied according to our lifestyles and preferences.

Nutrition is an integral part of developing the whole child. Desert Trails Preparatory Academy includes a quality nutrition program in our curriculum and as part of our school meal program.

Physical Education

Desert Trails Preparatory Academy has set five overarching model content standards for elementary school scholars, which are “high priority” physical fitness objectives for our scholars:

Standard 1: Scholars demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Scholars demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Scholars assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Scholars demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Scholars demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

The State of California requires that scholars receive 200 minutes of physical education every 10 school days. The scholars of Desert Trails Preparatory Academy have a 40 minute PE period at least twice per week as necessary to meet State standards.

Desert Trails Preparatory Academy uses SPARK Physical Education curriculum which is a research-based program that promotes lifelong wellness. Further, Desert Trails Preparatory Academy provides classes with equipment to be used for PE, which include playground balls, rings, cones, bean bags, etc., and teachers are provided supplemental materials to meet the developmental levels of their scholars. Curriculum follows the natural progression of scholars' physical abilities, beginning with basic spatial awareness and fine motor skills in Kindergarten, to balancing and basic tumbling in Grade 3, to skills required for specific sports such as basketball in Grade 6. The 5th and 8th grade scholars of Desert Trails also partake in the California Physical Fitness Test (PFT).

Character Education

Desert Trails Preparatory Academy endeavors to create a safe setting for scholars by creating a bully-free environment. Many scholars who are bullied tend to have lower attendance rates and lower performance levels, not to mention lower self-esteem than their counterparts. Additionally, many scholars who bully others suffer from a lack of self-esteem themselves or the social skills necessary for empathy and caring for others. Desert Trails Preparatory Academy helps both our scholars and teachers prevent bullying in our school.

Our Character Education program has proven to be successful at Desert Trails Preparatory Academy. When the doors opened to Desert Trails Preparatory Academy, the high rate of behavior incidences had not been anticipated. Many of our scholars carried bad habits from their time at Desert Trails Elementary School and the community. We knew these habits needed to be broken very quickly. Therefore, administration responded by hiring an on-campus Behavior Specialist. This helped to significantly and quickly decrease behavior-related incidences on campus. Desert Trails Preparatory Academy now has a Student Services Department that meets the needs of Social-Emotional Learning including counseling and behavior support.

Below is an example of the suspension rate at our "sister" schools over the past three years.

	2016-17	2017-18	2018-19
LEPA Suspensions	1	1	0
LEPA Expulsions	0	0	0
DTPA Suspensions	1	0	1
DTPA Expulsions	0	0	0

<http://data1.cde.ca.gov/dataquest/>

Many local organizations offer assemblies and programs designed to educate kids about what bullying is, how to help stop it, and how not to become a bully. We take advantage of these resources. Assemblies by the NED Show, a group that promotes positive reinforcement and character building, for example, have

occurred at Desert Trails. Our school's student council also puts on an assembly to make the student body aware of bullying and how to prevent it. Positive posters are placed in the Multi-Purpose Room to remind scholars of appropriate behavior and acts of kindness. Desert Trails Preparatory Academy has applied Dalgren's Teach – To's as school-wide rules and expectation program for classroom and playground behavior. Those scholars that consistently follow the rules and meet school expectations are rewarded for making good choices. The school has implemented a monthly Character Traits program. Each month one scholar from each class is awarded a certificate and a picture on our school website for demonstrating one of our 10 school Character Traits. The scholars are very proud of this achievement and work very hard to earn it. These strategies have been guiding forces in decreasing behavioral issues.

Desert Trails Preparatory Academy implements the following strategies to prevent bullying before it starts:

- Create an atmosphere where everyone feels like they belong. Scholars who feel a sense of belonging are less likely to bully others.
- Establish clear, concise, school-wide behavioral expectations. For example, “Be Respectful” is a rule. An effective expectation would be to teach scholars that respecting others means “Every person is different and we are not to make them feel bad about themselves for being different than us”.
- Create consequences for aggressive behaviors which are consistent, rather than unique to each situation; inconsistency causes these behaviors to continue.
- Keep the tone positive. When consequences come from a prescribed order, there is no need for anger or frustration from the adult toward the child. The scholar will recognize that those consequences were earned and not given.
- Accentuate the positive. Scholars who hear descriptive acknowledgements of their positive behaviors are likely to repeat them.
- Create a climate in which peers become more than just bystanders. Bullying and its effects are reduced when bystanders tell the bully to stop, befriend the person being bullied, and/or go to tell a teacher or other adult.
- Help victims of bullying overcome negative effects of bullying and develop more positive attitudes toward themselves.
- Help victims make friends. Encourage other scholars to reach out to them.
- Recognize the accomplishments and positive impact programs are having on our school. Parents and staff are more likely to continue anti-bullying programs when they are recognized for their efforts.

E. LCFF Compliance

Desert Trails Preparatory Academy will comply with all requirements pursuant to California Education Code sections 47606.5 and 47605(b)(5)(A)(ii), including the development and annual update of school-wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code section 52060(d). We will comply with all elements of the Local Control Accountability Plan (“LCAP”), including the adoption of any templates required by the State Board of Education. Our current LCAP is outlined below under Element 2, Section D.

F. Special Populations and Academic Success in Serving Scholars by Population

As described in Section A above and discussed below, Desert Trails Elementary School had a diverse student population that needed stability, structure, and transformation in the educational model in order to ensure that all students were reached and receiving the best possible education. Desert Trails Preparatory Academy has achieved this. We have brought an exceptional educational plan to a once broken school community. The charter school's purpose, goal, and vision was and remains to be to transform the school so that there is consistent, stable academic growth in all areas and subgroups.

Upon opening up in 2013-14, the CST STAR assessments, with the exception of Science, were discontinued by the state of California and replaced with CAASPP. During the 2013-14 school year, the CAASPP assessments were not scored. The 2014-15 assessment scores established baseline data for all schools. Desert Trails Preparatory Academy has demonstrated consistent progress in closing the achievement gap as evident in the data that follows.

We also began using the iReady program in 2015-2016 to replace the NWEA. The iReady program is more closely aligned with Common Core State Standards and the CAASPP assessment format. There are a variety of resources built into the program that help support scholar learning in the classroom and at home. This program is more user friendly for scholars and staff and provides more ways to analyze data results to help drive instruction for both the scholar, parent, teacher, and administration.

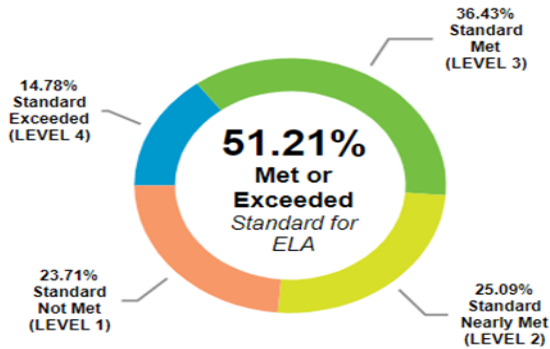
School-wide Overview

Desert Trails Preparatory Academy have consistently shown growth and have made progress in closing the achievement gap with all scholars. This is evident in the three-year trend in the charts below.

2018-2019

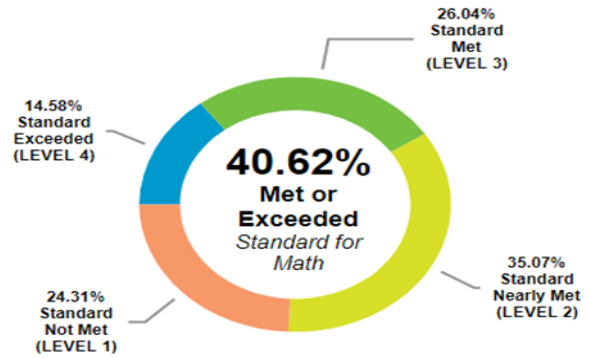
ELA

Percent of students within each achievement level



Mathematics

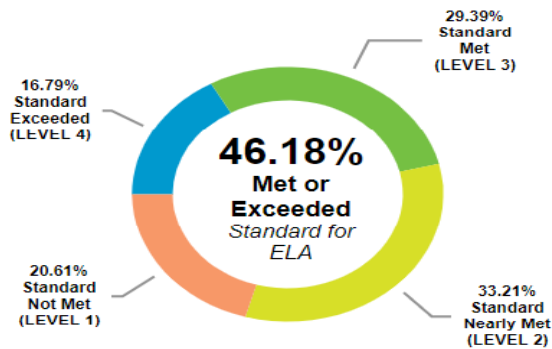
Percent of students within each achievement level



2017-2018

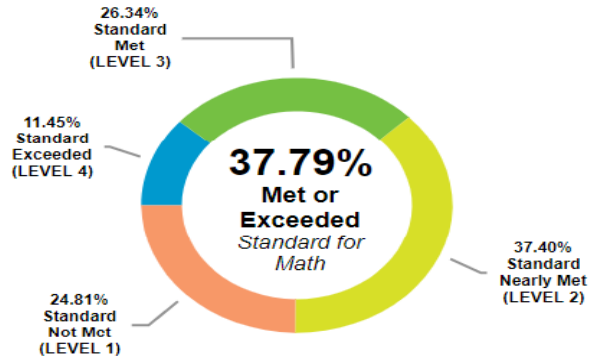
ELA

Percent of students within each achievement level



Mathematics

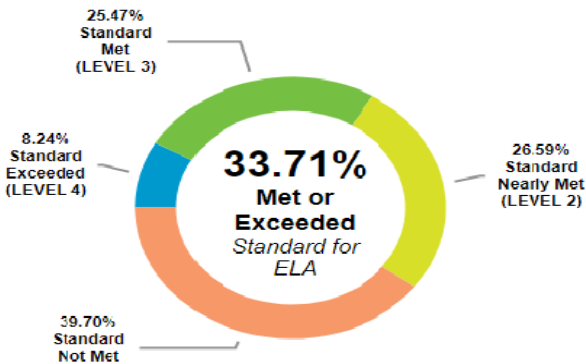
Percent of students within each achievement level



2016-2017

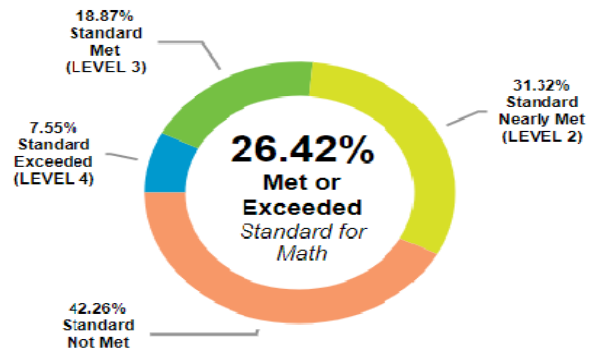
ELA

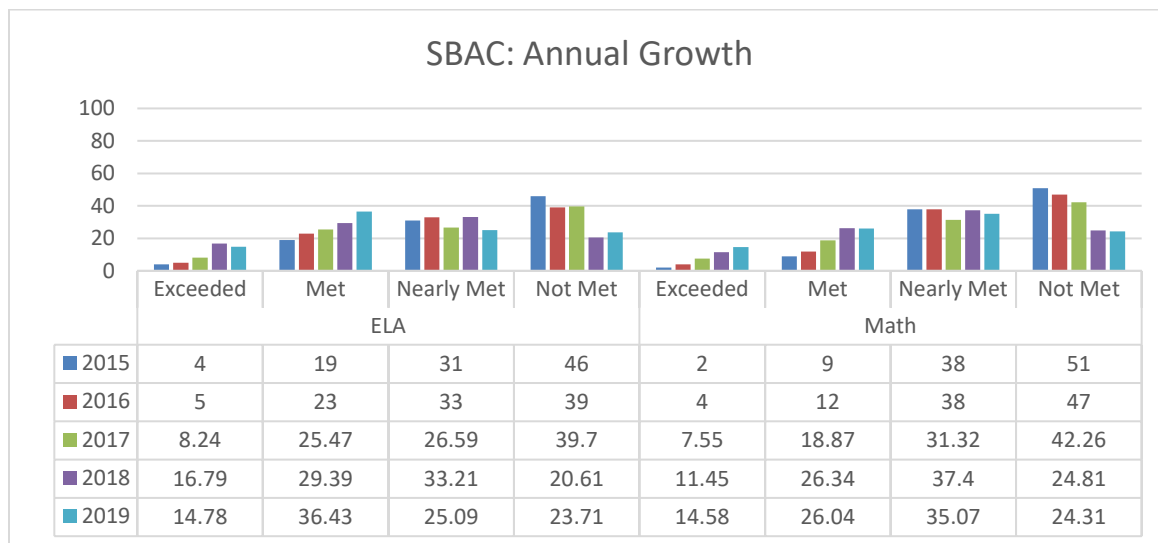
Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





ELA

- From 2017-18 to 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 5.03% more students met and exceeded standards combined compared to 2017-18.
- 2.01% fewer students exceeded standards while 7.04% more students met standards from 2017-18 to 2018-19.
- In ELA, DTPA increased the percentage of students meeting standards each year beginning in 2015 to 2019.

Math

- From 2017-18 to 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 2.83% more students met and exceeded standards combined compared to 2017-18.
- 3.13% more students exceeded standards while 0.3% fewer students met standards from 2017-18 to 2018-19.

The data, overall, provides evidence that the scholars at Desert Trails Preparatory Academy on making progress and demonstrating mastery of standards at a positive rate. Our special populations are likewise making incredible movement towards closing the achievement gap as evident in the data that follows.

Economically Disadvantaged Learners

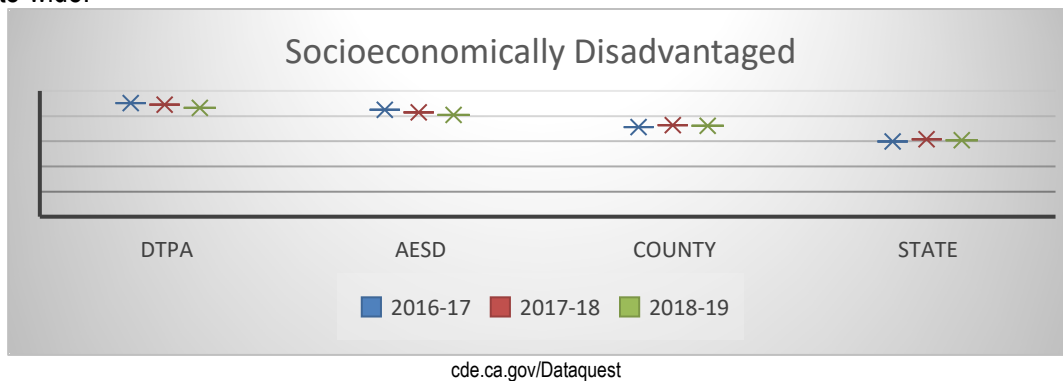
Desert Trails Preparatory Academy addresses the needs of economically disadvantaged scholars by providing concrete services, as well as by helping each and every scholar in the acquisition of knowledge and the wisdom necessary to apply it correctly. Every child is taught he or she is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction. Scholars continue to receive strong support from a team of teachers, administrators, parents and

volunteers, all of which are committed to being positive role models, providing academic guidance, and enhancing the child's self-esteem.

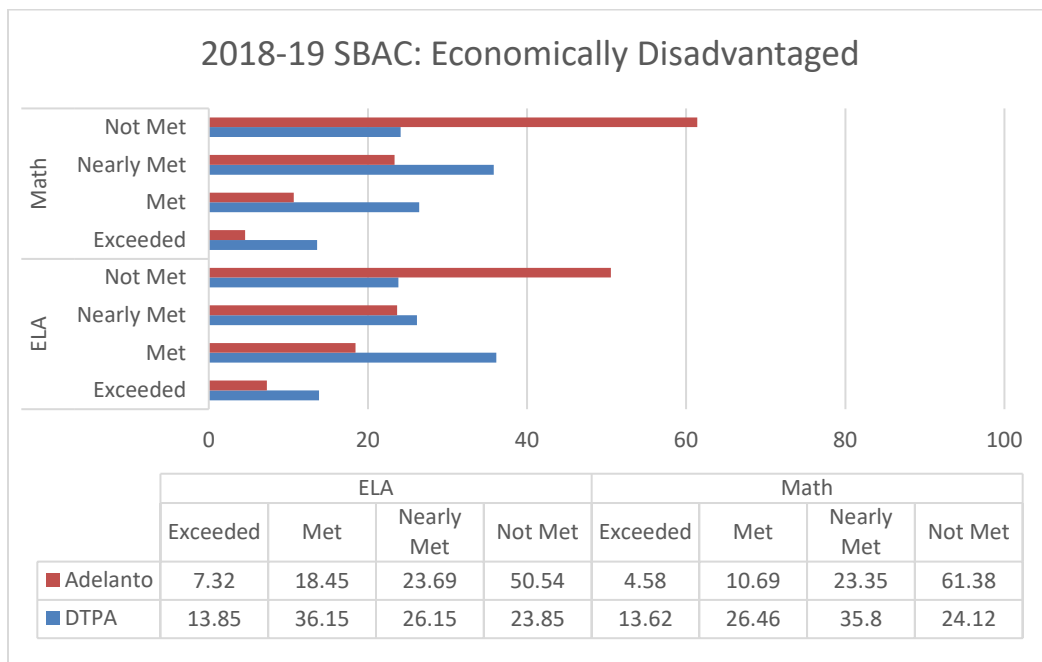
Specifically, Desert Trails Preparatory Academy addresses the unique needs of economically disadvantaged scholars in a sensitive and confidential way by:

- Providing a free after-school tutoring program which provides economically disadvantaged scholars, and all scholars, with an opportunity to complete school work before leaving the school site. Here, scholars receive assistance from teachers and volunteers in areas of difficulty. Typically, 80% or so of our scholars participate in the tutoring program welcomed by parents.
- Providing equal access to all activities.
- Directing parents to resources and additional information, as needed. Parents are also provided referrals to outside agencies for counseling services as needed, through SELPA
- Providing food services at reduced or free rates for those that qualify based on CDE regulations.
- Helping scholars develop a positive attitude toward school through our school-wide character education program.
- Building a strong relationship between home and school through communication at monthly parent meetings, informational flyers, and school-wide bulletin boards.
- Establishing practices that encourage links, memory, and transfer.
- Providing opportunities for enhancement through field trips, hands-on approaches, and real-world connections.

The chart below shows the proportion of socioeconomically disadvantaged scholars at Desert Trails Preparatory Academy, in comparison to the numbers of disadvantaged students district-wide, county-wide and state-wide.



- This data shows that Desert Trails Preparatory Academy serves a high number of Socioeconomically Disadvantaged scholars.
- Desert Trails Preparatory Academy has a higher percentage of Socioeconomic Disadvantaged scholars than the Adelanto Elementary School District, the county of San Bernardino, and the state of California.
- Based on this data, Socioeconomically Disadvantage is not really a subgroup—it is the majority of the school population. Historically, we have experience serving this population and have demonstrated success in the classroom.

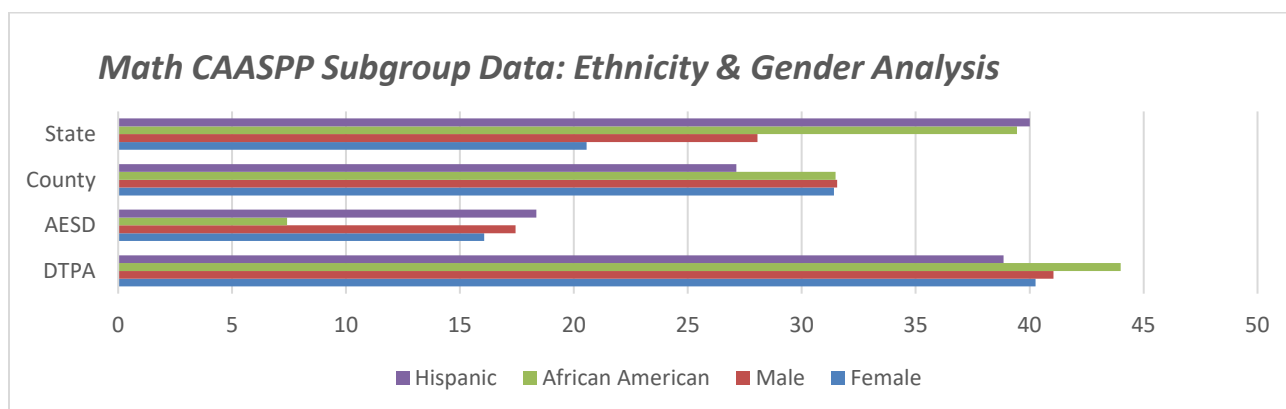
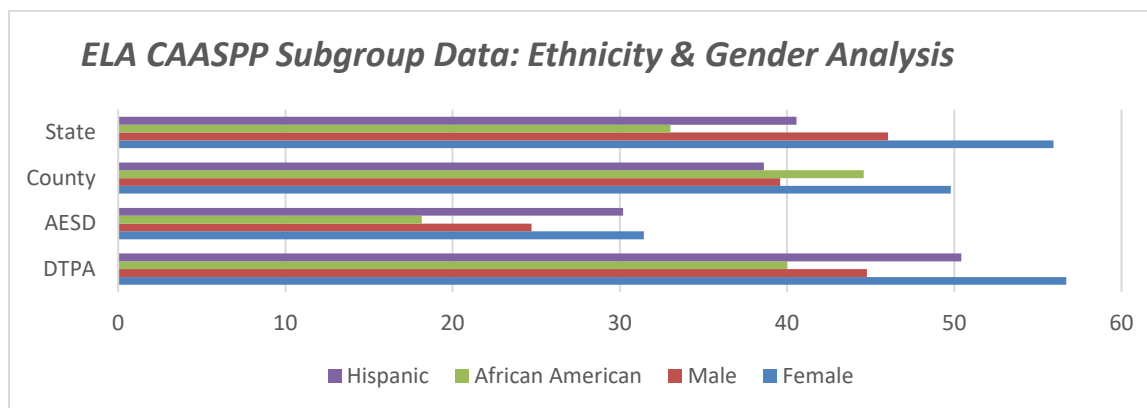


- Based on the 2018-19 SBAC data, DTPA had 24.23% more economically disadvantaged students meet and exceed standards combined than the Adelanto District in ELA.
- Based on the 2018-19 SBAC data, DTPA had 24.81% more economically disadvantaged students meet and exceed standards combined than the Adelanto District in math.
- DTPA had a lower percentage of students who did not meet standards than the District in both ELA and Math.
- DTPA had a higher percentage of students who nearly met standards than the District in both ELA and Math.

Ethnicity & Gender Subgroup Achievement

African American and Hispanic learners make up a significant and the majority of the population of learners at Desert Trails Preparatory Academy. The data provided below shows the 2018-2019 CAASPP scores by these subgroups at DTPA, Adelanto Elementary School District, the county of San Bernardino, and the state of California.

Performance by Ethnicity & Gender



- The two tables above show the percentage of African American, Hispanic, female and male scholars who met or exceeded standards on CAASPP assessment in 2018-2019.
- As the data shows, DTPA had a higher percentage of African American scholars pass the CAASPP English Language Arts than both AESD and the State. African American scholars at DTPA also outperformed AESD, the county of San Bernardino, and the State on the CAASPP Math assessment.
- DTPA Hispanic scholars outperformed AESD, the county of Sand Bernardino and the State on both the ELA and Math CAASPP assessment.
- Female scholars at DTPA outperformed AESD, the county of San Bernardino and the State on both the ELA and the Math CAASPP assessment.
- Male scholars at DTPA outperformed AESD, and the county of San Bernardino on the ELA CASSPP assessment. While male scholars at DTPA outperformed AESD, the county of San Bernardino, and the State on the Math CAASPP assessment.

G. Program for English Language Learners

Desert Trails Preparatory Academy complies with all requirements pursuant to California Education Code § 47605 (b)(5)(A)(ii) including developing annual goals for all pupils (i.e. school-wide) and for each subgroup of pupils as identified in California Education Code § 52060(d), including English Language Learners (“ELL”). Please refer to the table in Element 2: Measurable Pupil Outcomes for the school-wide goals for relevant

sub-groups and corresponding assessments. Beginning in fiscal year 2014-2015, Desert Trails Preparatory Academy complies with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments school-wide and for subgroups, including ELL, throughout the duration of the charter.

English Language Learners at Desert Trails Preparatory Academy are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. The Desert Trails Preparatory Academy model is full inclusion, but teachers additionally provide sheltered instruction using SDAIE techniques when scholars have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource, and fostering a bilingual culture. Spanish-speaking English Language Learners act as mentors to Spanish Language Learners as part of the culture of the school.

The chart below shows the percentage of scholars at Desert Trails Preparatory Academy that are English Language Learners. Desert Trails Preparatory Academy has a much higher percentage of ELL than in the Adelanto Elementary School District overall:

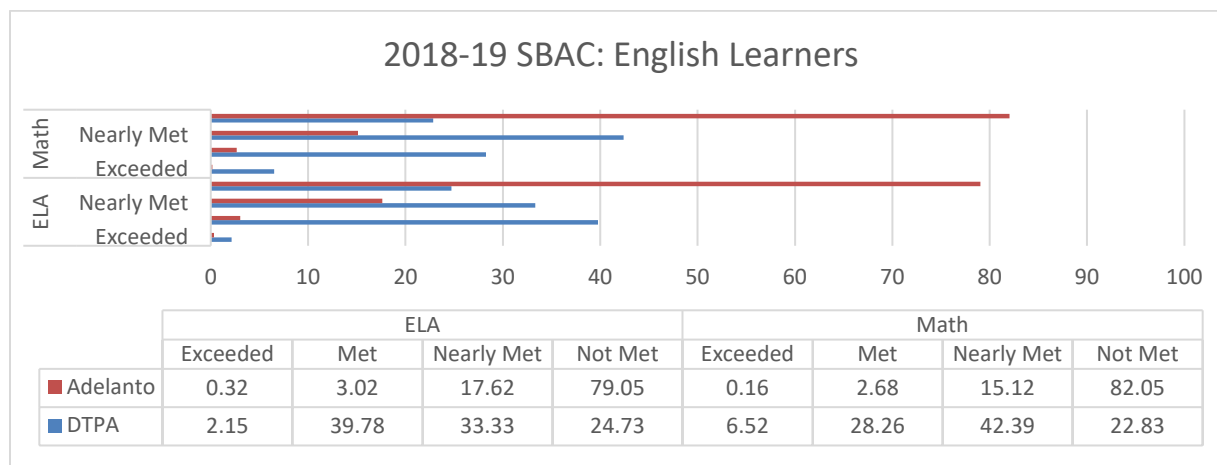
Percentage of English Language Learners

The chart below shows the percentage of scholars at Desert Trails Preparatory Academy, AESD, the county of San Bernardino, and the state that are English Learners in the 2018 - 2019 school year.

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
DTPA	57.9%	1.5%	34.6%	5.7%	0.2%	523
AESD	70.7%	1.8%	15.1%	12.4%	0.1%	8,671
San Bernardino County	65.4%	2.7%	15.9%	15.8%	0.2%	406,069
State	57.9%	4.2%	19.3%	18.3%	0.3%	6,186,278

- Desert Trails Preparatory Academy serves a higher population of English Language Learners than the AESD, the county and the state.

CAASPP Subgroup Data: English Learner



- Based on the 2018-19 SBAC data, DTPA had 38.59% more EL students meet and exceed standards combined than the Adelanto District in ELA.
- Based on the 2018-19 SBAC data, DTPA had 31.94% more EL students meet and exceed standards combined than the Adelanto District in math.
- DTPA had a lower percentage of students who did not meet standards than the District in both ELA and Math.
- DTPA had a higher percentage of students who nearly met standards than the District in both ELA and Math.

In addition to focusing on the academic proficiency of English language learners, Desert Trails Preparatory Academy seeks to promote social success of these scholars as well. To that end, the following elements are incorporated into the school's program:

Inclusion– In accordance with the law, the school does not exclude Limited English Proficiency (“LEP”) scholars from curricular and extracurricular activities in school because of their inability to speak and understand the language of instruction. The school does not assign national origin minority scholars to classes for the disabled because of their lack of English skills. ELL scholars are not assigned to special education because of their lack of English proficiency.

Enrichment– Curriculum for ELL scholars is not remedial in nature; rather, the instruction approach includes hands-on activities, critical thinking, relevance, and instruction across the disciplines.

Grade-level collaboration – Teachers are given time each week in which to collaborate and plan for quality instruction of all scholars. Teachers collaborate with each other to share and gain ideas on the best possible practices for ELL scholars.

Input from within – Teachers and leaders of Desert Trails Preparatory Academy are involved in planning curriculum and instructional approaches based on their day-to-day interactions with scholars.

Identification

As part of the registration and enrollment packet, Desert Trails Preparatory Academy issues a Home Language Survey to every scholar. All scholars who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California ("ELPAC") within thirty days of initial enrollment.

Desert Trails Preparatory Academy notifies all parents of its responsibility for ELPAC testing and of pupil ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under State and Federal law for annual English proficiency testing. Scholars identified as EL take the ELPAC annually thereafter until reclassified as Fluent English Proficient ("FEP"). Parents are encouraged to participate in the reclassification process of their child.

Strategies for English Learner Instruction and Intervention

As noted above, the Desert Trails Preparatory Academy model is full inclusion. In serving scholars with LEP, the school complies with all applicable state and federal rules and regulations, while practicing inclusion to the fullest extent possible.

We as a school are dedicated to providing EL scholars with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing scholars' native languages, and reinforcing an appreciation for the cultures, customs, and languages of all scholars through the school's core curriculum, enrichment programs, and life-skills curriculum. Desert Trails Preparatory Academy promotes the success of English Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. Spanish-speaking English Learners act as informal mentors to Spanish Language Learners.

All elementary school scholars, whether identified as EL or not, are in a process of English Language Development (ELD). Thus, Desert Trails Preparatory Academy II recognizes differences in English language proficiency as degrees of development, rather than bifurcation of the scholar community.

Desert Trails Preparatory Academy uses the ELPAC assessment's reliable language assessment tools to identify scholar levels of English proficiency. Scholars are given an Overall Performance Level, an Oral Language Performance Level, and a Written Performance Level. There are four performance levels possible:

- Level 1- Minimally Developed
- Level 2- Somewhat Developed
- Level 3- Moderately Developed
- Level 4- Well Developed

Each domain on the ELPAC assessment (Listening, Speaking, Reading, and Writing) is also scored using one of the following three performance levels:

- Beginning

- Somewhat/Moderately
- Well Developed

Scholars identified as Level 1- Minimally Developed Speakers/ Readers/ Writers, and Level 2- Somewhat Developed Speakers/ Readers/ Writers require more structure in both delivery of content (Sheltered Methodology described below), and the highly structured/ scaffolded content (Sheltered/Content-based instruction described below).

Scholars identified as Level 3- Moderately Developed and Level 4- Well Developed Speakers/ Readers/ Writers require less structure/ scaffolded content, but require a similar degree of sheltered instruction as those scholars identified as Minimally Developed Speakers/ Readers/ Writers Somewhat Developed Speakers/ Readers/ Writers. Both groups may share immersion classes such as Math and Science, but may be grouped according to proficiency, in terms of structured content, in classes such as Language Arts and History.

Based on initial ELPAC performance and teacher evaluations, students who enter Desert Trails Preparatory Academy and are identified as EL are offered immediate additional assistance and intervention. This is conducted during class periods, small group instruction, and at after school tutoring. Should the parents or guardians decline such immediate interventions and desire that their scholar progress naturally through the Desert Trails Preparatory Academy program, then faculty proceed with normal evaluation and observation of scholar performance and proficiency. Should faculty agree that greater assistance and interventions are required, the Desert Trails Preparatory Academy administration will reopen discussions with the parent and explain the teacher's reasoning for additional assistance.

Desert Trails Preparatory Academy translates written materials sent home to parents, as needed, to ensure that Immersion in the classroom is the preferred model at Desert Trails Preparatory Academy for mastering the English language. ELL scholars' English Language Development progress is monitored by certificated personnel, and qualified staff. Curriculum such as Soar to Success, Early Success, Treasures, Guided Reading, and Into English are programs used at Desert Trails Preparatory Academy. We will continue to look into other programs that are research-based to help our scholars master proficiency.

Desert Trails Preparatory Academy parents/guardians of ELL scholars understand all communications, and are involved in all processes related to the English language development of their scholar. Parents whose English proficiency is limited receive notices and information from the school in their native language in order to encourage participation in the school by all members of the Desert Trails Preparatory Academy community.

ELL scholars are also exposed to the English language in a number of "non-academic" ways, including conversation with teachers and fellow scholars, which is one of the best methods for acquiring language skills.

Sheltered English Immersion Program

In accordance with the Desert Trails Preparatory Academy philosophy of *no excuses* and *personal responsibility*, all scholars who are English Learners are expected to become proficient in the English

language at a progressive pace. Based on a substantial research base proving the benefits of a structured English immersion program, Desert Trails Preparatory Academy implements a comprehensive structured immersion program, in every mainstream classroom, for its ELL scholars.

Teachers at Desert Trails Preparatory Academy teach to the English Language Development standards set forth by the California Department of Education. Scholars of limited English proficiency receive the same academic content as those scholars who are native English speakers. In addition to the core content, scholars who are assessed as English Learners receive assistance in oral language development using programs such as Treasures and Into English. Desert Trails Preparatory Academy ensures that all ELL scholars have access to the core content or, if needed, we will contract with the necessary specialists in order to do so. All instruction is in English; however, the level of English used for instruction—both oral and written—may be modified for ELL students as necessary. Language acquisition is enhanced by exposing scholars to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.

Examples of instructional models that are employed with ELL scholars at Desert Trails Preparatory Academy include:

- Workshop models
- Cooperative learning
- Thematic teaching
- Language experience approach
- Dialogue journals
- Questioning techniques
- Scaffolding instruction
- Kinesthetic activities
- Books on tape
- Graphic organizers
- Caption television
- Pre-teaching vocabulary
- Manipulatives
- Using culturally relevant materials
- Thinking Maps
- Repetition
- Modeling

Central to its delivery of *all* curricula, Desert Trails Preparatory Academy incorporates the Sheltered Instruction Observation Protocol (SIOP) Model. SIOP is a research-based, highly valued model of instruction that is currently widely used across the United States and created by professors of California State University Long Beach. The model is applied to sheltered, bilingual, and immersion environments across K-12. The assumptions behind the SIOP Model are derived from Krashen's Theory of Comprehensibility. Simply stated: content must be comprehensible across the spectrum of ELD, whether students are identified as Non-English Speakers, Readers, Writers, or Fluent English Speakers, Readers, Writers.

SIOP consists of 8 interrelated, cyclical categories. They include:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment

Desert Trails Preparatory Academy understands that all scholars are at a level of ELD and can benefit from the 8 core components of SIOP. The 8 core components of SIOP are identified and defined in an implementation context as follows (Echevarria, Vogt and Short, 2000, 2004, 2008: The Sheltered Instruction Observation Protocol):

Lesson Preparation

- a. Content objectives are clearly defined, displayed, and reviewed with scholars.
- b. Language objectives are clearly defined, displayed, and reviewed with scholars.
- c. Content concepts are appropriate for age and educational background level of scholars.
- d. Supplemental materials are used to a high degree, making the lesson clear and meaningful.
- e. Adaptation of content covers all levels of scholar proficiency.
- f. Meaningful activities integrate lesson concepts with language practice opportunities for listening, speaking, reading, and writing.

Building Background

- a. Concepts are explicitly linked to scholars' background experiences.
- b. Links are explicitly made between past learning and new concepts.
- c. Key vocabulary is emphasized.

Comprehensible Input

- a. Speech is appropriate for scholars' proficiency level.
- b. Academic tasks are clearly explained.
- c. A variety of techniques are used to make content concepts clear.

Strategies

- a. Ample opportunities are provided for scholars to use learning strategies.
- b. Scaffolding techniques are consistently used, assisting and supporting scholar understanding.
- c. A variety of questions or tasks promote higher-order thinking skills.

Interaction

- a. There are frequent opportunities for interaction and discussion among teachers and scholars which encourage elaborated responses about lesson concepts.

- b. Grouping configurations support language and content objectives of the lesson.
- c. Sufficient wait time for scholars' response is consistently provided.
- d. Ample opportunities are provided for scholars to clarify concepts in L1's (or language of greater fluency) as needed with instructional aides, peers or L1 (or language of greater fluency) text.

Practice/Application

- a. Hands-on materials and/or manipulates are provided for scholars to practice using content knowledge.
- b. Activities are provided for scholars to apply content and language knowledge in the classroom.
- c. Activities integrate all language skills (listening, speaking, reading, and writing).

Lesson Delivery

- a. Content objectives are clearly supported by lesson delivery.
- b. Language objectives are clearly supported by lesson delivery.
- c. Scholars are engaged approximately 90% to 100% of the time.
- d. Pacing of the lesson is appropriate to scholars' ability levels.

Review/Assessment

- a. Key vocabulary is comprehensively reviewed.
- b. Key concepts are comprehensively reviewed.
- c. Regular feedback is provided to scholars on their output.
- d. Assessment is made of scholar comprehension and learning.

The above criteria and descriptors continue to be organized into templates/ rubrics, and integrated into all aspects of orientation, in-service training, lesson planning and delivery, scholar assessment, and instructor professional assessment.

Time for English Language Development During the School Day

In addition to the 90 minutes of English Language Arts time provided to all students each day, ELL scholars continue to receive a minimum of 30 additional minutes of English Language Development daily. The additional time is allocated during small group instruction in the classroom and in the school's resource room.

As needed, an ESOL (English to Speakers of Other Languages) teacher is on staff to provide assistance to classroom teachers with ESOL scholars for Levels 1-3 (Beginner, Early Intermediate, and Intermediate). Level 4-5 (Early Advanced and Advanced) scholars remain with the homeroom teacher during the Reading/Language Arts block.

Reclassification

Desert Trails Preparatory Academy follows all procedures, policies, and guidelines issued by the California Department of Education. The 4 criteria for reclassification listed in Education Code section 313(f) in accordance with the CDE, are as follows:

- Assessment of English language proficiency, using an objective assessment instrument, including but not limited to, the English language development test that is developed or acquired pursuant to section 60810 (ELPAC).
 - The State Board of Education approved the use of the ELPAC Overall Performance Level of 4 as one of the proficiency criteria for reclassification.
- Teacher evaluation, including but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation.
- Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
 - Desert Trails Preparatory Academy utilizes the scores from i-Ready that have been implemented for this component for grades K-2 and the California Assessment of Student Performance and Progress (CAASPP) English/Language Arts scores for grades 3-8.

Scholars reclassified as Fluent English Proficient (R-FEP) are monitored for four years. If they continue to progress satisfactorily, they remain reclassified from the program.

Teacher Qualifications and Professional Development

At a minimum qualification, Desert Trails Preparatory Academy hires faculty who have received Cross-Cultural Language and Academic Development ("CLAD") training and certification or the California Commission on Teacher Credentialing recognized equivalent. Preferably, Desert Trails Preparatory Academy seeks teachers who have received a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. As many of our students are English Learners, all members of our faculty employ scaffolding techniques, performance based instruction, and reciprocal teaching, Specifically Designed Academic Instruction in English ("SDAIE") teaching techniques, and multi-faceted approaches to address the various modalities and learning styles of our scholars. Faculty focuses on using the auditory, visual, and kinesthetic learning strengths, as well as other innovative practices to ensure that all scholars are provided with multiple avenues to access the curriculum.

Professional development is provided to all Desert Trails Preparatory Academy teachers throughout the year. Experts in English Language Development provide in-service training to teachers. Faculty members are also encouraged to participate in any training offered by Riverside Teacher Induction Program. Desert Trails Preparatory Academy also collaborates with its SELPA and county offices for additional training in instruction and strategies. Desert Trails Preparatory Academy has also budgeted for limited participation by our teachers in professional conferences such as California Association of Bilingual Educators' Annual Conference.

Desert Trails Preparatory Academy teachers also receive professional development about incorporating AVID (Advancement via Individual Determination) strategies in the classroom. The AVID program is an advisory program which teaches study skills, social-emotional learning, and character education. This

program does not teach new content, but rather increases understanding of the scholar's existing content. Teachers teach and model organizational skills, note-taking skills, time management skills, study skills, and critical thinking skills. These skills benefit scholars by preparing them for success in college preparatory courses and higher education. The AVID program has been successful with many minority groups, the largest of which is the Hispanic/Latino group representing over 50% of the participants nationally. According to avid.org, 89% of AVID students apply, and 74% are accepted, to 4-year colleges. Hispanic and Latino scholars who participate in an AVID program are 5 times more likely to take and pass AP exams as other scholars who do not.

English Learner Advisory Committee

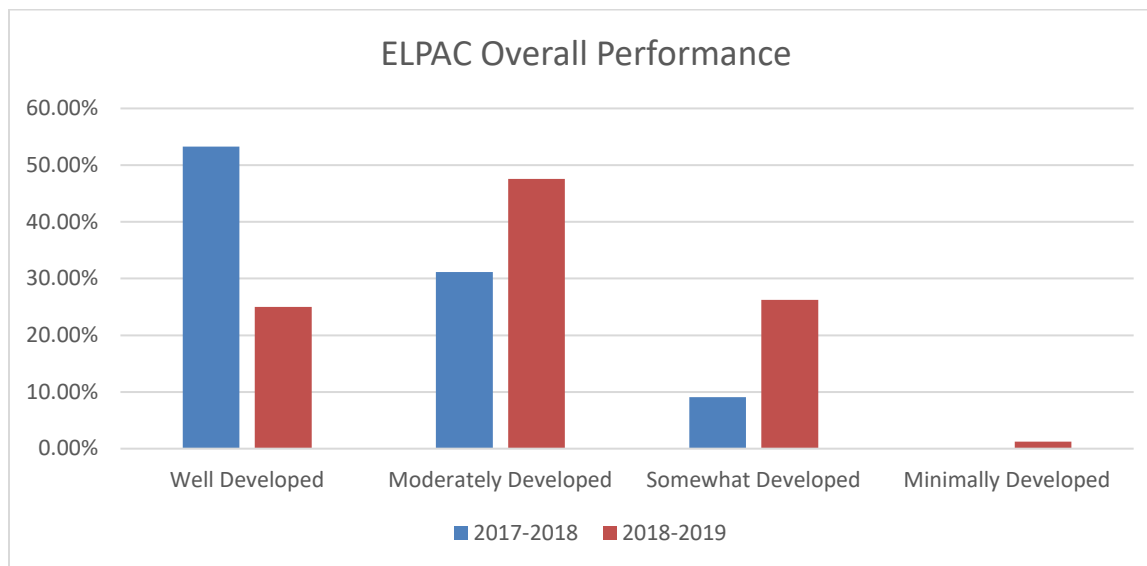
Since Desert Trails Preparatory Academy has a large number of scholars that are classified as English Language Learners, we have created an English Learners Advisory Committee to give parents the opportunity to:

- Learn more about the programs offered to their children
- Participate in the school's needs assessment of scholars, parents and teachers
- Provide input to the administration and school staff of the most positive and effective strategies for teaching English Learners
- Provide input on the most effective ways to support full participation of English Learners in all school activities
- Provide input on the most effective ways to ensure regular school attendance

The English Learners Advisory Committee is open to every parent that has a scholar attending Desert Trails Preparatory Academy irrelevant of their child being an EL scholar. A monthly meeting is facilitated by the administration and takes place in conjunction with the monthly Coffee with the Principal parent meetings. Each meeting covers assessment data to show where the scholars are academically, resources to help support academic progress at home, and school-wide events where families can get involved. Soon, there will also be an additional aspect of Parents as Teachers where parents are given specific tips, tricks, and strategies that they can use at home while working with their child in the core academic areas. Each meeting, parents are provided a translator and a feedback form that is written in both English and Spanish. Parents are invited and encouraged to complete the feedback form with questions, concerns, and any other feedback. These forms and the information on them are discussed at the next meeting in addition to comments and questions being welcome throughout each meeting.

English Learner Assessment Data

ELPAC Scores for Desert Trails Preparatory Academy



<https://caaspp-elpac.cde.ca.gov/elpac/>

- This table is showing the percentage of scholars that scored at each level on the ELPAC assessment over a two-year period for which scores are available.
- The scholars at Desert Trails Preparatory Academy have made great growth in moving through the levels of Language Acquisition.
- This data supports that the EL scholars at Desert Trails Preparatory Academy are making academic progress in the area of English Language Acquisition.
- All staff is to utilize SADIE strategies, increase teaching of vocabulary, and use more thinking maps to instruct lessons.
- Allow more instruction through technology.
- Continue to connect their socio-cultural background to make learning relevant.
- Connect language rich classrooms.

H. Plan for Low Achieving Scholars

At Desert Trails Preparatory Academy, our commitment is to make certain that all scholars, including those who are achieving below their grade level, achieve their highest potential for learning. We consistently conduct careful and thoughtful research into the most successful methods of education for low-achieving scholars, and we use data from our first two years of instruction to improve our methodology. Teachers set high expectations for scholars. Lessons are reality-based and cooperative in nature. A combination of direct instruction, group work, individual instruction, and varied assessments best serve this scholar population.

While Desert Trails Preparatory Academy provides instruction to low-achieving scholars in all subjects, low achieving scholars receive specific focus in reading, a gatekeeper subject. The reading program is part of a comprehensive and balanced reading/English Language Arts program consisting of whole language,

phonics, grammar, spelling, creative and expository writing, and narrative and expository reading. As a precursor to instruction, and as an on-going component of the reading program, all scholars undergo diagnostic such as the Gates-MacGinitie Reading Test, DRA, iReady, and other instruments. Since these instruments provide information such as skills and abilities related to literacy concepts, oral language, letter and letter/sound correspondence, listening comprehension, word decoding, comprehension, and word knowledge, they give teachers detailed information about learning deficits. Consequently, teachers provide small group instruction designed to address deficits and build skills that promote reading achievement. Small and large group instruction is used to accelerate scholars so that they gain competency at higher reading levels. These data sources allow teachers to select text materials at levels where scholars reading at lower levels can be successful. Teachers can also strategically select appropriately challenging materials that push scholars toward more advanced skills without being overly difficult and frustrating.

Teachers at Desert Trails Preparatory Academy use assessment and class work data to set goals for their low achieving students at the beginning and throughout the year. Goals are set by grade level collaboration teams and all teachers at the classroom level to ensure satisfactory individualized instruction for all students.

The RTI Model for Scholars Working Below Grade Level

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are identified by procedures established by the school, such as school-wide assessment scores on the GATES, DRA, and iReady. The students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. instructional assistants). Progress is monitored to assess the students' progress.

Low-achieving students are referred for an SST (Student Success Team, described in more detail in Element 1, Section I below) if they meet the following criteria:

1. Performing more than one level below his/her actual grade level.
2. Not showing progress or making growth in reading, writing or math.
3. Earning below 60% in one or more core subjects and in danger of failing the subject.

Desert Trails Preparatory Academy's primary goal is to ensure that all students are prepared for the 21st century and are successful in all that they do. Hence, our goals for academically low achieving students are the same as our goals for all students. Our program ensures that all students identified as low-achieving have equal access to a rigorous education. Desert Trails Preparatory Academy staff is prepared, and implements the correct curriculum and support teams to improve the performance for the low-achieving students. We do this as follows:

- Assess all students after enrollment to determine learning strengths and weaknesses, as well as overall proficiency in core subjects.
- Scaffold students to get the support to master the skills needed to reach mastery.
- Provide additional tutoring and small group instruction.
- Provide opportunities for peer tutoring.

- Continual assessments to monitor their growth.

Components of Response to Intervention (RTI)

There are four major components to the RTI model that are used by Desert Trails Preparatory Academy. They are:

1. **High Quality, Researched Based Curriculum Instruction:** Desert Trails Preparatory Academy teachers are expected to differentiate instruction to students through research-based strategies and techniques. The Principal works closely with teachers to assist in the implementation of current instructional practices. In order for teachers to implement these strategies they are provided with staff development trainings and have opportunities to attend professional development workshops and conferences throughout the school year.
2. **Ongoing Student Assessment:** At Desert Trails Preparatory Academy, data drives classroom instruction. Students are regularly assessed thorough various tools such as benchmarks, Gates MacGinitie, DRA, teacher-created tests, assignments and assessments. The school Principal monitors all student progress throughout the year. Teachers meet regularly through collaboration meetings and Student Success Teams to review the data, and then meet with the Principal to make educational decisions.
3. **Tiered Instruction:** The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. An instructional assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and instructional assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at-risk for academic failure.
4. **Parent Involvement:** Desert Trails Preparatory Academy strongly believes that instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their child every 6-8 weeks in a scheduled meeting. To get parents more involved in their child's education, Desert Trails Preparatory Academy welcomes parents to come in and volunteer in a variety of school activities as often as they would like and are able to do. This way, they are part of the school culture and gain a clearer understanding of the support and services we offer children to make them successful learners.

Diversity and Disproportionality in Special Education

The basic premise of disproportionate representation is that, if all things are similar, students from different diverse groups should be identified for Special Education services in similar proportion to the majority group. However, this is not the case. Diverse students have unique needs, such as English Language Development. At times, these unique needs have been interpreted by educators as learning disabilities. This can lead to a group of students showing up as over-represented in Special Education.

Response to Intervention as a Response to Disproportionality

A key goal to Desert Trails Preparatory Academy's RTI model is to improve the outcomes for all students. Through the RTI model, instruction and intervention are aligned with students' needs. High quality instruction is infused daily with good fidelity. The RTI model allows Desert Trails Preparatory Academy to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.

Desert Trails Preparatory Academy Response to Intervention Model

Desert Trails Preparatory Academy uses a three-tier intervention model as its Response to Intervention. The three tiers are as follows:

Tier One: Core Instruction: Instruction can be improved through the use of an evidence-based curriculum where teachers differentiate their instruction to meet the specific needs of scholars. Research shows that there are five key components that are critical to effective and powerful instruction. They are:

- a. Essential skills and strategies are taught regularly and in a timely manner.
- b. Differentiated instruction based on assessment results is provided.
- c. Explicit and systematic instruction includes lots of practice, with and without teacher support and feedback.
- d. Opportunities are given to apply skills and strategies throughout the instructional day.
- e. Student progress is monitored regularly with re-teaching given as needed.

Tier Two: Strategic Interventions: The use of multi-tiered instruction based on scholar data allows teachers to differentiate instruction for all scholars. An instructional assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and instructional assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

Tier Three: Intensive Interventions: Scholars enter the learning environment with different skill sets. An individual scholar's Response to Intervention is unique and dependent on many factors. To reach desired outcomes in school, some scholars require additional or unique strategies or interventions beyond those typically available.

Intensive Intervention

Scholars who have received both core instruction and strategic intervention still may not be reaching the desired outcomes the school has provided for them. Therefore, a different form of academic support is provided for the scholar, which is called intensive intervention. These interventions will include one to one instruction, small group instruction, assistive technology, and/or independent studies to gradually get the scholar to the level they need in order to be successful.

Ongoing Evaluation

Teachers continually monitor the progress of individual scholars on a weekly, bi-weekly, monthly, and quarterly system. This monitoring takes the form of observations, assessments, classwork, and projects. The assessments are both teacher created, school-wide assessments, and computer-based assessments. This data is used to continue to drive instruction in addition to guide the Response to Intervention meetings and future planning process.

Research-Supported Evidence

Clements and Sabella explicitly state that Response to Intervention is not a “Special Education pre-referral system.” Rather, Response to Intervention applies to all who work with students—teachers, paraprofessionals, administrators, and support staff. Interventions are specially designed and customized to support students who have exhausted 1st and 2nd tier interventions (Simmons, et al 2000). These students, calculated to represent 5% of a school’s population (Torgeson, 2000), benefit from additional extensive and intensive instructional strategies in order to be successful (O’Connor, 2000). The studies conducted by Torgeson et al (2001) and Simos et al (2002) show that intensive interventions can dramatically affect the skills of students. Districts throughout the country are now implementing Response to Intervention models. They cite reductions in the dropout rate, behavior referrals, and in the number of students referred to special education (Barton, 2008; Burns, 2008; Duffy, 2007).

At Desert Trails Preparatory Academy, teachers are required to incorporate these key components in their daily instruction. Furthermore, we have implemented a school-wide prevention effort to promote learning for all students. The majority of students responds to these strategies and do not require additional interventions (See Element 1, Section I below for detailed information about additional interventions).

The Common Core State Standards, College and Career Readiness expectations, and CAASPP scores show that a high number of all scholars at all grade levels throughout the state are low performing. Therefore, in alignment with current statewide demographics, a high percentage of the population at Desert Trails Preparatory Academy II is expected to fall into this category. Therefore, we are looking at overall assessment data to help drive instruction and to continue to provide professional development in each academic area. In the years to come, our goal is to continue to significantly close the achievement gap in all academic areas.

I. Plan for High Achieving Scholars

In addition to addressing the needs of low-achieving students, Desert Trails Preparatory Academy II also will facilitate achievement by students with advanced academic talents.

Because Desert Trails Preparatory Academy II focuses on reading and literacy as a gatekeeper subject, specific components in reading assessment and instruction further enhance learning programs of the high achieving scholars. All scholars will undergo diagnostic testing using instruments such as the Gates-MacGinitie Reading Test, DRA and i-Ready. These instruments effectively identify scholars with advanced skills and reading levels. Consequently, teachers can guide advanced readers toward texts that are challenging and yet not overly frustrating to scholars. Advanced learners are given the opportunity to

complete assignments that ask them to look deeper into the text, beyond surface facts and knowledge to purpose, analysis, comparison of texts and themes. Teachers use scaffolding in and out of the classroom for advanced students. Students are grouped according to ability, which allows high-achieving students to interact with each other and delve more deeply into more complex text. In the classroom, these students may complete assignments and assessments at their higher ability levels. For example, they may prepare an agenda with the teacher that includes multiple tasks to be completed in a given timeline. High achieving students may also be asked to assist struggling students in order to give them a different insight into the text and assist their level of comprehension.

Other strategies for high-achieving students include literacy circles and techniques such as questioning the author, and student-led book discussions. Hands-on projects and activities will reflect a transition toward more independent learning. Advanced scholars are continually monitored and challenged to develop new skills, competencies, and fluency.

J. Plan for Scholars with Disabilities

General Assurances and Structure

Desert Trails Preparatory Academy recognizes its responsibility to enroll and support students with disabilities. No student who is otherwise eligible to enroll at Desert Trails Preparatory Academy will be denied enrollment due to a disability or to the school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment, and retention of students with disabilities.

We shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). Desert Trails Preparatory Academy is its own local educational agency ("LEA") and is a member in good standing of the Desert/Mountain Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Desert Trails Preparatory Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. Desert Trails Preparatory Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Desert Trails Preparatory Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. We shall be solely responsible for our compliance with Section 504 and the ADA. The facilities to be utilized by Desert Trails Preparatory Academy shall be accessible for all students with disabilities.

Desert Trails Preparatory Academy was approved and accepted as a member of The California Association of Health & Education Linked Professions (CAHELP), a Joint Power Authority (JPA) prior to the opening in July 2013. CAHELP JPA is a public education consortium of school districts and charter schools. The mission statement of CAHELP is "The Relentless Pursuit of Whatever Works in The Life of a Child" and the mission is achieved through the programs and supports provided to educators, children, students, families, and

communities. Children are served annually through innovative behavioral health programs. School districts and charter schools are provided consultation, special education support, and professional development.

There are three primary branches of services within the CAHELP JPA, each providing unique services to participating LEAs including our school:

- Desert/Mountain Special Education Local Plan Area
- Desert/Mountain Charter Special Education Local Plan Area
- Desert/Mountain Children's Center

The Desert/Mountain Children's Center (DMCC) is a behavioral health program offering services from birth to the age of 22. Desert Trails Preparatory Academy receives many services from DMCC for our scholars and families. These include assessments, access to individual, group, and family therapy, parent education, and speech and language therapists. Many of the services are offered on our campus but others are provided in the DMCC clinic or even at the child's residence.

The Desert/Mountain SELPA is a support services office that our school is a member of. The goal of the Desert/Mountain SELPA is to facilitate growth and promote success for all children and youth by providing quality educational services and supports. The Desert/Mountain SELPA serves as a liaison to schools to consult in the area of effectiveness of special education through review and modification, coordinate services among schools and community resources, and provide professional development to school administrators, teachers, and paraprofessionals. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Desert/Mountain SELPA serves as the sponsor for the Community Advisory Committee (CAC) which is a forum for collaboration among school administrators, teachers, parents, and community partners. The CAC provides several community trainings throughout each year to schools including Desert Trails Preparatory Academy regarding children with exceptional needs.

Being a LEA of Desert/Mountain SELPA has given Desert Trails Preparatory Academy an abundance of support and resources for our scholars, families and staff. As its own LEA and member of a SELPA, Desert Trails Preparatory Academy works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. Desert Trails Preparatory Academy complies with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Desert Trails Preparatory Academy complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to Desert Trails Preparatory Academy pertaining to special education students.

Per federal law, all students with disabilities are fully integrated into the programs of Desert Trails Preparatory Academy, with the necessary materials, mandated services, and equipment to support their learning. Desert Trails Preparatory Academy meets all the requirements mandated within a student's Individual Education Plan (IEP). The school includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP.

Services

Desert Trails Preparatory Academy shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

We will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Desert Trails Preparatory Academy agrees to promptly respond to all State of Education Board or SELPA inquiries, to comply with reasonable State Board of Education or SELPA directives, and to allow the State Board of Education or SELPA access to our students, staff, facilities, equipment and records as required to fulfill all State Board of Education obligations imposed by law.

Funding

Per the Desert Mountain SELPA, the current AB602 funding rate is under \$656 per ADA (State and Federal). Desert Trails Preparatory Academy has budgeted for an administrative cost of 15% of the total Special ED ADA Revenue to be retained by the SELPA. Total ADA funding rate after SELPA fees is currently projected to be \$534

The remaining 85% of AB 602 funding will be remitted to Desert Trails Preparatory Academy for the provision of special education services. In addition, Desert Trails Preparatory Academy has budgeted for an additional \$230 per ADA of "self-encroachment," based on current General Fund encroachment estimates for the Adelanto Elementary School District. This works out to an additional \$115,117 of the school's local control which has been budgeted for Special Education Services by the school. Thus, in the event the total cost of providing special education services is greater than the amount received in AB 602 funding, Desert Trails Preparatory Academy has budgeted to approximate current District-average costs for this purpose. Desert Trails Preparatory Academy's total Special Education funding is used to cover all special education staffing, special education related supplies or curriculum, contracted vendor services, any San Bernardino County Superintendent of Schools related costs, and student transportation, as stated in the student's IEP.

Search and Serve

Upon the commencement of each Desert Trails Preparatory Academy school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation is used for admission purposes. Through collaboration between the Special Education Director, faculty, and Principal, Desert Trails Preparatory Academy works to identify any students who do not currently have an IEP, but may be in need of pre-intervention or special education services. Once a student is identified for pre-intervention, the Special Education Director, administration and faculty convenes a Student Study Team for that scholar.

A Student Study Team is composed of the student's parent or guardian, at least one general education faculty member, at least one special education resource teacher, and possibly the student. The Student Study Team is responsible for developing a pre-intervention plan for the student to be successful, which may include the appropriate individual tutoring schedule, classroom modifications, and other strategies and techniques. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they refer that student for a formal special education assessment.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Desert Trails Preparatory Academy's primary internal method for referral for assessment is the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals are responded to in writing by Desert Trails Preparatory Academy within 10 business days, and the SELPA is notified of the assessment request within 5 days of receipt. Any Desert Trails Preparatory Academy professional may also directly refer a student for formal assessment to see if he or she has a disability. Desert Trails Preparatory Academy may additionally choose to refer a student for a services assessment through the provisions of a Section 504 Plan, if appropriate.

After a student is referred for a special education assessment, Desert Trails Preparatory Academy provides the student's parent or guardian with a proposed assessment plan within 15 days of the referral. Parents are informed by the Special Education Coordinator that special education and related services are provided at no cost to them. Desert Trails Preparatory Academy obtains informed consent from the parent/guardian before conducting the assessment, and parents are given 15 days to provide consent. The assessment is completed within 60 days of receipt of parental consent.

Assessment

The Special Education Director is responsible for gathering all pertinent information and sharing such information, and helping all others involved in the assessment. Information gathered is used as a tool to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter is provided for the parent or guardian during the assessment. A teacher or Desert Trails Preparatory Academy staff member may serve as the interpreter if fluent in the parent/guardian's native language and with parent approval. The types of assessments that are used for determining eligibility for specialized instruction and services are selected by Desert Trails Preparatory Academy, in collaboration with any hired service providers, and are generally performed by a qualified psychologist and a nurse if applicable. Those assessments include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SBE, CDE, or SELPA policies and procedures, Desert Trails Preparatory Academy will continue to follow the below assessment guidelines. If a conflict with any of the prior mentioned agencies' policies and procedures exists, then SBE, CDE, or SELPA policies and procedures will govern, and Desert Trails Preparatory Academy will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- The assessment will be conducted by a professional with knowledge of the suspected disability.
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs.
- Assessments will be delivered without cultural, racial or gender bias.
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, Desert Trails Preparatory Academy will hold a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial Individualized Education Program ("IEP") meeting described in detail below, and Desert Trails Preparatory Academy will give the student's parent/guardian the opportunity to participate. Desert Trails Preparatory Academy will be responsible for scheduling, coordinating, and facilitating the IEP meeting.

Interim and Initial Placement of New Students with Existing IEP to Desert Trails Preparatory Academy

If a student enrolls at Desert Trails Preparatory Academy with an existing IEP, an IEP meeting is convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. The SELPA will also be notified within 5 days. Prior to such meeting and pending agreement on a new IEP, if needed, Desert Trails Preparatory Academy works to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, Desert Trails Preparatory Academy will forward a complete list of all new IEPs to students' home districts for reference, if required by law.

Development and Implementation of IEP

Every student who is assessed by the school has an IEP that documents assessment results and an eligibility determination for special education services. If the student is deemed eligible for services, Desert Trails Preparatory Academy will be responsible for providing specialized services according to the student's IEP.

Desert Trails Preparatory Academy will ensure that all aspects of the IEP and school site implementation are maintained. Desert Trails Preparatory Academy provides modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment. Each student who has an IEP has an IEP team that oversees the IEP Development, implementation, and progress of the student. The IEP team at Desert Trails Preparatory Academy consists of the following individuals:

- Desert Trails Preparatory Academy Special Education Director.
- The parent or guardian of the student for whom the IEP was developed.
- The Student.
- The Desert Trails Preparatory Academy Principal or designee.
- At least one General Education teacher who is familiar with the curriculum or progress appropriate to that student.
- If the student was recently assessed, the individual who conducted the assessment.

Others familiar with the student may be invited as needed. Desert Trails Preparatory Academy views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. Desert Trails Preparatory Academy provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. When available, a Desert Trails Preparatory Academy teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with State law and Desert Trails Preparatory Academy and SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP will be implemented by Desert Trails Preparatory Academy. The IEP will include all required components and be written on SBCSS approved forms.

The elements of the IEP will include:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored;
- An explanation of the extent, if any, to which the student will not participate in general education;

- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments; and
- Transition goals for work-related skills.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- Within 30 days of a parent's request;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability; and
- If the parent/guardian, a Desert Trails Preparatory Academy staff member, hired service providers, or the student has communicated a concern about the student's progress.

Special Education Strategies for Instruction and Services

Desert Trails Preparatory Academy employs early strategies such as Response to Intervention (RTI), and will also comply with the federal mandate of the least restrictive environment. Desert Trails Preparatory Academy will continue to mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Desert Trails Preparatory Academy's extended day and year. Each student's IEP will require different kinds of modifications for instruction and services. Therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school.

Desert Trails Preparatory Academy's RTI program will include the three basic tiers:

Tier 1

The first step, or tier, of intervention is the regular classroom setting. All students would begin in this setting. As teachers introduce instruction, students' progress is monitored. Most students in this group will need additional help from time to time, and the teacher provides that guidance.

Tier 2

Tier two of RTI targets students who do not show progress with regular instructional intervention. In tier two, students receive more individualized instruction and intervention. They may work in smaller groups to allow one-on-one and small group instruction. During this process, teachers carefully evaluate the

students' response to these interventions. Students who do well may be phased back into the regular classroom. Students who demonstrate the need for ongoing, intensive intervention will move into tier three.

Tier 3

Tier three is an ongoing, long-term program of diagnostic and prescriptive teaching and could be thought of as special education. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to progress in school.

Our RTI process is instructional from beginning to end. At no point is a child left to experience the frustration of failure while waiting until their test scores show a severe achievement discrepancy before they get help. They receive instruction that gradually increases in intensity and individualization as they show the need for it.

Desert Trails Preparatory Academy will continue to employ a variety of strategies to ensure success for our Special Education students, and all will be in accordance with the student's IEP. Some of the strategies that will continue to be used by administrators, teachers, and special education professionals at the school include:

Classroom Environment

- Seat student in area free from distractions.
- Eliminate all unnecessary materials from student desk to reduce distractions.
- Use a checklist to help student get organized.
- Keep an extra supply of pencils, pens, books, and paper in the classroom.
- Allow the student frequent breaks if necessary.
- Have an agreed upon cue for student to leave the classroom.
- Reduce visual distractions in the classroom.

Time Management and Transitions

- Space short work periods with breaks.
- Provide additional time to complete assignments.
- Allow extra time for homework completion.
- Inform student with several reminders, several minutes apart, before changing from one activity to the next.
- Reduce amount of work from usual assignments.
- Provide a specific place for turning in assignments.

Presentation of Materials

- Modify expectations based on scholar's needs.
- Break assignments into segments of shorter tasks.
- Give alternative assignments rather than long written assignments.
- Provide a model of end product.
- Provide written and verbal direction with visuals if possible.
- Break long assignments into small sequential steps, monitoring each step.

- Highlight to alert student attention to key points within the written direction of the assignment.
- Check that all homework assignments are written correctly in some kind of an agenda/homework book. Sign it and have parents sign it as well.
- Number and sequence steps in a task.
- Provide outlines, study guides, and copies of overhead notes.
- Explain learning expectations to the student before beginning a lesson.
- Make sure you have the student's attention before beginning a lesson.
- Allow for student to use tape recorders, computers, calculators, and dictation to obtain and retain assignment success.
- Allow oral administration of test.
- Limit the number of concepts presented at one time.
- Provide incentives for beginning and completing material.

Assessment, Grading and Testing

- Provide a quiet setting for test taking; allow tests to be scribed if necessary, and allow oral responses.
- Divide tests into small sections.
- Grade spelling separately from content.
- Allow as much time as needed to complete tests.
- Avoid timed tests.
- Change percentage of work required for passing grade.
- Permit retaking a test.
- Provide monitored breaks during tests.

Behavior

- Avoid confrontations and power struggles.
- Provide an appropriate peer role model.
- Modify rules that may discriminate against student with neurological disorder.
- Develop a system or code that will let the student know when behavior is not appropriate.
- Ignore attention seeking behaviors that are not disruptive to the classroom.
- Arrange a designated safe place that student can go to.
- Develop a code of conduct for the classroom, visually display it in an appropriate place where all students can see it, and review it frequently.
- Develop a behavior intervention plan that is realistic and easily applied.
- Provide immediate reinforcement and feedback.

Special Education Professional Development for Desert Trails Preparatory Academy Staff

Desert Trails Preparatory Academy will continue to establish professional development opportunities for its special education staff, which have included or may include collaborative trainings facilitated by the CAHELP,

CDE, CSU San Bernardino, UC Riverside, University of Redlands, Cal Poly Pomona, the University of LaVerne, and any other surrounding Universities.

Also, Desert Trails Preparatory Academy will continue to seek out school-wide additional professional development trainings from private agencies and individuals such as Total Education Solutions, Spectrum Center Schools, Autism Behavioral Consultants, National Center on Response to Intervention, and more. All Desert Trails Preparatory Academy teachers annually receive specialized training in dealing with students with anger management issues or Oppositional Defiant Disorder. Classroom management skills, and tactics for dealing with oppositional defiant students, are also included in this training.

From the Teacher Professional Development budget and through the Special Education Services and Instruction budget, Desert Trails Preparatory Academy continues to budget for special education-related professional development. The charter will continue to budget for professional development throughout the life of this charter.

IEP Review

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Currently Desert Trails Preparatory Academy employs a Special Education Director, School Psychologist, Speech Pathologist, and Special Ed Aides to service the scholars who are on an IEP or 504 Plan. We have a solid budget to service our scholars and will continue to modify our staffing plan as needed based on the actual needs of the scholars enrolled, and staff our program as needed depending on the number of scholars who are enrolled with specific needs.

Desert Trails Preparatory Academy may also contract with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, adaptive PE instructors, and counselors. Desert Trails Preparatory Academy will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

Desert Trails Preparatory Academy retains the option, based on operational evaluation and program needs, to employ a high-quality Special Education service provider that could coordinate and facilitate some or all of the special education related services and instruction for our students. Agencies that may be considered and evaluated for services to Desert Trails Preparatory Academy include Total Education Solutions, Progressive Therapy and Spectrum Center Schools & Programs, among others.

These types of special education service providers could provide to Desert Trails Preparatory Academy with the following staff:

- Credentialed special education teachers
- Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist
- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

If selected, the chosen special education service provider could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS), and Special Education Instruction.

Transportation

For every student who is eligible to receive special education instruction and related services, Desert Trails Preparatory Academy will provide transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation will be provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Reporting

Desert Trails Preparatory Academy, in collaboration with its CAHELP JPA and Desert/Mountain Charter SELPA, collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Desert Trails Preparatory Academy of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Special Education Director. The Principal ensures that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Principal and Special Education Director oversee access to these records, and are responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs at Desert Trails Preparatory Academy must give written consent for the evaluation and placement of their child, will be included in the decision-making process when change in placement is under consideration, and will be invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Special Education Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, Desert Trails Preparatory Academy will participate cooperatively to resolve the issues.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

Desert Trails Preparatory Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Desert Trails Preparatory Academy. Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Special Education Director and shall include the Principal, parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

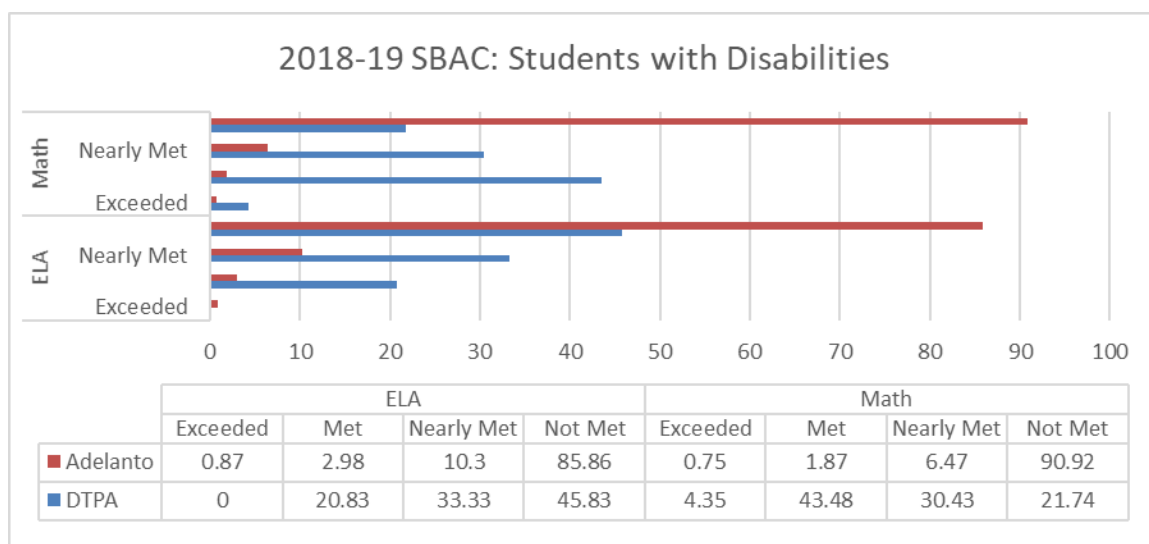
The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Special Education Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, necessary modifications, and continued eligibility.

CAASPP Subgroup Data: Students with Disabilities



- 2018-19 SBAC data, DTPA had 16.98%% more Students with Disabilities meet and exceed standards combined than the Adelanto District in ELA.
- Based on the 2018-19 SBAC data, DTPA had 45.21% more Students with Disabilities meet and exceed standards combined than the Adelanto District in math.
- DTPA had a lower percentage of Students with Disabilities who did not met standards than the District in both ELA and Math.
- DTPA had a higher percentage of Students with Disabilities who nearly met standards than the District in both ELA and Math.

Independent Study

While the Charter School does not offer an independent study program, it may place students on short term independent study to accommodate temporary disabilities or other student related needs. In all such cases, the Charter School shall operate its independent study programming in compliance with Ed. Code sections 51744 through 51749.6 and any other laws or regulations governing independent study programs.

Senate Bill 532

The charter school shall comply with the requirements of Senate Bill 532, which allows foster youth, homeless youth, former juvenile court school students, children of military families, and migratory children to be exempted from local graduation requirements or be afforded the option of a fifth year of school if certain conditions are met.

Instructional Materials and Curriculum

Pursuant to the requirements of Ed. Code section 242 and 243, the Charter School governing board shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Ed. Code sections 51204.5 and 60040, unless the study of the role and contributions violates Section 51501 or 60044.

Any action taken by the governing board that violates this requirement constitutes unlawful discrimination pursuant to Section 220.

A complaint regarding such an alleged violation may be filed with the charter school under its Uniform Complaint Procedures or may be filed with the State Superintendent directly.

Element 2: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Cal. Ed. Code § 47605(c)(5)(B).

While a material revision does not necessitate updated assessment and demographic data (see e.g., Ed. Code section 47505(a)(4)²), Desert Trails Preparatory Academy is outperforming the District and County as illustrated in the data contained in Appendix L.

² “After receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels. The chartering authority shall consider whether to approve

This section of the charter describes measurable pupil outcomes for Desert Trails Preparatory Academy's renewal term. It also provides a report of how Desert Trails Preparatory Academy has increased pupil academic achievement at the school during the last three years of the charter and achieved or made progress toward achievement of the outcomes and goals set in the school's original charter.

Based on a variety of state assessments, formal assessments, and informal assessments Desert Trails Preparatory Academy will aim to meet the following growth indicators for the upcoming renewal term:

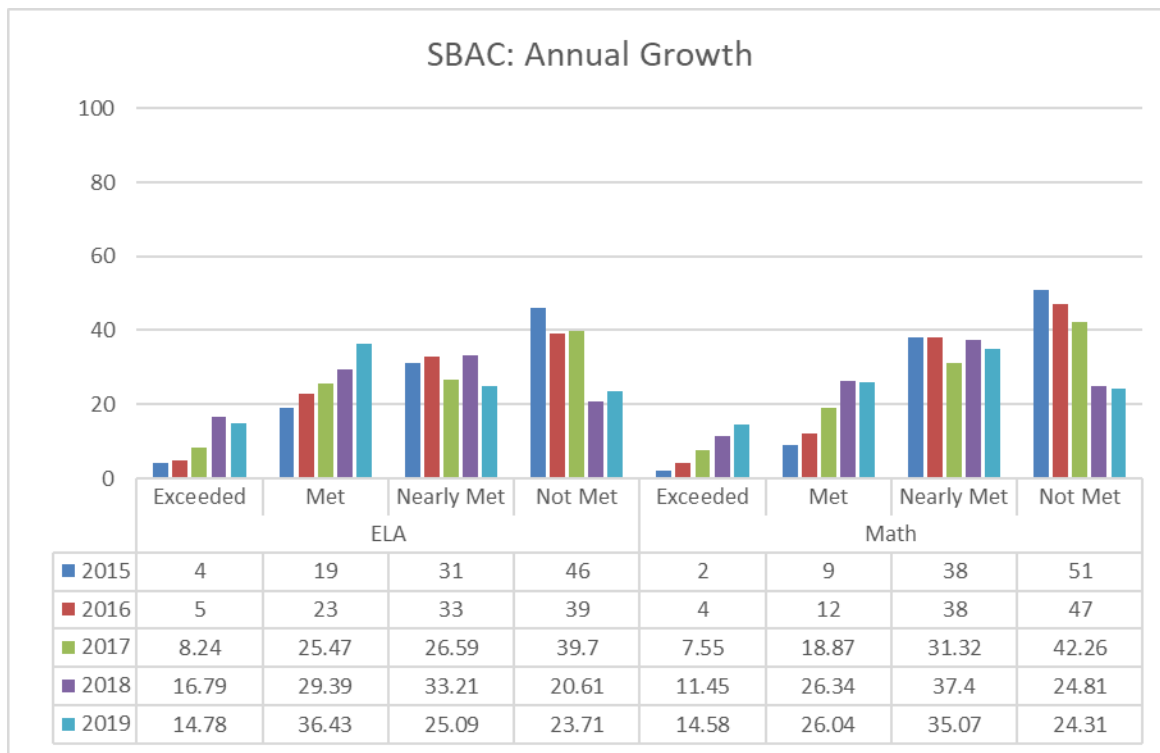
- ◆ English Learners will progress at least one level on the ELPAC test each year. This will be supported through lessons in class that utilize SDAIE strategies throughout the school year.
- ◆ Special Education scholars will attempt to make 80% of their goals set in their IEPs/504's annually.
- ◆ Subgroups will make significant progress in all core subject areas and meet or exceed standards each academic year.
- ◆ All scholars will make significant progress in all core subject areas and will meet or exceed standards each academic year.

These academic growth goals are outlined in detail below. In addition to student and subject outcome goals, Desert Trails Preparatory Academy's staff, administration, students, and parents worked together to create a set of student personal and character outcome goals (ESLRs) that exemplify our newly-transformed school culture. These goals have become a part of our school's culture, as described in more detail below.

A. Increases in Academic Achievement Toward Goals and Outcomes

This graph below shows the 5-year progress of student proficiency at DTPA.

those additional locations or grade levels at an open, public meeting. If the additional locations or grade levels are approved pursuant to the standards and criteria described in subdivision (c), they shall be a material revision to the charter school's charter."



ELA

- From 2017-18 to 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 5.03% more students met and exceeded standards combined compared to 2017-18.
- 2.01% fewer students exceeded standards while 7.04% more students met standards from 2017-18 to 2018-19.
- In ELA, DTPA increased the percentage of students meeting standards each year beginning in 2015 to 2019.

Math

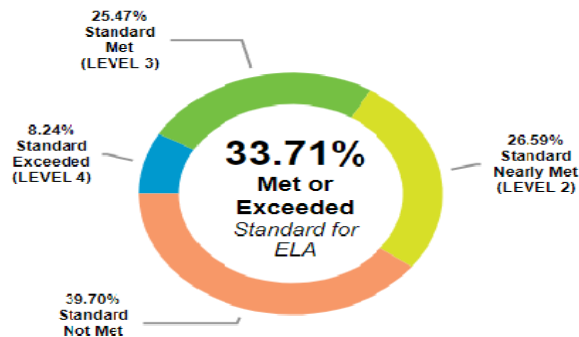
- From 2017-18 to 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 2.83% more students met and exceeded standards combined compared to 2017-18.
- 3.13% more students exceeded standards while 0.3% fewer students met standards from 2017-18 to 2018-19

The graphs below show the 3-year progress of student proficiency at Desert Trails Preparatory Academy.

2016-2017

ELA

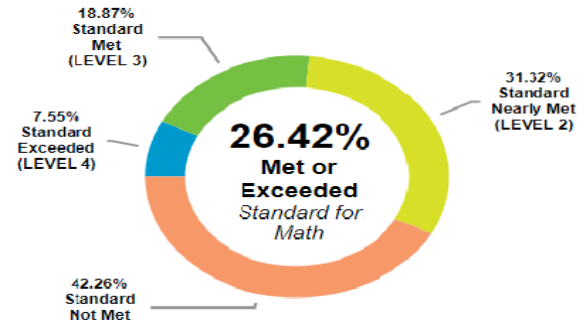
Percent of students within each achievement level



2017-2018

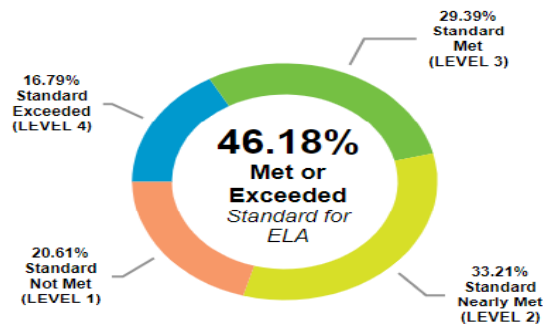
Mathematics

Percent of students within each achievement level



ELA

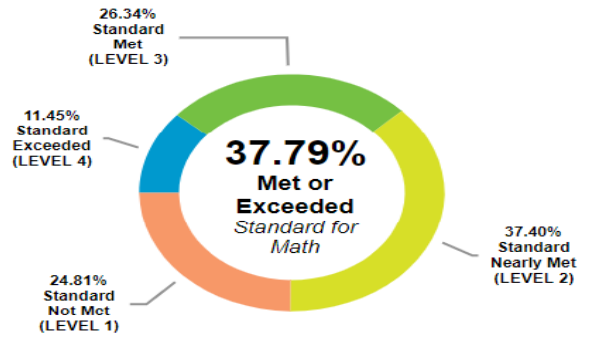
Percent of students within each achievement level



2018-2019

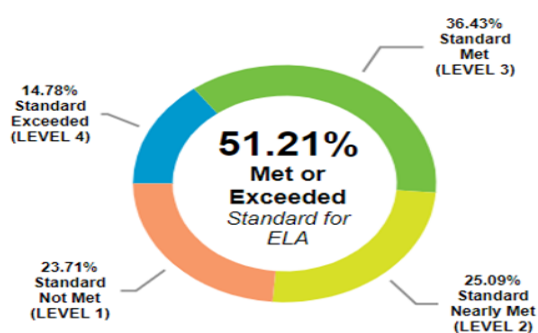
Mathematics

Percent of students within each achievement level



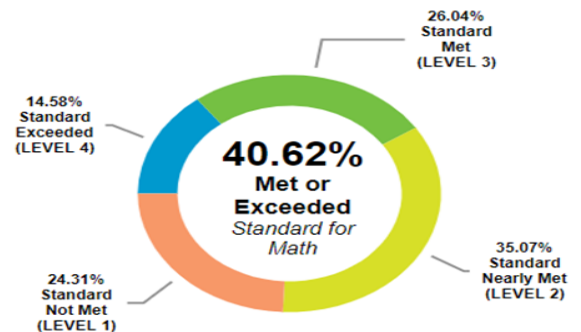
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



- Based on this data, it is evident that Desert Trails continues make great strides in closing the achievement gap in both ELA and Math.
- Over the course of the past three years, DTPA has improved the nubmer of scholars meeting or exceeding standards in ELA by 17.5%.
- DPTA has improved the number of scholars meeting or exceeding standards in Math by 14.2%.

CAASPP English Language Arts/ Literacy Comparison ~ 3-Year Trend

The following charts show the percentage of students that either exceeded, met, nearly met, or did not meet the standards in English Language Arts/Literacy on the CAASPP over the span of the last three years, 2017-2019. Based on this metric, all of our scholars performed better than the District average and have made significant progress in closing the state achievement gap. It also shows that scholars at DTPA have made steady and significant progress in increasing the number of scholars reaching mastery of standards.

ELA	Exceeded			Met			Nearly Met		Not Met			
	116-17	117-18	118-19	116 -17	117-18	118-19	116-17	117-18	118-19	116-17	117-18	118-19
LDTA	88.2%	116.79 %	114.78 %	225.5%	229.39 %	336.43 %	226.6%	333.21 %	225.09 %	339.7%	220.61 %	223.71 %
AAESD	5.8%	77.67%	88.19%	215.8%	118.91 %	119.57 %	225.4%	323.43 %	223.62 %	353.0%	449.99 %	448.62 %
cCOUNT Y	14.74%	116.22 %	17.01%	227.23 %	27.83%	27.81%	225.39 %	224.62 %	24.56%	32.65%	31.33%	330.62 %
SSTATE	20.12%	221.25 %	222.48 %	228.44 %	228.63 %	228.62 %	223.09 %	222.58 %	222.28 %	228.35 %	227.54 %	226.63 %

Particularly looking at the most recent scores, 2018-2019, DTPA outperformed the district (+23.85%), the county (+7.07%) and the state (+0.79%) in the percentage of scholars who exceeded or met standards on the CAASPP in ELA.

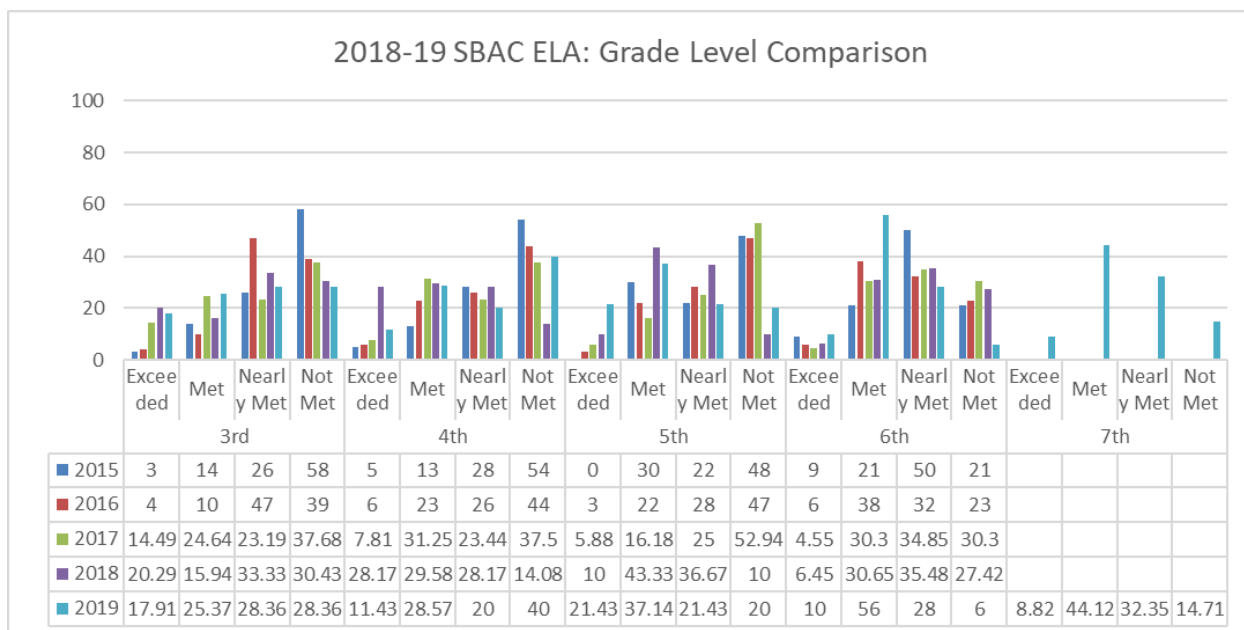
CAASPP Math Comparison ~ 3-Year Trend

The following charts show the percentage of students that either exceeded, met, nearly met, or did not meet the standards in mathematics on the CAASPP over the span of the last three years, 2017-2019. Based on this metric, all of our scholars performed significantly better than the District average.

Math	Exceeded			Met			Nearly Met	Not Met				
	116-17	117-18	118-19	116-17	117-18	118-19	116-17	117-18	118-19	116-17	117-18	118-19
LDTA	77.6%	111.45%	114.58%	218.9%	226.34%	326.04%	331.3%	337.4%	235.07%	442.3%	224.81%	224.31%
AAESD	2.7%	44.4%	88.19%	18.8%	111.03%	211.47%	223.3%	225.3%	323.89%	665.2%	559.27%	559.35%
CCOUNTY	11.02%	1	13.13%	117.53%	17.99%	18.35%	228.26%	27.54%	226.90%	443.19%	42.15%	41.61%
SSTATE	17.60%	118.64%	119.69%	119.96%	220.01%	220.04%	226.59%	225.90%	225.41%	335.86%	335.45%	34.86%

Particularly looking at the most recent scores, 2018-2019, DTPA outperformed the district (+23.86%) and the state (+0.89%) in the percentage of scholars who exceeded or met standards on the CAASPP in Math.

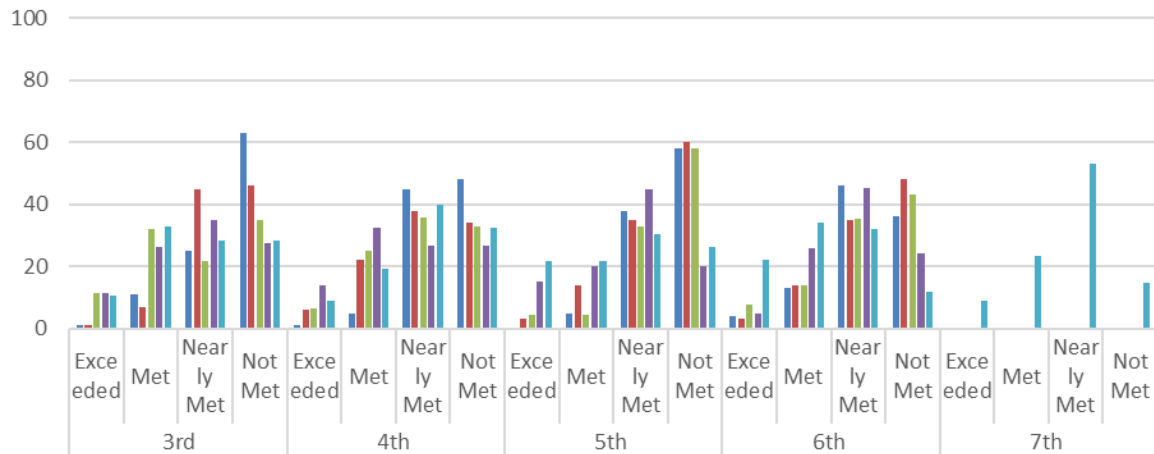
CAASPP ELA Grade Level Comparison ~ 5 Year Trend



- In 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards in every grade level tested except 4th grade. 6th grade had the highest percentage gain in the percentage of students meeting and exceeding standards combined.
 - 3rd: From 2017-18 to 2018-19, 3rd graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 7.05% more students met and exceeded standards combined compared to 2017-18. Although 2.38% fewer 3rd grade students exceeded standards, 9.43% more student met standards.
 - 4th: From 2017-18 to 2018-19, 4th graders at DTPA saw a decrease in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 17.75% fewer students met and exceeded standards combined compared to 2017-18. 16.74% fewer students exceeded standards and 1.01% fewer students met standards from 2017-18 to 2018-19.
 - 5th: From 2017-18 to 2018-19, 5th graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 5.24% more students met and exceeded standards combined compared to 2017-18. 11.43% more students exceeded standards while 6.19% fewer students met standards from 2017-18 to 2018-19.
 - 6th: From 2017-18 to 2018-19, 6th graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in ELA. In 2018-19, 28.9% more students met and exceeded standards combined compared to 2017-18. 3.55% more students exceeded standards while 25.35% more students met standards from 2017-18 to 2018-19.
 - ~~7th: In 2018-19, 52.94% of 7th grade students met and exceeded standards.~~

CAASPP Math Grade Level Comparison ~ 5 Year Trend

2018-19 SBAC Math: Grade Level Comparison



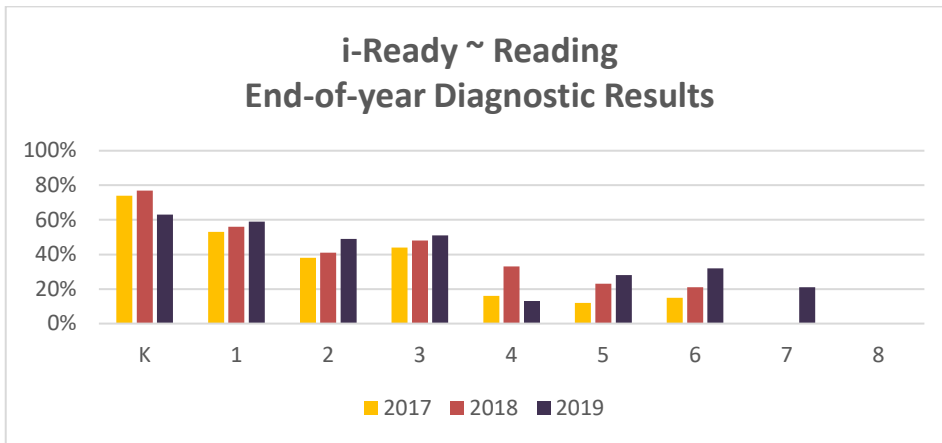
	3rd				4th				5th				6th				7th			
■ 2015	1	11	25	63	1	5	45	48	0	5	38	58	4	13	46	36				
■ 2016	1	7	45	46	6	22	38	34	3	14	35	60	3	14	35	48				
■ 2017	11.6	31.9	21.7	34.8	6.3	25	35.9	32.8	4.5	4.5	32.8	58.2	7.7	13.9	35.4	43.1				
■ 2018	11.6	26.1	34.8	27.5	14.1	32.4	26.8	26.8	15	20	45	20	4.84	25.8	45.2	24.2				
■ 2019	10.5	32.8	28.4	28.4	8.82	19.1	39.7	32.4	21.7	21.7	30.4	26.1	22	34	32	12	8.82	23.5	52.9	14.7

- In 2018-19, DTPA saw an increase in the percentage of students meeting and exceeding standards in every grade level tested except 4th grade. 6th grade had the highest percentage gain in the percentage of students meeting and exceeding standards combined.
 - 3rd: From 2017-18 to 2018-19, 3rd graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 5.61% more students met and exceeded standards combined compared to 2017-18. 1.14% fewer 3rd grade students exceeded standards, 6.75% more students met standards.
 - 4th: From 2017-18 to 2018-19, 4th graders at DTPA saw a decrease in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 18.53% fewer students met and exceeded standards combined compared to 2017-18. 5.26% fewer students exceeded standards and 13.27% fewer students met standards from 2017-18 to 2018-19.
 - 5th: From 2017-18 to 2018-19, 5th graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 8.48% more students met and exceeded standards combined compared to 2017-18. 6.74% more students exceeded standards while 1.74% more students met standards from 2017-18 to 2018-19.
 - 6th: From 2017-18 to 2018-19, 6th graders at DTPA saw an increase in the percentage of students meeting and exceeding standards combined in Math. In 2018-19, 25.35% more students met and exceeded standards combined compared to 2017-18. 17.16% more

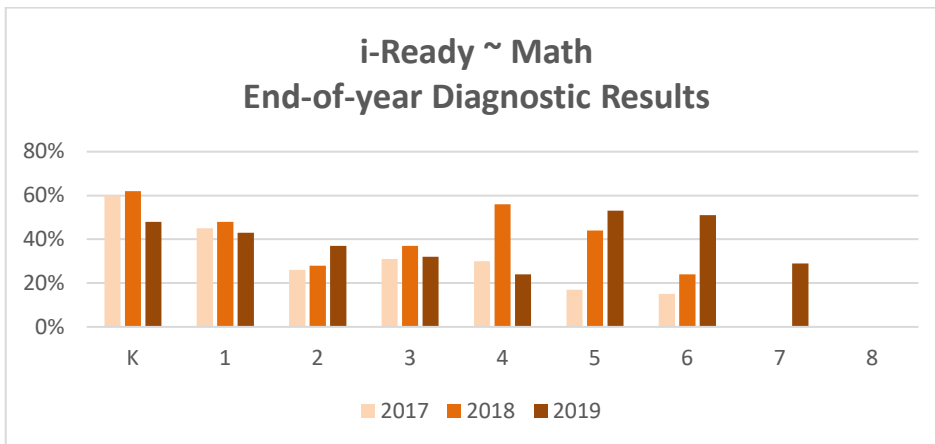
students exceeded standards while 8.19% more students met standards from 2017-18 to 2018-19.

- ~~7th: In 2018-19, 32.35% of 7th grade students met and exceeded standards.~~

i-Ready Data ~ 3-Year Trend



	2017	2018	2019
K	74%	77%	63%
1	53%	56%	59%
2	38%	41%	49%
3	44%	48%	51%
4	16%	33%	13%
5	12%	23%	28%
6	15%	21%	32%
7			21%
8			



	2017	2018	2019
K	60%	62%	48%
1	45%	48%	43%
2	26%	28%	37%
3	31%	37%	32%
4	30%	56%	24%
5	17%	44%	53%
6	15%	24%	51%
7			29%
8			

The i-Ready data shows the number of scholars who were at or above grade level by the end of each school year.

- For grades K through 3rd, more proficiency is seen in reading/ELA, whereas grades five through seven show more proficiency in math.
- 4th grade experienced a significant decrease in proficiency levels most likely triggered by a high rate of teacher turn over in the 2018-2019 school year at the 4th grade level.

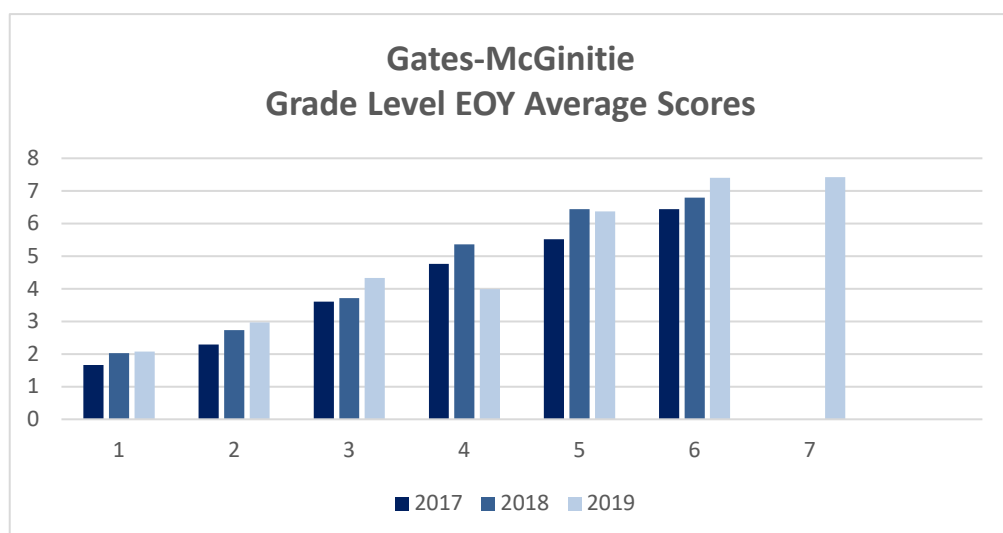
With the awareness of these patterns, we plan to continue to reinforce Common Core Standards in our curriculum. We will also place more emphasis on information text to improve intermediate grade level reading skills and establish a plan to monitor scholar progress more often and efficiently in order to improve overall levels of school-wide academic proficiency.

Gates-MacGinitie Assessment

The Gates-MacGinitie Assessments are administered for grade levels 2nd through 8th grade throughout the school year. This assessment measures a scholar's Reading Comprehension, Vocabulary Development, and Word Analysis that is appropriate for the designated grade level. Results on the Gates tests assist with scholar grouping and identifying scholars for appropriate instructional programs including advanced placement.

Gates-McGinitie Data ~ 3-Year Trend

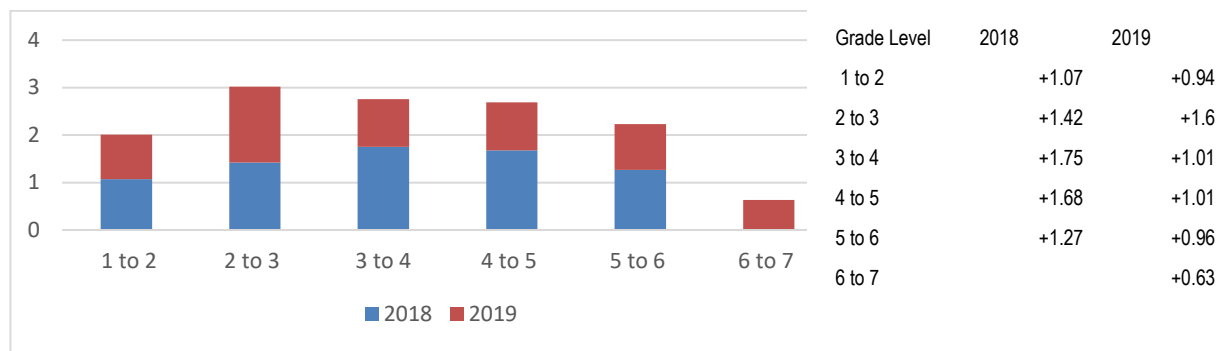
The purpose of this test is to measure scholars' grade level proficiency in vocabulary development and reading comprehension.



Grade Level	2017	2018	2019
1	1.66	2.03	2.08
2	2.29	2.73	2.97
3	3.61	3.71	4.33
4	4.76	5.36	3.99
5	5.52	6.44	6.37
6	6.44	6.79	7.4
7			7.42

- The numerical scores represent the grade level equivalent of scholars' reading level proficiency. Example being, a 1.66 level represents a scholars being at a 1st grade, 6 months reading level.
- Based of the information in the chart, DTPA has an overall trend of showing increased progress, with the majority of scholars ending at or above grade level by the end of the school year.

Gates-McGinitie Growth Trend



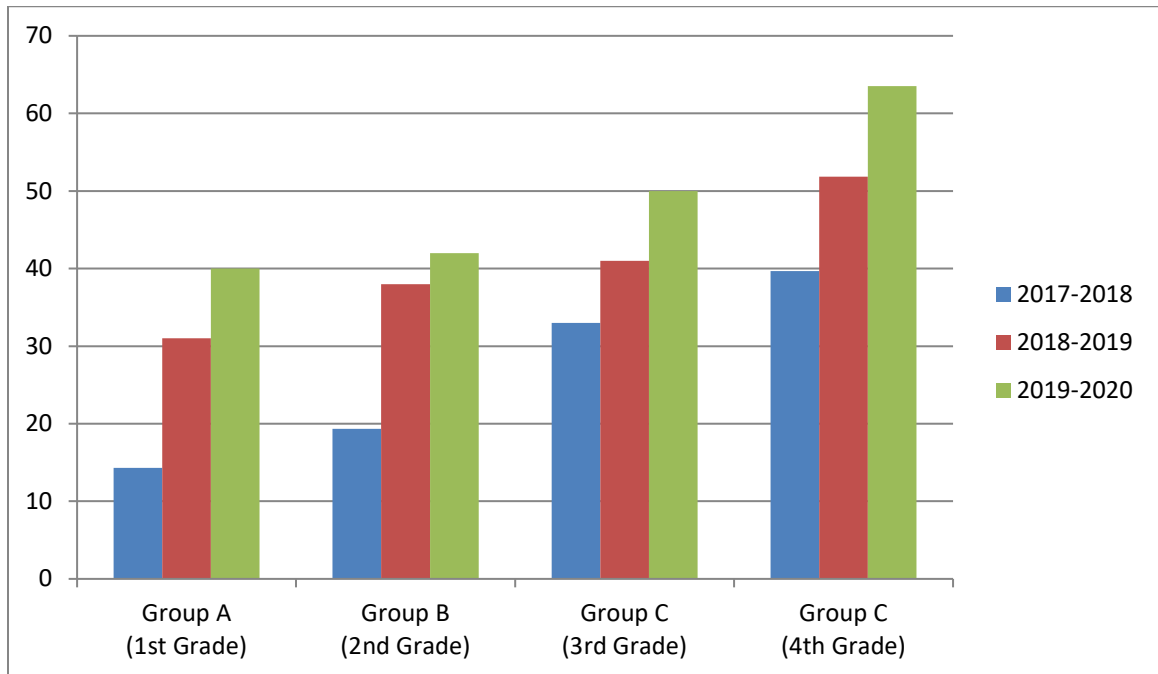
- The data in the above chart shows the growth of scholars from one grade level to the next, moving from 2017 to 2018 and 2018 to 2019.
- The data shows that scholars at all grade levels are making, on average, 1.03 grade level growth each school year in reading comprehension and vocabulary development.

DRA (Developmental Reading Assessments)

Desert Trails Preparatory Academy will continue to perform Developmental Reading Assessments 3 times each year as a method for tracking scholars' reading proficiency over time primarily in grades 1 - 4. The final DRA was given in March 2020. After 4th grade, teachers only administer the test as needed, typically to scholars who fall below grade level. The DRA is an individual reading assessment in which the scholar reads aloud to the teacher. The scholar may then finish reading the book independently and answer comprehension questions or write a summary. The teacher is able to assess the scholar's reading level, fluency, comprehension, and accuracy.

Each book in the DRA is arranged in order of complexity and reading difficulty. DRA reading levels are easily translated into AR (Accelerated Reader) reading levels which enable parents and scholars to choose texts at the level of their reading ability.

DRA Data ~ 3 Year Growth Pattern



- These scores are from the end of each school year and show the group's progression through the grade levels. For example, in 2019-2020, Group A would be 3rd graders.
- The data shows that each year, sufficient reading progress is made at each grade level. With almost each grade making a grade level's worth of progress, thus putting the average scholars on or above grade level in reading fluency and comprehension.

Writing Rubric Assessment Growth from Fall 2018 to Spring 2019

Writing Rubric	Fall 2018	Spring 2019	Growth
Transitional Kindergarten	0	1.95	+1.95
Kindergarten	0.90	2.93	+2.03
1 st Grade	1.75	3.08	+1.33
2 nd Grade	2.05	3.45	+1.40
3 rd Grade	2.45	3.91	+1.46
4 th Grade	1.84	2.64	+0.80

5 th Grade	2.06	3.39	+1.33
6 th Grade	2.7	3.82	+1.12
7 th Grade	2.85	3.90	+1.05

- This table shows the averaged writing rubric score out of a 4-point scale. Each scholar's writing has been scored by two teachers to create a double score for collaboration, instructional guidance, and score reliability
- This table shows that in Writing, the scholars at Desert Trails Preparatory Academy are making academic growth at all grade levels with the majority of grade levels meeting mastery of the writing standards.
- We currently utilize writing rubrics that are Common Core Standards aligned (included in Element 3), Saxon Phonics, Benchmark Advance, Hake Grammar & Writing, and teacher created materials.

2018-2019 Science CAST Category Breakdown & District Comparison

Life Sciences	DTPA	AESD
Above	8.57%	4.39%
Near	45.71%	29.26%
Below	45.71%	66.35%
Physical Sciences		
Above	8.57%	4.62%
Near	50.00%	30.08%
Below	41.43%	65.31%
Earth & Space Sciences		
Above	1.43%	2.57%
Near	51.43%	34.30%
Below	47.14%	63.13%

- The scores above present the baseline scores for the CAST assessment.
- In analyzing these scores, our scholars are performing higher than the district with the majority of our scholars near standard.
- We are continuing to provide professional development to our teachers in NGSS.
- We have also recently updated our science curriculum to TCI Science Alive! be more aligned with NGSS.

- We are continuing to look into purchasing more supplemental material to help support Science instruction and mastery.

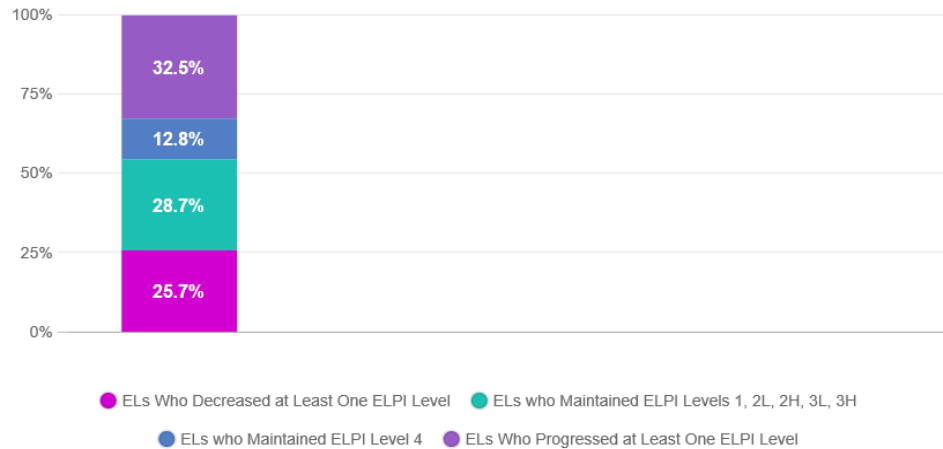
California Dashboard Analysis

According to the California Dashboard performance indicators, DPTA's academic performance is as follows in the 2018-2019 school year:

- **ELA – Orange**, 5.6 points below standard, maintained 1.6 points
 - **Student Groups**
 - English Learners – Orange, 9.2 points below standard, Maintained -2 points
 - Socioeconomically disadvantage – Orange, 6.9 points below standard, Maintained 2.4 points
 - Hispanic – Orange, 9 points below standard, Declined 4.6 points
- **Mathematics – Green**, 18.5 points below standard, increased 3.4 points
 - **Student Groups**
 - English Learners – Yellow, 17.7 points below standard, Maintained -.07 points
 - Socioeconomically disadvantage – Green, 20.3 points below standard, Increased 3.3 points
 - Hispanic – Yellow, 19.8 points below standard, Maintained 0.1 points
- **English Learner Progress**
 - **ELA**
 - Current English Learners – 24.6 points below standard, Declined 11.7 points
 - Reclassified English Learners – 44 points above standard, Increased 12.9 points
 - English Only – 5.8 points below standard, Increased 3.6 points
 - **Math**
 - Current English Learners – 27.1 points below standard, Declined 3.9 points
 - Reclassified English Learners – 14 points above standard, Declined 10 points
 - English Only – 21.7 points below standard, Increased 5.3 points
- **Student English Language Acquisition Results**

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



According to California Dashboard, DTPA's academic engagement is as follows:

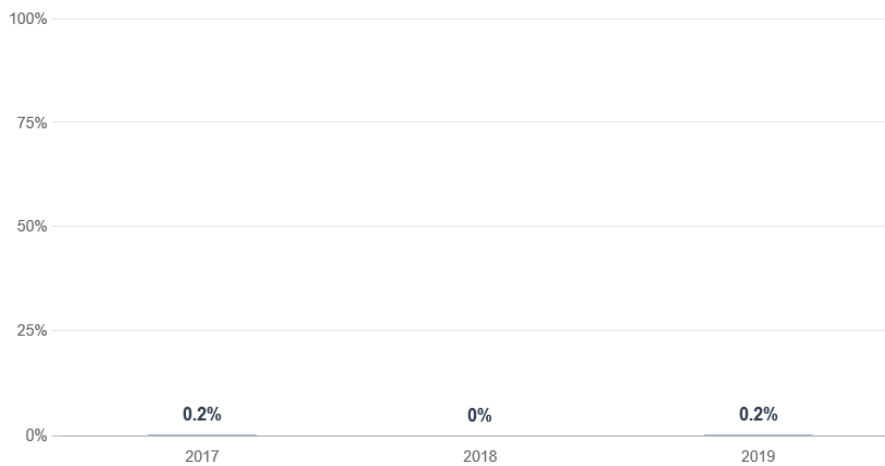
- **Chronic Absenteeism** – **Green** 4.1% chronically absent, declined 1.8%
 - African American – Yellow, 10.5%% chronically absent, Declined 0.6%
 - Hispanic – Green, 2.9% chronically absent, declined 2.2%
 - Socioeconomically disadvantaged – Green, 4% chronically absent, Declined 1.9%
 - English Learners – Blue, 2.2% chronically absent, Declined 0.5%

According to the California Dashboard, DTPA's conditions and climate are as follows:

- **Suspension Rate** – **Blue**, -0.2%, 0% suspended at least once, Maintained 0.2%
 - African American – Orange, 1.7% suspended at least once, Increased 1.7% (out of 60 students)
 - Hispanic – Blue, 0% suspended at least once, Maintained 0%
 - Socioeconomically disadvantaged – Blue, 0.2% suspended at least once, Maintained 0.2%

Suspension Rate By Year

Percentage of students who were suspended.



Local Indicators as reported to California Dashboard

- Basics: Teachers, Instructional Materials, Facilities – Standard Met
- Parent and Family Engagement – Standard Met
- Local Climate Survey – Standard Met

Implications of the data

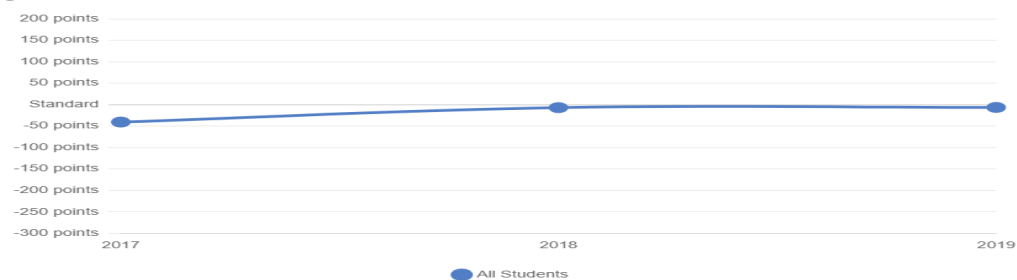
Desert Trails Preparatory Academy has made progress in closing the achievement gap according to the Dashboard's "Distance from Standard" expectations.

According to the CA Dashboard data, DTPA was placed in orange for ELA. This is based on a decline in 3 subgroups:

- English Learners -3.1 pts.
- Socioeconomically Disadvantaged 1.3 pts. Maintained
- Hispanic -5.6 pts.

Distance From Standard (English Language Arts)

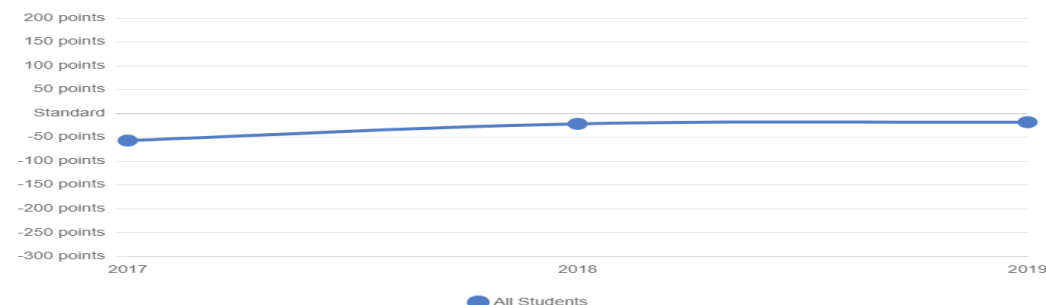
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



However, according to “Distance from Standard”, DTPA moved from 40.7 points below standard in 2017 to 6.6 points below standards in 2019. Administration has identified that a change in ELA curriculum to Benchmark Advance may have had an effect on our 2019 test scores, in addition to an influx of new staff.

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



Math seems to be an overall strength for DTPA. DTPA received “green” in math with an overall increasing and maintaining point over time. According to “Distance from Standard” data, DTPA has increased from 57 points below standards in 2017 to 18.5 points below standard in 2019.

In regards to Chronic Absenteeism, DTPA received a performance indicator of “green”. However, the African American subgroup received a performance indicator of “Yellow”. The African American subgroup has 10.5% chronic absenteeism, declining 0.6% in 2019. This is an area of concern and measures have been taken in order to decrease this percentage overtime. DTPA is strategizing ways to motivate parents and scholars to improve attendance.

Finally, DTPA has maintained an exceptional suspension rate. DTPA received a performance indicator of “blue” in suspension rate. DTPA has taken strategic measures to manage behavior including professional development on First Aid Mental Health, UDL, and Foster Youth. Furthermore, DTPA has implemented PBIS and has acquired additional staff support to manage scholar behavior.

Examination of perceptual data, such as surveys

Desert Trails Preparatory Academy has created an atmosphere of trust and concern for all stakeholders. DTPA takes measures through surveys to assess, qualitatively, the school climate in regards to scholars, staff and parents. Each year, scholars in grades five and seven are given a school climate survey. The results for the 2019-2020 school year are as follows:

Elementary – School Climate Survey 2019-2020 – Grade 5

	Never	Sometimes	Often	Always
I like school.	11%	33%	36%	25%
I feel like I do well in school.	3%	33%	25%	33%

My school wants me to do well.	0%	6%	8%	86%
My school has clear rules for behavior.	8%	3%	19%	50%
Teacher treat me with respect.	3%	6%	25%	61%
Good behavior is noticed at my school.	8%	25%	19%	44%
I get along with other students.	11%	11%	28%	47%
I feel safe at school.	11%	36%	31%	31%
Students treat each other well.	11%	31%	36%	25%
There is an adult at my school who will help me if I need it.	3%	19%	6%	69%
Students in my class behave so that teachers can teach.	6%	53%	33%	6%

Middle School—Climate Survey 2019-2020—Grade 7

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I like school.	20%	20%	57%	3%
I feel successful in school.	9%	20%	60%	14%
I feel my school has high standards for achievement.	11%	17%	54%	17%
My school sets clear rules for behavior.	6%	9%	43%	43%
Teachers treat me with respect.	9%	0%	37%	57%
The behaviors in my class allow the teachers to teach.	3%	23%	57%	9%
Students are frequently recognized for good behavior.	14%	26%	54%	6%
School is a place at which I feel safe.	14%	34%	37%	14%
I know an adult at school that I can talk with if I need help.	23%	14%	23%	40%

~~The data from the school climate surveys show that the majority of our scholars in this grade level are positive about DTPA. A positive from these findings is that scholars at DTPA are treated by respectful teachers who want what's best for the scholars they serve. Our teachers practice developing a growth mindset and positive reinforcement. This is making the difference in the education of the scholars we serve. And though our scholars work hard to do well, the results of the survey show that they would like further recognition for these achievements. Thus, DTPA utilizes PBIS to provide incentives and praise for positive behavior and academics.~~

~~Though 40% of our 7th grade scholars believe that there is an adult at school that they can talk with for help, a significant number of scholars do not agree. Therefore, DTPA will continue to make improvements and adjustments. In the 2018-2019 school, an additional counselor was hired in order to provide additional counseling services so that scholars have staff members on campus to talk to and support their socio-emotional needs. For the 2019-2020 school year, a new behavior interventionist and special education teacher were hired to serve additional needs of our scholars.~~

In November 2019, the parents of DTPA were surveyed. The results of the survey were as follows:

DTPA Parent Survey – 2019

92% of parents feel that their child is being appropriately challenged academically
93% of parents feel that DTPA has had a positive influence on their child
86% of parents feel that DTPA provides quality service to its families
94% of parents feel that DTPA is providing a safe environment for their child
82% of parents feel that communication from school is regular, clear, and concise
89% of parents feel that DTPA encourages parent involvement (<i>school decision making & parent participation</i>)
88% of parents feel that they are provided enough resources to help their child at home
97% of parents feel that DTPA supports and encourages student learning

Based on these findings, we are confident that parents believe their children are receiving an appropriate and challenging education at DTPA. We will further development strategic communication tools to enhance this area of our program.

In September 2019, the teachers of DTPA were surveyed. The results were as follows:

Desert Trails Preparatory Academy ~ Teacher Survey 2019

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Engagement					
I am proud to work at DTPA.	67%	29%	4%		
Teaching gives me a feeling of accomplishment.	75%	25%			
My current teaching duties are interesting.	58%	33%	8%		
I am motivated to contribute more than what is expected of me at DTPA.	46%	38%	13%	4%	
I am not planning on leaving DTPA.	50%	33%	8%		8%
I would feel comfortable referring a good friend to teach at this school.	42%	42%	8%	4%	
Overall, I enjoy working for this school's principal.	67%	29%	4%		
Working Conditions					
The classroom where I teach is physically comfortable.	50%	33%	4%	8%	
I believe I have resources accessible for me to be an effective teacher in my classroom.	33%	42%	8%	13%	
My physical safety is protected at DTPA.	54%	42%	4%		
Shared Values					
The school administration and staff care about the same things that I care about.	46%	46%	8%		
Teaching Quality					
I am proud of the quality of teaching at DTPA.	42%	42%	16%		
The scholars at this school are receiving a good education.	50%	46%			
Adaptability of the Principal					
The principal is good at making changes when they are necessary.	63%	33%	4%		

The principal gives new ideas a fair chance to work.	63%	33%	4%		
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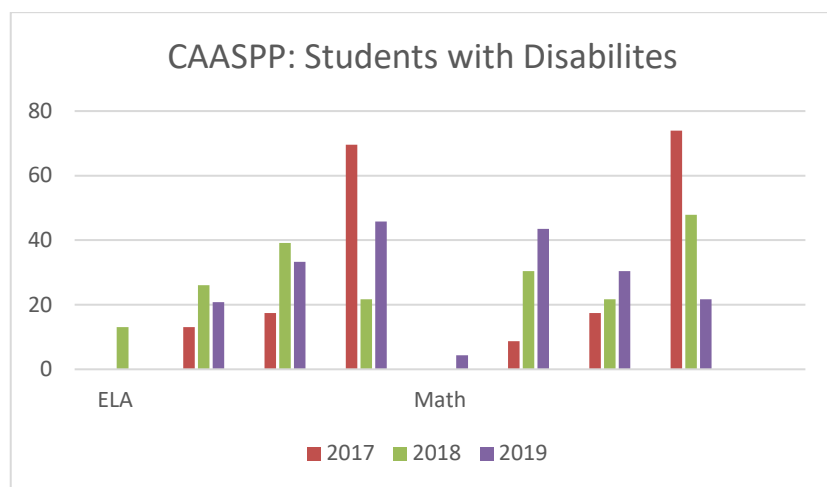
The data from the 2019 Teacher Survey that the majority of our faculty have positive feelings regarding their position at DTPA. Overall, 100% of the teachers “strongly agree” or “agree” that *teaching gives them a feeling of accomplishment*. However, the most concerning area was 13% of teachers “disagree” that they *have resources accessible for them to be an effective teacher in their classroom*. Thus, DTPA administration will be taking a closer look into the resources that teachers believe to be lacking in their classroom in an effort to improve support for the teachers and scholar success.

Special Education

Desert Trails Preparatory Academy Learning Resource Center (LRC) currently supports 34 scholars with identified special needs. This year, our LRC merged with the Student Services Department to provide comprehensive supports for our scholars. This increased their access to counseling and behavioral support. In addition to increased access to services, the LRC was also able to create a stronger bridge between special education support and general education support by increasing communication and push-in support.

For several of these scholars, the LRC serves as their main classroom, and they are mainstreamed for a portion of each day. The goal of the LRC is to prepare all scholars to have the ability to function in the general education setting. For instance, at the beginning of the 2018-2019 school year, one scholar, a 5th grader had high social anxiety and difficulty with transitioning between tasks. With our support, he was able to learn social skills and appropriate use of language. He is now able to communicate his needs and does well when transitioning between the general education classroom and the learning center. Another scholar, a 2nd grader had difficulty with one-to-one correspondence. With support, he was not only able to gain one-to-one correspondence, but he was also able to learn to add and subtract. We look forward to many more years of these success stories.

CAASPP Subgroup Data: Students with Disabilities ~ DTPA 3-Year Trend

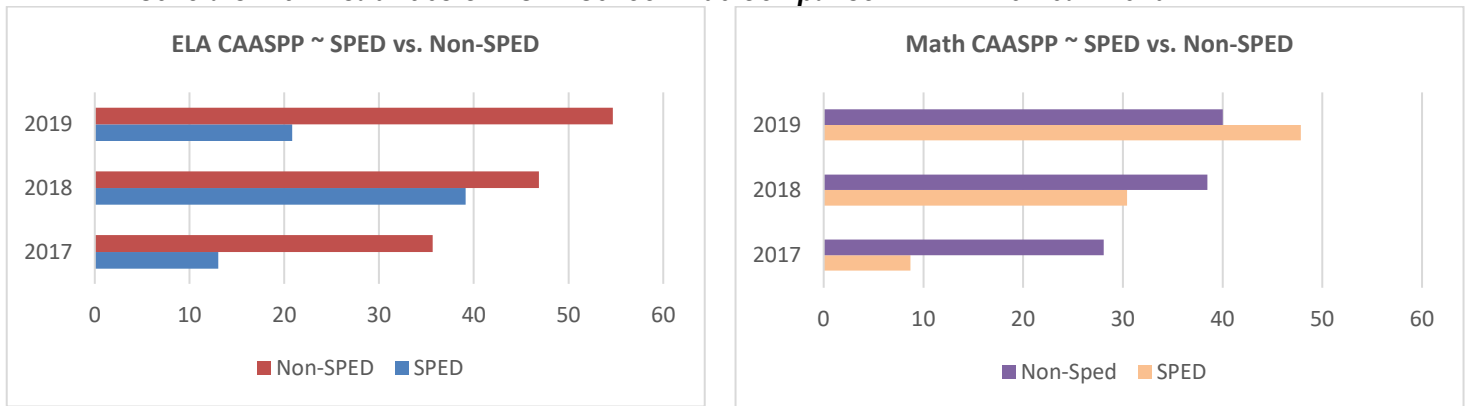


SPED		2017	2018	2019
ELA	Exceeded	0	13.04	0
	Met	13.04	26.09	20.83
	Nearly Met	17.39	39.13	33.33
	Not Met	69.57	21.74	45.83
Math	Exceeded	0	0	4.35
	Met	8.7	30.43	43.48
	Nearly Met	17.39	21.74	30.43
	Not Met	73.91	47.83	21.74

- Based on the data above, DTPA is making gains in improving learning for scholars with disabilities.
- The 2018 school year saw the most significant improvement in ELA with 39.13% of SPED scholars meeting or exceeding standard. 2018 saw a dip in test scores. This is most likely due to an influx of SPED scholars to DTPA in the 2018-2019 school year.
- Math has had a steady upward trend. In 2019, 47.83% of SPED scholars met or exceeded standards.

The data in the chart below shows the percentage of scholars who exceeded or met standards on the CAASPP with disabilities compared those without known disabilities.

Scholars with Disabilities CAASPP School-wide Comparison ~ DTPA 3-Year Trend

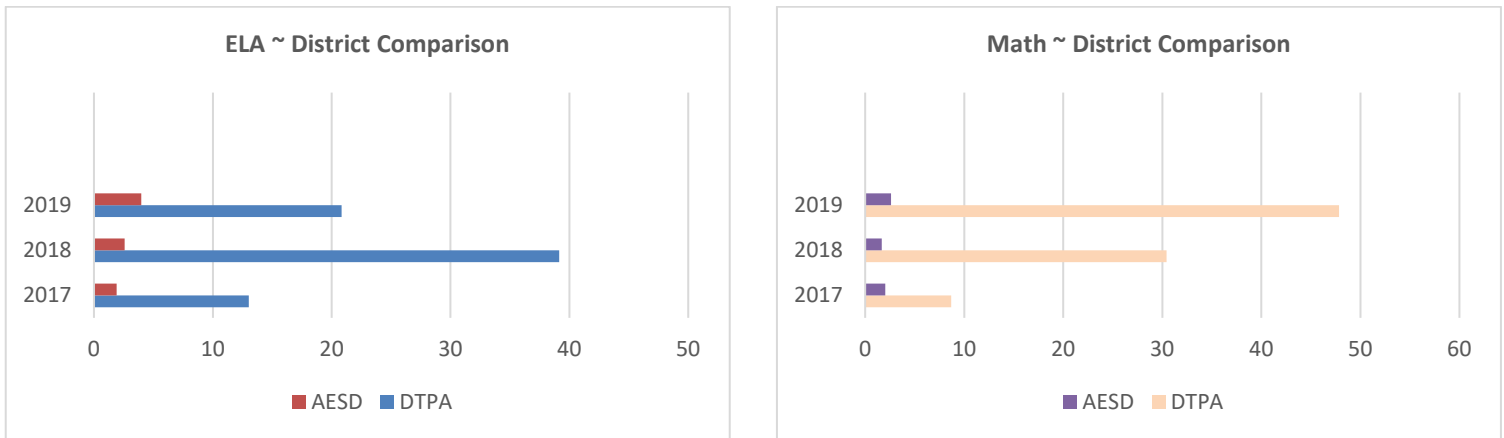


ELA	SPED	Non-SPED	Math	SPED	Non-SPED
2017	13.04	35.66	2017	8.7	28.09
2018	39.13	46.86	2018	30.43	38.49
2019	20.83	54.68	2019	47.83	40

- It is evident in the above data that the achievement gap for scholars with disabilities is closing at DTPA.
- In 2018, SPED scholars only slightly underperformed scholars without disabilities by 7.73% in ELA.
- In 2019, the gap widens in ELA but this is because of an influx of scholars being identified as having disabilities and new scholars classified as SPED enrolling into the school.
- Math seems to be a strength for the SPED scholars at DTPA. In 2019, the percentage of scholars with disabilities actually outperformed the percentage of scholars without disabilities in math by 8.06%.
- This evidence goes to show that with dedication and a commitment to recognize the needs of all learner, scholars can make progress in closing the achievement.

The data in the chart below shows the percentage of scholars with disabilities who exceeded or met standards on the CAASPP at Desert Trails Preparatory Academy versus the district.

CAASSPP Students with Disabilities District Comparison ~ 3-Year Trend

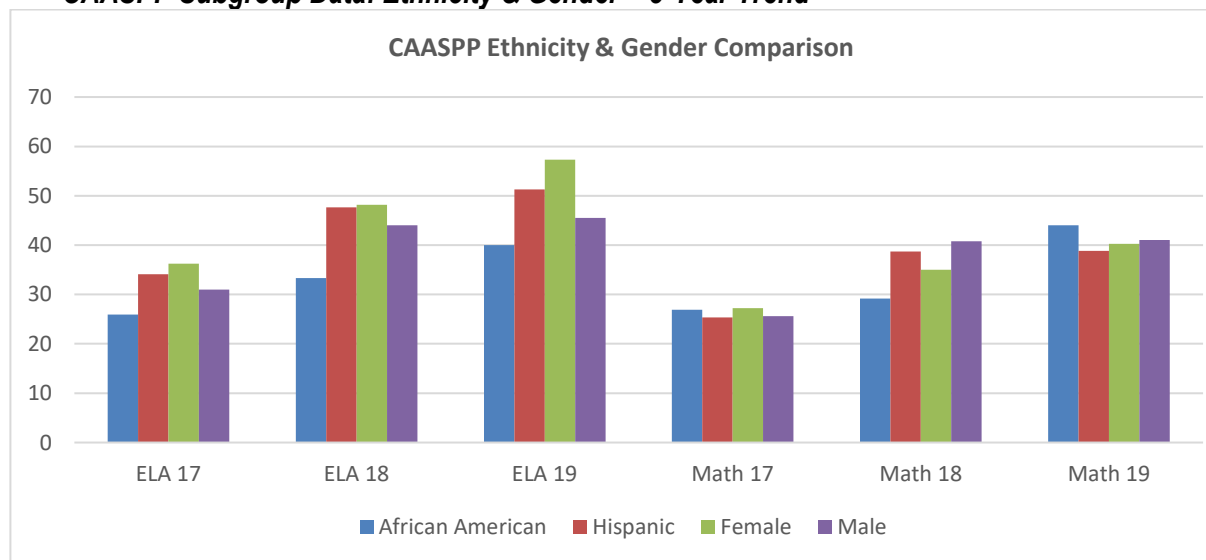


ELA	DTPA	AESD	Math	DTPA	AESD
2017	13.04	1.92	2017	8.7	2.04
2018	39.13	2.59	2018	30.43	1.66
2019	20.83	3.97	2019	47.83	2.62

The above data clearly shows that DTPA has far outperformed AESD over the past three years in regards to the performance of Students with Disabilities.

The data in the chart below shows the percentage of scholars by ethnicity and gender subgroups who exceeded or met standards on the CAASPP at Desert Trails Preparatory Academy.

CAASPP Subgroup Data: Ethnicity & Gender ~ 3-Year Trend



	African American	Hispanic	Female	Male
ELA 17	25.93	34.11	36.24	31.01
ELA 18	33.33	47.64	48.18	44
ELA 19	40	51.3	57.32	45.52
Math 17	26.92	25.35	27.2	25.58
Math 18	29.17	38.68	35.04	40.8
Math 19	44	38.86	40.26	41.04

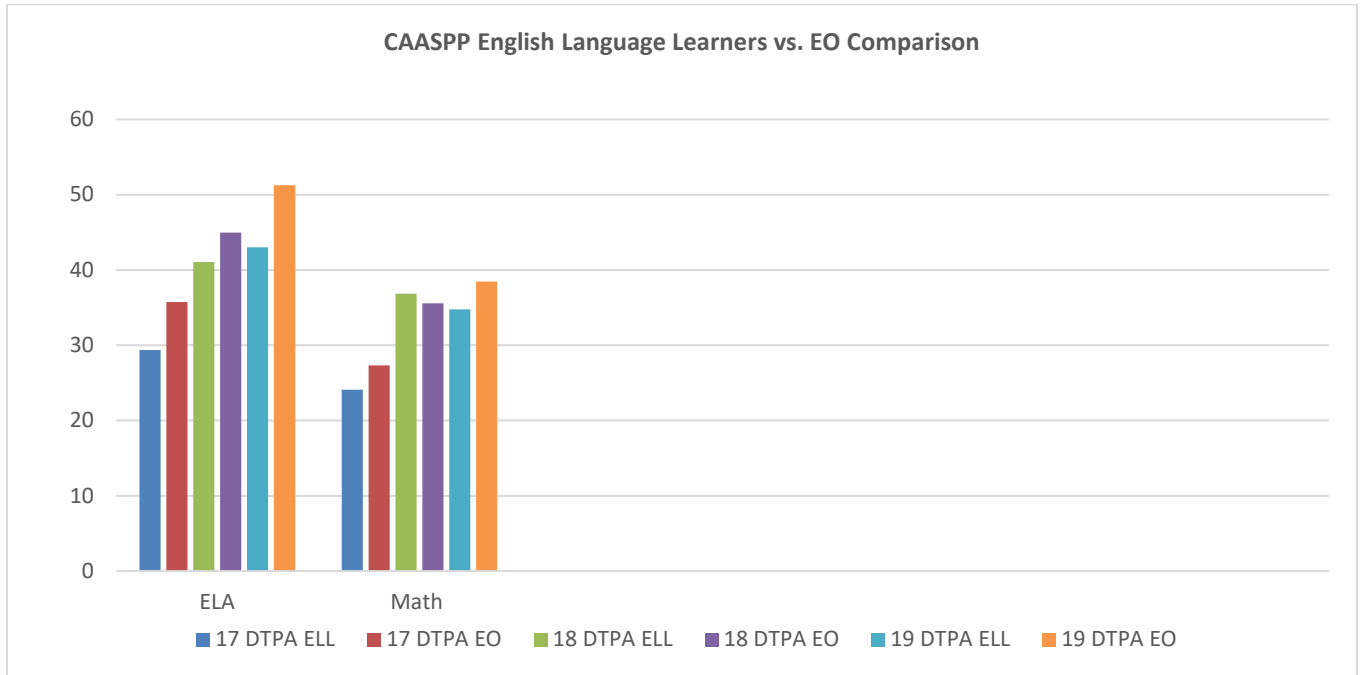
All ethnicity and gender subgroups: African American, Hispanic, Female and Male, have shown consistent progress in closing the achievement gap over the past three school years.

- The data shows that the female scholars at DTPA have shown the most growth in ELA over three years with an increase of 21.08%.
- The data shows that African American scholars at DTPA have shown the most growth in math over the last three years with an increase of 17.08%.

Desert Trails Preparatory Academy believes that the achievement of all scholars in all subgroups is important. Therefore, teachers utilize diagnostic assessments to analyze and understand the level of all scholars and address their learning needs individually. This has proven to be a successful strategy in moving scholars towards proficiency.

The data in the chart below shows the percentage of English Language Learners in comparison to English Only scholars who exceeded or met standards on the CAASPP at Desert Trails Preparatory Academy.

CAASPP Subgroup Data: English Language Learners ~ 3 Year Trend



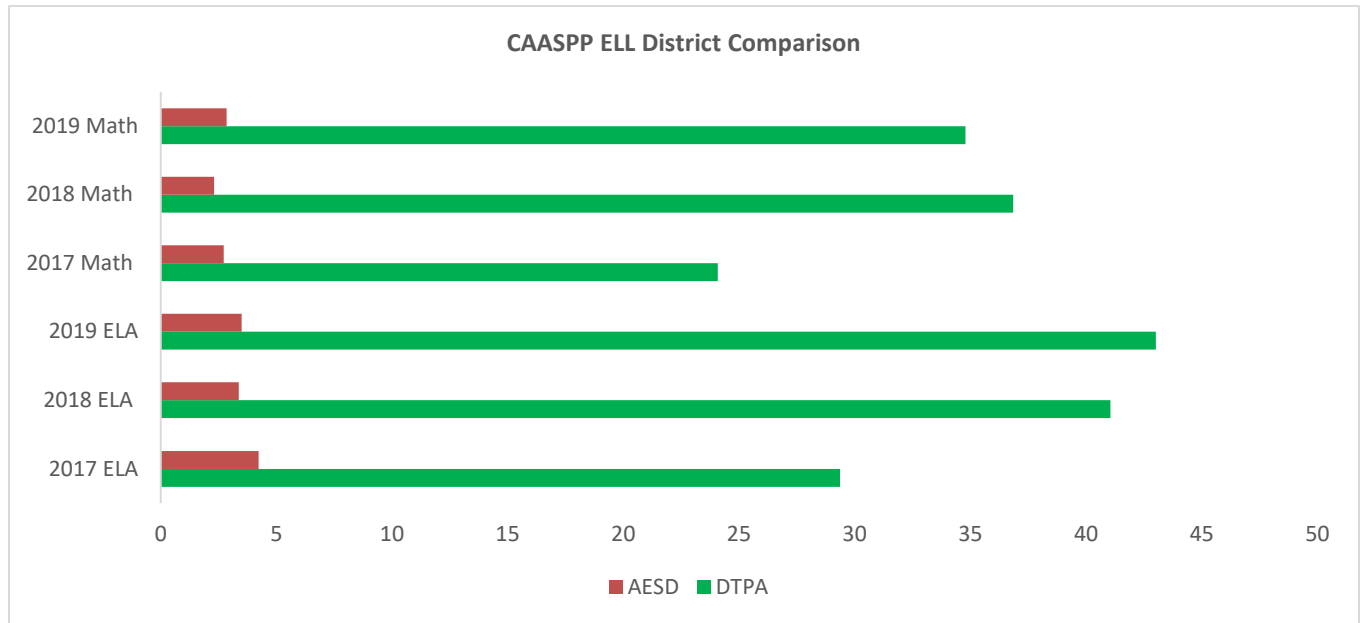
*ELL – English Language Learners **EO – English Only

	17 DTPA ELL	17 DTPA EO	18 DTPA ELL	18 DTPA EO	19 DTPA ELL	19 DTPA EO
ELA	29.36	35.76	41.05	44.97	43.01	51.27
Math	24.08	27.33	36.85	35.57	34.78	38.46

The data above shows that DTPA English Learners are making consistent progress alongside English Only scholars.

- Over the past three years, ELLs have increased their level of proficiency by 13.65%.
- In Math, over the past three years, ELLs have increased their level of proficiency by 10.7%.
- In 2019, ELLs percentage of proficiency in math surpassed EOs by 3.68%.

CAASPP English Language Learner District Comparison ~ 3-Year Trend

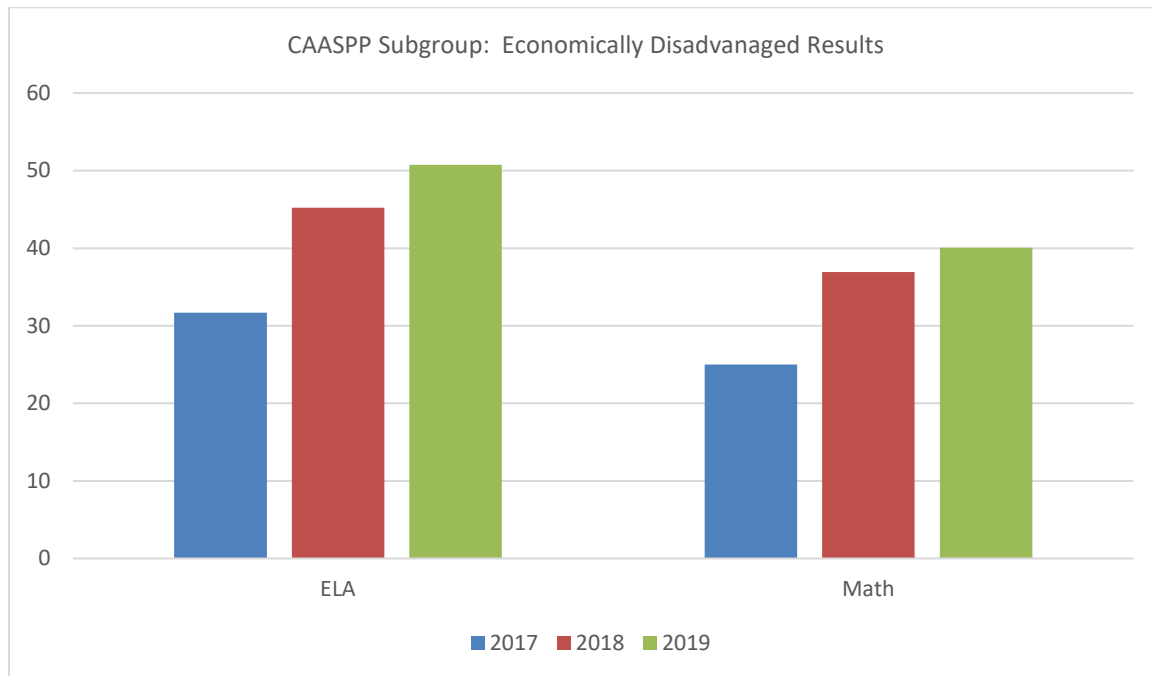


	DTPA	AESD
2017 ELA	29.36	4.23
2018 ELA	41.05	3.37
2019 ELA	43.01	3.49
2017 Math	24.08	2.72
2018 Math	36.85	2.3
2019 Math	34.78	2.84

The data above shows a comparison of the English Language Learners at Desert Trails Preparatory Academy versus Adelanto Elementary School District. The evidence here demonstrates that the ELLs at DTPA are far exceeding the ELLs at the local district in meeting standards.

The data in the chart below shows the percentage of Economically Disadvantaged scholars who exceeded or met standards on the CAASPP at Desert Trails Preparatory Academy.

CAASPP Subgroup Data: Economically Disadvantaged ~ 3-Year Trend



	2017	2018	2019
ELA	31.71	45.23	50.77
Math	25	36.93	40.08

87.6% of the student body at Desert Trails Preparatory Academy is classified as Economically Disadvantaged. That is the majority of our student population. Regardless of this fact, the scholars at DTPA have made great progress in closing the achievement gap.

- Between 2017-2019, Economically Disadvantaged scholars increased proficiency in ELA by 19.06%.
- Between 2017-2019, Economically Disadvantaged scholars increased proficiency in Math by 15.08%.

B. Scholar & Subject Outcome Goals

We believe scholar outcome goals at the school and state levels benefit teachers, scholars, and the school. As a school, Desert Trails Preparatory Academy sets long and short-range, school-wide, grade level, and individual goals for scholar achievement. These goals are evaluated often, to see where we hit the mark, and which areas still need improvement. Setting school-wide goals lets teachers know, in advance, what the expectations are. They are then able to use a variety of methods to ensure scholars are moving toward those goals. Through independent evaluation, scholars are encouraged to set goals for themselves with the guidance of the instructor. Teachers communicate regularly with scholars and parents about their progress toward the goals. As scholars see themselves move toward their goals, they are encouraged, which pushes them to work even harder and reach even higher.

As ongoing assessments are completed, the data is recorded and given to administration for review. In this way, Desert Trails Preparatory Academy is able to track performance and offer assistance as needed for teachers and scholars alike. With this data-driven model, there are no surprises; we know where we are headed and how we are doing along the way.

The Desert Trails Preparatory Academy educational philosophy empowers its scholars to achieve the following measurable student outcome goals, which are explicitly aligned with Common Core State Standards and with the school's definition of what it means to be a 21st century learner:

Outcome Area	Ongoing School Definitive Goals/Objectives	Measurable Benchmarks & Growth Goals
English Language Arts	● Scholars will demonstrate a firm comprehension and proficiency of all applicable Common Core State Standards for ELA. ● Scholars will be able to communicate clearly and effectively using appropriate vocabulary, both verbally and in writing. ● Scholars will display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning. ● Scholars will demonstrate the ability to read fluently and comprehend a variety of grade-level texts in both literature and other academic disciplines.	● Obtain a Year 3 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English Learners) scoring at or above the national norm on the iReady test ● Have less than 20% of all scholars score below basic or far below basic on the iReady Test. ● 70% or more of all scholars with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts. ● The number of scholars receiving a score of proficient or above, based on the fulfillment of the Common Core State Standards, will increase by at least 10% annually. ● Obtain a year 3 school-wide goal of scholars performing below the national norm level (including low achiever, special education students, economically disadvantaged, and English Learners), moving up at least one proficiency band per year on the iReady Test until they reach the national norm

	● Scholars will be able to read and respond to grade-level text both orally and in written format. ● Scholars will be able to write grade-level papers. ● Scholars will be active speakers and listeners.	level (i.e. moving from far below basic to below basic, from below basic to basic, or from basic to proficient). ● 80% of the scholars who are at or above the national norm will remain in the proficient or advanced category each year based on the iReady, even as they progress to the next grade level's more challenging standards. ● 70% of scholars will move up at least one band level on the accepted writing rubric for their grade level.
Mathematics	● Scholars will demonstrate a firm comprehension and proficiency of all applicable Common Core State Standards for Math. ● Scholars will be fluent in basic computations skills and will be problem solvers. ● Scholars will understand and solve problems related to number sense, algebra and functions, expressions, measurements and geometry, statistics, data analysis, and probability, ratios and mathematical reasoning. ● Scholars will display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning. ● Scholars will demonstrate the ability to use critical thinking skills, reason logically, and implement a variety of problem-solving strategies.	● Obtain a Year 3 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English Learners) scoring at or above the national norm on the iReady Math Test. ● Have less than 20% of all scholars score below basic or far below basic on the iReady Math Test. ● 70% or more of all scholars with IEPs will, each year, meet or exceed annual individualized education plan goals related to Mathematics. ● The number of scholars receiving a score of proficient or above, based on the fulfillment of the Common Core State Standards, will increase by 5% annually. ● Obtain a Year 3 school-wide goal of 60% of all scholars, performing below the national norm (including low achiever, special education students, economically disadvantaged, and English Learners), will move up at least one proficiency band per year on the iReady Math Test until they reach the national norm. ● 80% of the scholars who are at or above the national norm will remain at or above the national norm each year based on the iReady, even as they progress to the next grade level's more challenging standards.
Science	● Scholars will demonstrate a firm comprehension and proficiency of all applicable Next Generation Science Standards. ● Scholars will have the essential skills and knowledge necessary to become scientifically literate. ● Scholars will work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems and reach conclusions	● Obtain a Year 3 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English Learners) who meet or exceed expectations on the CAST administered in the 5th grade and 8th grade year. ● The number of scholars who meet or exceed expectations based on CAST scores will increase by 10% annually.

History-Social Science	• Scholars will demonstrate the ability to identify the major themes of the American story. • Scholars will understand the breadth of experiences and influences that have shaped our nation and our world. • Scholars will demonstrate proficiency of all applicable ELA standards related to Literacy in History/Social Studies.	• Continuously enrolled scholars will score 80% or better on classroom assessments and/or benchmarks. • The number of scholars receiving a score of proficient or above based on fulfillment of the standards will increase by 10% annually.
Foreign Language	In the language studied as per their grade level: • Scholars will demonstrate beginning level knowledge of a range of increasingly challenging vocabulary words. • Scholars will be able to demonstrate beginning level competency, and read, write, and speak increasingly complex sentences. • Scholars will be able to carry on increasingly complex conversations • Scholars will be able to identify English language derivatives.	• All continuously enrolled students in K – 2 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the exposure of the Spanish language each year. • All continuously enrolled students in 3 - 4 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the exposure of the Latin language each year. • All continuously enrolled students in 5 - 6 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the exposure of the French language each year. • All continuously enrolled students in 7 – 8 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the exposure of the Spanish language each year.
Visual & Performing Arts	• Scholars will understand, appreciate, and be able to interpret the arts. • Scholars will possess skills, knowledge, and abilities in music. • Scholars will participate in artistic activities and events. • Scholars will understand the role that the arts have played in history as well as its relationship to other academic disciplines	• All continuously enrolled scholars (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in a visual or performing arts class each year.
6 th – 8 th Grade Project	• Scholars will understand, appreciate, and be able to articulate the	• All continuously enrolled scholars (including high and low achievers, special education students, economically disadvantaged and English Learners)

	teachings and philosophies of current and past leadership experts. ● Scholars will be able to identify and differentiate leadership styles. ● Scholars will exemplify positive characteristics of young leaders. ● Scholars will be able to effectively communicate and work collaboratively in small and large groups. ● Scholars will be able to communicate, present and defend positions, and make arguments to small and large audiences.	will participate in Leadership Studies as a required and elective class. ● Scholars will translate trainings from Leadership Studies into a Community Improvement Project of their choice.
English Language Learners Achievement and Reclassification	● All ELL scholars reach at least Early Advances Level classification before graduation. ● All ELL scholars will increase their ELPAC performance by at least 1 ELD level every school year.	● At least 75% of English Language Learners will increase their ELPAC scored by at least 1 ELD level from Year 1 to Year 2. ● All scholars who remain at Desert Trails Preparatory Academy longer than 1 year will increase their ELPAC score by at least 1 ELD level each year.
Special Education Achievement	● Special Education designated scholars will make significant progress toward ALL learning goals as outlined in their Individualized Education Plans. ● Have less than 5% CAASPP achievement gap between Special Ed and Non-Special Ed scholars.	● Scholars will meet 75% of their annual goals as laid out in their IEPs. ● Scholars will increase the percentage of completed IEP annual goals by at least 5%. ● Achieve less than a 15% achievement gap between Special Ed students and Non-Special Ed scholars within the next 3 years CAASPP. ● Decrease Special Ed and Non-Special Ed CAASPP Testing achievement gap by at least 2% in each subsequent year.

C. Scholar Personal & Character Outcome Goals – Expected School-wide Learning Results (ESLRs)

Building character in scholars is one very important aspect of the Desert Trails Preparatory Academy educational plan that is embedded into the scholars' and educators' daily lives. The Desert Trails Preparatory Academy's ESLRs state our expectations of our scholars within school walls and beyond. They are attributes that will serve scholars as they move into new phases in their lives. The staff, administration, students, and parents of Desert Trails Preparatory Academy worked together to create a set of ESLRs that exemplify the newly-transformed school culture. ESLRs have become a part of our school's culture; scholars chant them at the playground and in classrooms, teachers include them in lessons, and all staff uses them for "teachable moments" throughout the day. The implementation and utilization of these ESLRs has helped guided character development. This is evident in the lower suspension and expulsion rates shared in Element 1.

Desert Trails Preparatory Academy ESLRs:

Outcome Area	Ongoing School Definitive Goals/Objectives	Ongoing Measurable Benchmarks & Growth Goals
Obtaining Knowledge	● Scholars will identify new ways to gain information. ● Scholars will study and practice new skills. ● Scholars will help other students to be successful. ● Scholars will take ownership over their academic performance and higher education enrollment. ● Scholars in the 8th grade will research higher forms of education. ● Scholars will demonstrate the ability to use a variety of tools for research.	● Scholars will select from a variety of resources and provide evidence to support theories. ● Scholars' work will clearly show improvement through study and rehearsal. ● Scholars will be available for peer teaching, editing, and group work in order to assist others. ● Scholars will individually strive for a personal attendance rate of 98%. ● Scholars will learn to set personal goals for achievement. ● Scholars will use a variety of resources to compare and evaluate a variety of higher education options.
Working to Achieve Excellence	● Scholars will work hard to achieve academic goals. ● Scholars will set new goals for themselves. ● Scholars will demonstrate improved organizational and study skills. ● Scholars' writing in the classroom will reflect use of the skills taught.	● Scholars will learn to use their own data to set new academic goals. ● Scholars' test scores will improve. ● Scholars' in-house scores will improve. ● Class work, homework, and assessment levels will improve. ● Scholar work and assessments will demonstrate a commitment to improvement.

	Scholar scores in all subject areas will improve.	
Life-long Learners	- Scholars will be enthusiastic about learning. - Scholars will demonstrate the ability to show how what they are learning will be used in everyday life.	- Scholars will come to school every day, on time, and ready to learn. - Scholars will complete projects which involve knowledge gained in real-life situations for the present and in the future. - Each scholar will prepare one research project per month. - Scholars will produce one community or job-related project per year. - Scholars in the 5th and 6th grades will participate in life-skills training.
Surpassing Expectations	- Scholars will do more than what is asked of them academically. - Scholars will behave in a manner that exceeds the expectations set for them.	- Scholars will turn in class work on time or early. - Scholar work will demonstrate the scholar applied extra effort. - Scholars will treat others and their environment with respect, even when they think no one is watching. - Scholars will behave in a manner that exceeds the expectations set for them. - Scholars will individually strive for a personal attendance rate of 98%. - Scholars will have fewer than 3 classroom tardies per quarter. - Suspension and expulsion rate will be significantly lower than comparison elementary schools.

D. School-Wide Outcome Goals

Desert Trails Preparatory Academy strives to assure that as a collective school, we meet outcome goals set by our Board, school philosophy, and State performance expectations.

Outcome Area	Ongoing School Definitive Goals/Objectives	Benchmarks & Growth Goals
Meet/Exceed SBAC Growth Target Annually	- Obtain a Year 5 school-wide performance of at least 60% of our scholars (including African American, English Learners, and Students with Disabilities) scoring at met or exceeded standards on the CAASPP assessment. - Desert Trails Preparatory Academy has set a goal that scholars will show annual academic growth on the i-Ready diagnostic assessment of 5% or more.	- Scholars will close the achievement gap in subgroups by at least 5% annually. - On the i-Ready assessment there will be an annual growth target of at least 5% achieving or exceeding the national norm.
Meet/Exceed Annually	Desert Trails Preparatory Academy has set a goal to have scholars in all subgroups increase CAASPP performance year after year once a working towards demonstrating virtually no achievement gap among the subgroups.	70% of scholars in all subgroups will raise Language Arts proficiency by 5% or more each year. 70% of scholars in all subgroups will raise Math proficiency by 5% or more each year.
Growth in Reading Fluency and Comprehension	Scholars consistently increase Reading Fluency and Comprehension in accordance with Common Core State Standards.	Raise reading level by 1 grade level.
Improve Writing Proficiency	Scholars will advance toward writing proficiency.	Improve writing proficiency by 1 grade level.
Improved Language Arts and Math Proficiency	All subgroups will show advancement toward proficiency in Math and Language Arts	70% of scholars will raise Language Arts proficiency by 5% or more. 70% of scholars will raise Math proficiency by 5% or more.
Overall Parent Satisfaction	Achieve greater than 95% parent satisfaction rating in annual parent survey.	80% of all parents will participate in the parent survey annually. - Attain at least an 85% overall parent satisfaction from the year 1, with a minimum of 3%-5% annual increases. - Opportunities for improvement that are identified in the annual survey will be

		discussed and addressed each summer.
Parent Participation	Parents/Families will be fully engaged and active within the school community.	Parent/Family volunteer commitment will increase 5% each year.
Teacher/Staff Satisfaction and Retention	Desert Trails Preparatory Academy will receive at least a 95% overall satisfaction rating in an annual employee survey.	100% of all employees will participate in the annual employee satisfaction survey. - Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.

Desert Trails Preparatory Academy's LCAP: Measurable Goals of the Educational Program Aligned to State Priorities

As outlined herein, Desert Trails Preparatory Academy has clearly defined school-wide outcome goals. These are in compliance with California Education Code Sections 47605(b)(5)(B) and 52060(d).

Desert Trails Preparatory Academy will pursue the following school-wide and subgroup outcome goals described in the school's LCAP, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core), and as aligned to the applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served and the nature of the program operated by our school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

“[O]ne that consists of at least 30 pupils, each of whom has a valid test score.” (Ed. Code, § 52052(a)(3)(A); See Ed. Code, § 47607(a)(3)(B).)

Below is a snapshot and summary of our school's LCAP. The following chart delineates how Desert Trails Preparatory Academy's school-wide and subgroup outcome goals and performance targets are aligned to the state's priorities that apply to our school. Each goal describes methods for measuring progress and the individual(s) with primary responsibility for each. As the State continues to streamline standardized assessment tools (e.g. CAASPP), update performance measures (e.g., Dashboard), and finalize the format for the new LCAPs as applicable to charter schools, Desert Trails Preparatory Academy will work with the Authorizer to ensure that it creates and updates its plans and goals accordingly. The LCAP is not part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g. Element 1: Educational Program; Element 4: Governance and parental involvement; etc.). See the following chart for specific actions, their corresponding assessments, and the school personnel responsible for their implementation.

Annual Update

LCAP Year Reviewed: 2018-19³

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to student success.

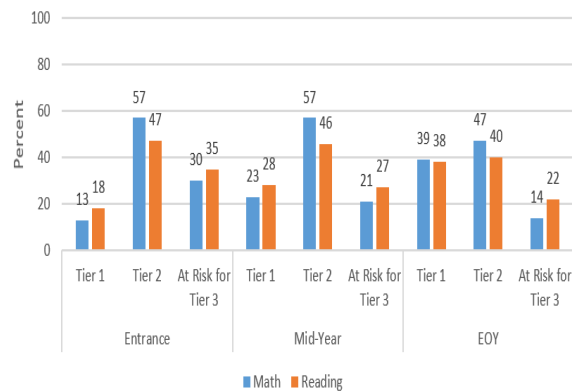
[State and/or Local Priorities](#) addressed by this goal:

State Priorities:

³ A copy of the 2023-2024 LCAP is included in Appendix K.

Priority 1: Basic Services and Conditions at Schools
 Priority 2: Implementation of State Academic Standards
 Priority 4: Student Achievement
 Priority 7: Access to Broad Course of Study
 Priority 8: Outcomes in a Broad Course of Study
 Local Priorities: [List Local Priorities here]

Annual Measurable Outcomes

Expected	Actual																																		
Maintain 100% alignment of curriculum with CCSS.	Curriculum is 100% aligned to CCSS.																																		
DOK levels on assessments will show 5% growth.	2018-19 Diagnostic Growth Standard Overall Placement <table><caption>2018-19 Diagnostic Growth Standard Overall Placement Data</caption><thead><tr><th>Assessment</th><th>Category</th><th>Math (%)</th><th>Reading (%)</th></tr></thead><tbody><tr><td rowspan="3">Entrance</td><td>Tier 1</td><td>13</td><td>18</td></tr><tr><td>Tier 2</td><td>57</td><td>47</td></tr><tr><td>At Risk for Tier 3</td><td>30</td><td>35</td></tr><tr><td rowspan="3">Mid-Year</td><td>Tier 1</td><td>23</td><td>28</td></tr><tr><td>Tier 2</td><td>57</td><td>46</td></tr><tr><td>At Risk for Tier 3</td><td>21</td><td>27</td></tr><tr><td rowspan="3">EOY</td><td>Tier 1</td><td>39</td><td>38</td></tr><tr><td>Tier 2</td><td>47</td><td>40</td></tr><tr><td>At Risk for Tier 3</td><td>14</td><td>22</td></tr></tbody></table> ■ Math ■ Reading <u>I-Ready Reading</u> During the 2018-19 school year, all students DOK increased based on the reading I-Ready assessment. In reading, 18% of all students placed in “Tier 1” during the entrance assessment at the start of the school year. During the End-of-Year (EOY) assessment, 38% of all students placed in “Tier 1”. An increase of 20%. In addition, during the entrance assessment, 35% of all students placed in the “At Risk for Tier 3”. However, during the EOY assessment, 22% of all students placed in the “At Risk for Tier 3”. A decreased of 13%. <u>I-Ready Math</u> During the 2018-19 school year, all students DOK increased based on the math I-Ready assessment. In math, 13% of all students placed in “Tier 1” during the entrance	Assessment	Category	Math (%)	Reading (%)	Entrance	Tier 1	13	18	Tier 2	57	47	At Risk for Tier 3	30	35	Mid-Year	Tier 1	23	28	Tier 2	57	46	At Risk for Tier 3	21	27	EOY	Tier 1	39	38	Tier 2	47	40	At Risk for Tier 3	14	22
Assessment	Category	Math (%)	Reading (%)																																
Entrance	Tier 1	13	18																																
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	Tier 2	47	40																																
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Expected

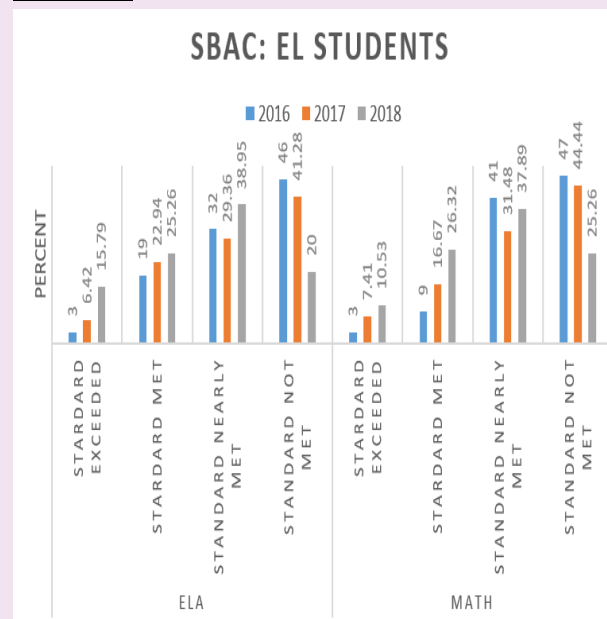
Actual

Unduplicated students will demonstrate 2% growth on the SBAC assessment.

assessment at the start of the school year. During the End-of-Year (EOY) assessment, 39% of all students placed in "Tier 1". An increase of 26%. In addition, during the entrance assessment, 30% of all students placed in the "At Risk for Tier 3". However, during the EOY assessment, 14% of all students placed in the "At Risk for Tier 3". A decreased of 16%.

**Final 3rd grade math report is inaccurate due to technical issues related to the timing in which the test was administered.

EL Students



EL students who exceeded and met standards combined demonstrated over 2% growth in ELA and math.

Economically Disadvantaged Students

Expected

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor records to ensure all teachers hold valid credentials.	Records were monitored to ensure all teachers held valid credentials.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure all curriculum and instructional materials are aligned to CCSS.	All curriculum and instructional materials utilized are aligned to CCSS. DTPA purchased Mentoring Minds Benchmark Advance. In addition, textbooks were purchased for the newly added 7 th grade class in ELA,	\$139,775.79 LCFF Base and/or Title I 4100 Approved Textbooks and Core Curricula- \$97,714.96	\$111,680.47 LCFF Base and/or Title I 4100 Approved Textbooks and Core Curricula- \$109,478.90

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	math, social studies, and science. Administrative staff continues to monitor lesson plans and observe lessons to ensure alignment with CCSS.	4300 Materials and Supplies- \$42,060.83	4200 Books and Other Reference Material- \$2,201.57

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing access to a broad range of courses and enrichment opportunities.	Students had access to a broad range of courses and enrichment opportunities including STEM, robotics, Battle of the Books, band, cheer, spelling bee, chess club, coding, and after school tutoring.	\$42,060.83 LCFF Base 4300 Materials and Supplies	\$22,682.11 LCFF Base 4100 Approved Textbooks and Core Curricula- \$177.08 4300 Materials and Supplies- \$22,505.03

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS.	Professional development was provided to teachers on topics including but not limited to new instructional materials, supplemental software training, Common Core alignment, SPED strategies, supporting ELs, AVID, and Mental Health support.	\$17,219.45 LCFF Base and/or Title II 5210 Travel- \$690.51 5220 Conference, Convention, and Meeting- \$3,735.33 5840 Professional Development- \$12,793.62	\$32,455 LCFF Base, Title II, Title III, and/or Title IV 5210 Travel- \$1,848.65 5220 Conference, Convention, and Meeting- \$526.20 5300 Dues and Membership- \$5,687 5310 Licenses and Fees- \$2,990 5840 Professional Development- \$21,403.15

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program.	Teachers holding a preliminary credential were given the opportunity to participate in the induction program. Fees for interested teachers were covered by the school-site. 3 teachers participated.	\$11,303.60 LCFF Base 5840 Professional Development (Duplicate Expense; 1st Referenced in Goal 1, Action 4)	\$4,400 LCFF Base and/or Title II 5840 Professional Development- \$4,400 (Partial Duplicate Expense; 1st Referenced in Goal 1, Action 4)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementing multiple intervention methods in order to support Unduplicated students that promote academic success including: • Small Group Instruction • Pull-out and Push-in Support • Support from Paraprofessional Counselors • RtI • SST Meetings	Multiple intervention methods were implemented in order to support Unduplicated students that promote academic success including: • Small Group Instruction • Pull-out and Push-in Support • Support from Paraprofessional (Counselors, Speech Therapist, Psychologist) • RtI	\$579,938 LCFF Base, LCFF S&C and/or Title I 2000-2999 Classified Instructional Salaries	\$120,000 LCFF Base, LCFF S&C and/or Title I 2000-2999 Psychologist/Counselor- \$9,000 Educational and Behavioral Support- \$75,000 Speech Pathologist- \$36,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. All students were provided high quality classroom instruction and curriculum that promoted academic success with interventions in place to eliminate barriers to student success. All curriculum is aligned to CCSS and administration actively monitors instruction and teacher lesson plans to ensure alignment. In addition, most teachers who provide instruction were fully credentialed and properly assigned. However, DTPA did employ teachers with Preliminary Credentials due to the teacher shortage. Administrative staff conducted a check of all teaching credentials and continues to monitor them. Professional development is provided to all teachers on topics such as new instructional materials, strategies for English learners, educational software training, Common Core alignment, AVID and Mental Health support. The PD schedule created by administrative staff with stakeholder input ensures that teachers are engaged in

development of instructional pedagogy and grade-level collaboration. Teachers are also offered opportunities to attend workshops and conferences outside of the school. Another method DTPA utilizes to foster teachers' growth is through a collaboration with the Center of Teacher Innovation. Teachers were able to participate in a teacher induction program in order to clear a CA Preliminary Credential. All fees were paid by DTPA.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions/Services proved to be effective based on the assessment data found on the Dashboard. In ELA, students overall performance increased by 33.6 points. In math, student performance level was green which is a status level increase over the previous year. All students overall performance increased by 35.1 points. Several subgroups including Hispanic, Socioeconomically Disadvantaged students, and ELs increased their performance over the previous school year in both subject areas. In addition, according to CAASPP results, EL students as well as Economically Disadvantaged students increased their SBAC performance for 2017 to 2018. More students either met or exceeded standards. Improvements can be attributed to the availability of Common Core aligned instructional materials taught by trained teaching staff supported by intervention support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were over projected particularly for action 6. In addition, the Estimated Actual Expenditures was far less than expected with regard to fees connected to collaborating with the Center of Teacher Innovation to offer teachers holding a Preliminary Credential the opportunity to participate in the induction program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to the 2019-20 Goals and Actions/Services.

Goal 2

Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities:

Priority 1: Basic Services and Conditions at Schools

Priority 2: Implementation of State Academic Standards

Priority 3: Parent Engagement

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected

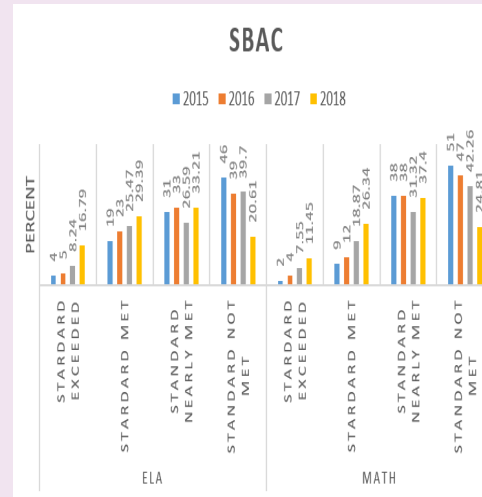
Students will be assessed using a school-wide assessment tool at a minimum of two times per school year.

3% growth on assessment scores.

Actual

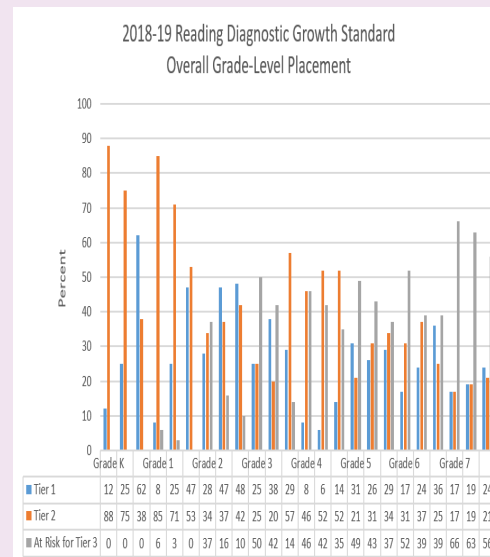
Students were assessed through I-Ready three times during the course of the school year.

SBAC



Students who exceeded and met standards combined demonstrated over 3% growth in ELA and math.

I-Ready Reading



K: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by

Expected

Actual

50%. 0% of students placed in "At Risk of Tier 3" during both the entrance assessment and the EOY assessment.

1st: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 39%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 6%.

2nd: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 20%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 27%.

3rd: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 4%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 36%.

4th: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 6%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 11%.

5th: Decreased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 2%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 12%.

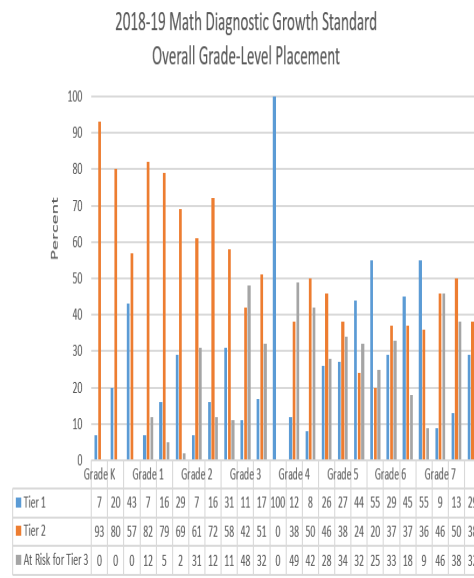
6th: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 19%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 13%.

7th: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 7%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 10%.

I-Ready Math

Expected

Actual



K: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 36%. 0% of students placed in “At Risk of Tier 3” during both the entrance assessment and the EOY assessment.

1st: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 22%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 10%.

2nd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 24%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 20%.

3rd: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 89%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 48%.

4th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 14%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 21%.

5th: Increased the percent of students who placed in “Tier 1” from the entrance assessment to the EOY assessment by 28%. Decreased the percent of students who placed in “At Risk of Tier 3” from the entrance assessment to the EOY assessment by 9%.

Expected	Actual
	6th: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 26%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 24%. 7th: Increased the percent of students who placed in "Tier 1" from the entrance assessment to the EOY assessment by 20%. Decreased the percent of students who placed in "At Risk of Tier 3" from the entrance assessment to the EOY assessment by 14%. **Final 3rd grade math report is inaccurate due to technical issues related to the timing in which the test was administered.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and upgrade supplemental technology including: • Purchasing Chromebook to ensure 1:1 student to Chromebook ratio for grades 1-6. • Upgrading 2nd computer lab.	Technology was purchased to ensure: • Chromebook to student ratio for 1-7th grade is 1:1. • 2nd computer lab was upgraded. • Upgrade software.	\$71,861 LCFF Base 4300 Materials and Supplies- \$42,060.83 (Duplicate Expense; 1st Referenced in Goal 1, Action 2) 4400 Noncapitalized Equipment- \$29,800.98	\$11,011.54 LCFF Base 4400 Noncapitalized Equipment- \$8,779.90 5800 Professional/ Consulting Services and Operating Expenditures- \$2,231.64

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing professional development opportunities to teachers on curriculum, data driven instruction, and effective	Professional development was provided to teachers on topics including but not limited to new instructional materials,	\$17,219.45 LCFF Base and/or Title II	\$32,455 LCFF Base, Title II, Title III, and/or Title IV

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
use of technology to supplement instruction	supplemental software training, Common Core alignment, SPED strategies, AVID, Mental Health support, supporting ELs.	5840 Professional Development- \$12,793.62 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5210 Travel- \$690.51 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conferences, Conventions, Meetings- \$3,735.33 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)	5210 Travel- \$1,848.65 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conference, Convention, and Meeting- \$526.20 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5300 Dues and Membership- \$5,687 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5310 Licenses and Fees- \$2,990 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5840 Professional Development- \$21,403.15 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue assessing students and analyzing data in order to inform instruction. Stay up-to-date on school-wide assessment systems available for schools to utilize that aligns with standards and yields the best results for student success.	Students were assessed using I-Ready three times during the school year.	\$17,289.75 LCFF Base 5310 Licenses and Fees	\$8,027.52 LCFF Base 5310 Licenses and Fees

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing opportunities for instructional staff to collaboratively analyze assessment data, formulate a plan to reteach contents, track student growth, and provide parents opportunities to understand their students' challenges and growth.	Instructional staff were provided opportunities to collaborate to analyze assessment data (SBAC, I-Ready, etc.), formulate a plan to reteach contents, and track student growth. Parent-teacher conferences provided parents opportunities to understand their students' challenges and growth.	\$0	\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. DTPA utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency. Funding was allocated toward the purchase of technology. DTPA purchased technology to ensure a 1:1 Chromebook to student ratio in grades 1-7. In addition, the 2nd computer lab was updated including upgrading software. Educational and assessment software was provided to office staff and teachers including AERIES, I-Ready, Envision, Mentoring Minds, Benchmark and Nova. AERIES was utilized for many school-wide operations. Most importantly, AERIES provided administration timely access to attendance reports. Data reports were analyzed by administration to determine an action plan for improving attendance. I-Ready was utilized for benchmark assessments. Students were assessed three times during the school year. I-Ready data reports were shared with instructional staff and analyzed during professional development sessions. Data analysis was used to reteach and provide appropriate intervention support. Nova assessments were also provided to 1st and 2nd grade students. DTPA sought to not only gather assessment data to drive instruction but also to expose these students to a "high-stakes" test and testing environment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

DTPA's goal was to utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency. The overall effectiveness of the actions and services implemented has contributed to the growth in SBAC scores found on the CAASPP website. The addition of technology and access to high-quality professional development opportunities has assisted teachers in developing dynamic lesson plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The most significant difference between the Budgeted Expenditures and Estimated Actual Expenditures is reflected in action/service 1. More funds were projected to be spent on technology. However, most grade levels already had a 1:1 student to

technology ratio. Therefore, spending was limited. However, with the edition of the 8th grade for the upcoming school year, DTPA estimates technology purchasing will increase.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to the 2019-20 Goals and Actions/Services.

Goal 3

Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities:

Priority 1: Basic Services and Conditions at Schools

Priority 5: Student Engagement

Priority 6: School Climate

Local Priorities: [List Local Priorities here]

Annual Measurable Outcomes

Expected	Actual
Facilities will be 100% maintained.	Facilities was 100% maintained.
Maintain a suspension rate of 1%.	Suspension rate was 0%.
Maintain an expulsion rate of 0%.	Expulsion rate was maintained at 0%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct frequent inspections of facility to ensure they are safe and functional.	The maintenance staff conducted frequent walk-throughs of the campus, reporting any issues to administrative staff. No major issues were identified.	\$10,930.65 LCFF Base 5500 Operations and Housekeeping Services- \$8,646.43 5640 Repairs- \$2,284.22	\$56,594.50 LCFF Base 5500 Operations and Housekeeping Services- \$55,879.13 5640 Repairs- \$715.37

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing training for administration, teachers, and office staff on supporting students with behavior issues. Training will include: • Classroom Behavior Management PD • Instructional Techniques to Engaging Students • Positive Behavior Interventions and Supports (PBIS) training- Year 3	DTPA continued providing training for administration, teachers, and office staff on supporting students with behavior issues. Training included: • SELPA provided training to instructional staff on strategies to support all students in the classroom by utilizing students' background as areas of strength rather than circumstances that negatively impact their ability to learn. • Teachers received training in effective classroom management techniques, strategies for engaging students, and creating a rigorous curriculum. • Teachers continued to receive integrated PBIS training led by school leadership. • Teachers received active shooter training and mental health training.	\$17,219.45 LCFF Base and/or Title II 5840 Professional Development- \$12,793.62 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5210 Travel- \$690.51 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conferences, Conventions, Meetings- \$3,735.33 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)	\$32,455 LCFF Base, Title II, Title III, and/or Title IV 5210 Travel- \$1,848.65 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5220 Conference, Convention, and Meeting- \$526.20 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5300 Dues and Membership- \$5,687 (Duplicate Expense; 1st Referenced in Goal 1, Action 4) 5310 Licenses and Fees- \$2,990 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			5840 Professional Development- \$21,403.15 (Duplicate Expense; 1st Referenced in Goal 1, Action 4)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned. DTPA sought to ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model student behavior. In order to accomplish this, professional development was a fundamental component. Teachers received training in effective classroom management techniques, strategies for engaging students, and creating a rigorous curriculum. SELPA also provided training to instructional staff on strategies to support all students in the classroom by utilizing students' background as areas of strength rather than circumstances that negatively impact their ability to learn. DTPA continued Positive Behavior Intervention and Supports (PBIS) training lead by school leadership to support with behavior management at the school-site. PBIS is a multi-tiered prevention framework used for implementing and sustaining evidence-based interventions to meet the needs of all learners. Teachers also received active shooter training as well as mental health support training. DTPA partnered with Humanity Center 4 Change Mental Health Agency. This organization provided on-site training for all teachers and staff on Mental Health First Aid, Trauma Informed Care, and Child Trauma/Stress. Staff were provided certificate upon completion of the training.

DTPA also implemented actions/services to ensure the school facilities were clean and safe. Maintenance staff members completed walk-throughs of the campus daily. All issues were reported and resolved in a timely manner.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services implemented has contributed greatly to the low suspension rate and low chronic absenteeism rate at DTPA. According to the Dashboard, the suspension rate status is level blue. In addition, the chronic absenteeism rate was 7.1% which was lower than the COE (32.2%) and the County (12.1%). As a result of the improving school attendance and positive discipline methods, more students were accessing the curriculum and educational resources offered and meeting standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of ensuring/maintaining a safe and cleaning school environment, the Estimated Actual Expenditures was far more than projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to the 2019-20 Goals and Actions/Services.

Element 3: METHODS OF ASSESSMENT & USES OF DATA

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code § 47605(c)(5)(C).

Methods of Assessment

Desert Trails Preparatory Academy shall continue to adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of the Education Code that are applicable to charter schools. As established in the previous section, Desert Trails Preparatory Academy will be utilizing diverse assessments that are aligned with the curriculum and instructional program and compliant with state expectations. They will be administered according to the assessment cycle below (a sample calendar is also included below):

Assessment	Description	Assessment Schedule
<i>State required tests</i>	<i>CAASPP, CAST, PFT, ELPAC</i>	<i>Annually, as available</i>
<i>Placement Exams</i>	<i>ELPAC, Math and English Diagnostics</i>	<i>Annually, as available</i>
<i>School Designed Assessments</i>	<i>Tests, Quizzes, Projects</i>	<i>Weekly, bi-weekly, monthly, quarterly</i>
<i>Local Control Accountability Plan</i>		<i>Annually</i>
<i>Summative Assessments</i>	<i>Common core aligned final examinations</i>	<i>Bi-annually</i>

Desert Trails Preparatory Academy utilizes a master Benchmark Assessment Accountability Plan (BAAP). The BAAP contains a grade-by-grade, subject-by-subject compilation of end result expectations. These expectations define the methods to monitor scholar performance and progress. It emphasizes high achievement in the core skills of reading, writing, and mathematics. The BAAP is aligned to Common Core State Standards and shall continue to be data-derived.

The various assessment plans implemented at Desert Trails Preparatory Academy are designed to be tools for external accountability as well as to improve instruction and student achievement. All curriculum and assessments are standards-based, as mentioned in Element 1. Ongoing benchmark assessments will be used to meet the following objectives:

1. To help teachers revise curriculum and instruction according to scholar needs.
2. To give parents and scholars meaningful, useful feedback on scholar progress.
3. To compare the school's progress to that of schools with similar scholar demographics.
4. To monitor the school's progress in meeting its mission and vision, and to revise accordingly.
5. To be held accountable for meeting scholar outcomes.

Desert Trails Preparatory Academy believes that all children can learn at high levels and should be held to the same high standards, regardless of their academic levels when they enter our school. In order to ensure that all scholars reach these goals, we must be able to accurately measure how well scholars are mastering core skills, content and standards. To do this, we will continue to establish a baseline measure of scholar achievement and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction as needed. Scholars take the end-of-year exams, as well as a nationally named-test (Gates-MacGinitie, DRA and iReady), at the beginning of the school year, then again in November and May thereafter.

The initial data collected from these results serves as the baseline data against which teachers and the administration compare all future growth. Such data allows teachers to measure academic growth longitudinally from year to year per cohort and per individual scholar after they are enrolled into the school. In addition, this comparative data will provide information on the strengths and weaknesses of the academic program and can be used to modify and improve content delivery and instructional decisions from year to year.

Goals and scholar progress are communicated to parents and guardians on a regular basis so they can work with the teacher to apply appropriate helping strategies. Teachers are trained in appropriate communication methods. School-wide strategies and systems for communicating with parents will be utilized. Parent conferences with the teacher occur at least twice each year, and more often as is deemed necessary. Open communication between parent/guardian and teacher is an essential component for scholar success.

Baseline Assessment

Baseline assessments are used to obtain data from both internal and external assessments. At the beginning of the school year, all scholars take the Gates-MacGinitie, iReady, and Writing Rubric assessment. Scholars' initial performance on these assessments is used as a baseline against which the school can compare year-end results, and through which the school will measure longitudinal academic growth from year to year. This way, the school can accurately interpret the results of these tests and the effectiveness of instruction throughout the school year. These comparative results, in addition to data from internal assessments, will be used to improve instruction for the school year.

In-House Benchmark Assessments

Two major types of assessments are used at Desert Trails Preparatory Academy. They are:

1. *Teacher-created assessments*, which measure the extent that the scholars understand and master the lessons presented by the teacher.

2. *Standardized assessments* that measure how well the scholars understand and master the more normalized standards-based assessments akin to those that scholars take for the State Department of Education at the end of the school year.

The assessment guide on the following pages has been developed and used by Desert Trails Preparatory Academy. All assessment scores and reports are reviewed by the school Principal and Administration after each grading period, and are then used by the instructor to tailor and modify instruction for the scholar.

Assessment Data Analysis and Reflection

Below is a sample of the assessment data and reflection forms that are used at Desert Trails Preparatory Academy.

2015/2016

Assessment Report Form Transitional Kindergarten and Kindergarten

Scholar's name: _____ Teacher: _____
 ELD: Yes No SPED: Yes No Speech: Yes No Retained: Yes No

Basic Skills and Concepts -Write in the score, not check marks.

Assessment	Possible	July	Sept	Dec	March	May
Uppercase Letter Recognition	26					
Lowercase Letter Recognition	26					
Letter Sounds	52					
Colors	11					
Shapes	11					
Number Recognition	31					
Count by 1's to 100	100					
Count by 5's to 100	100					
Count by 10's to 100	100					
Calendar	23					
Phonics	100					
Reading Comprehension	100					

Reading -Write in the book level, not check marks.

Level	September	December	March	May
5-Advanced				
4-Proficient				
3-Basic				
2-Below Basic				
1-Far Below Basic				

Writing -Write the averaged rubric score, not check marks.

Level	July	September	December	March
5-Advanced				
4-Proficient				
3-Basic				
2-Below Basic				
1-Far Below Basic				

iReady

	July	December	May
ELA			
Math			

Revised: 6/1/15

Assessment Report Form Fourth Grade

Scholar's name: _____ Teacher: _____

ELD: Yes No SPED: Yes No Speech: Yes No Retained: Yes No

Gates -Write the *GE* score.

	July	December	May
Vocabulary			
Comprehension			
Total			

Reading DRA Levels -Write in the *DRA* level, not check marks. **Only test those below proficient on *GATES***.

Level	July	December	May
5-Advanced			
4-Proficient			
3-Basic			
2-Below Basic			
1-Far Below Basic			

Writing -Write the averaged rubric score, not check marks.

Level	July	September	December	March
5-Advanced				
4-Proficient				
3-Basic				
2-Below Basic				
1-Far Below Basic				

iReady

	July	December	May
ELA			
Math			

Gates-MacGinitie Assessment

The Gates-MacGinitie (Gates) reading assessments are a useful tool for measuring scholars' Lexile levels and tracking the reading achievement of scholars throughout their school careers. Results on the Gates tests assist with scholar grouping and identifying scholars for appropriate instructional programs including advanced placement.

At the beginning levels, this reading assessment is designed to measure what scholars know about important background concepts upon which beginning reading skills are built. As scholars advance through grade levels, the Gates test measures decoding, word knowledge (vocabulary), and comprehension. The content of the test is intended to model the texts scholars will be required to read in school and for pleasure. Some comprehension questions require scholars to draw literal observations from the text, while others require the scholar to use inference or draw conclusions. Vocabulary sections measure the ability of scholars to understand the meaning of words inside of authentic text. The Gates test is given three times each year. This assessment serves as an ongoing tool for teachers to track the progress of their scholars and modify and individualize their instruction.

DRA (Developmental Reading Assessments)

Desert Trails Preparatory Academy will continue to perform Developmental Reading Assessments 3 times each year as a method for tracking scholars' reading proficiency over time. The DRA is an individual reading assessment in which the scholar reads aloud to the teacher. The scholar may then finish reading the book independently and answer comprehension questions or write a summary. The teacher is able to assess the scholar's reading level, fluency, comprehension, and accuracy.

Each book in the DRA is arranged in order of complexity and reading difficulty. DRA reading levels are easily translated into AR (Accelerated Reader) reading levels which enable parents and scholars to choose texts at the level of their reading ability.

The primary grade levels utilize the DRA assessment. It is used to monitor growth and guide instruction. The data in Element 2 above shows that each grade level is making academic improvement and closing the achievement gap for each scholar. We will be using this data to plan future professional development.

Desert Trails Preparatory Academy has created a Matrix for each grade level to monitor academic growth in multiple areas, including DRA. Below is a sample matrix for second and sixth grade.

2ND GRADE MATRIX

2015-2016

FALL PROGRESS REPORT					
Level	Gates	DRA	Writing	High Freq. Words	100 Addition Facts in 5 min.
5-Advanced	2+	Level 20+	5	26+	60% +
4-Proficient	1.5 - 1.9	Level 16-18	4	23 - 25	50% - 59%
3-Basic	1.0 - 1.4	Level 14	3	20 - 22	40% - 49%
2-Below Basic	.5 - .9	Level 12	2	18 - 19	30% - 39%
1-Far Below Basic	.4 or less	Level 10	1	17 or less words	29% or less
WINTER REPORT CARD					
Level	Gates	DRA	Writing	High Freq. Words	100 Addition Facts in 5 min.
5-Advanced	2.5+	Level 24 +	5	51+	70% +
4-Proficient	2.0 - 2.4	Level 20	4	45 - 50	60% - 69%
3-Basic	1.5 - 1.9	Level 18	3	40 - 44	50% - 59%
2-Below Basic	1.0 - 1.4	Level 16	2	35 - 39	40% - 49%
1-Far Below Basic	.0 or less	Level 14 or less	1	34 or less words	30% - 39%
SPRING PROGRESS REPORT					
Level	Gates	DRA	Writing	High Freq. Words	100 Addition Facts in 5 min.
5-Advanced	Not Assessed	Level 28 +	5	101+	80% +
4-Proficient		Level 24	4	90-100	70% - 79%
3-Basic		Level 20	3	80-89	60% - 69%
2-Below Basic		Level 18	2	70-79	50% - 59%
1-Far Below Basic		Level 16 or less	1	69 or less words	40% - 49%
SPRING REPORT CARD					
Level	Gates	DRA	Writing	High Freq. Words	100 Addition Facts in 5 min.
5-Advanced	3.0+	Level 30+	5	150+	90% +
4-Proficient	2.8 - 3.0	Level 28	4	120-149	80% - 89%
3-Basic	2.0 - 1.7	Level 24	3	105 - 119	70% - 79%
2-Below Basic	1.5 - 1.9	Level 20	2	90 - 104	60% - 69%
1-Far Below Basic	1.4 or less	Level 18 or less	1	89 or less words	50% - 59%

Updated 6/1/15

6TH GRADE MATRIX

2015-2016

FALL PROGRESS REPORT				
Level	Gates Level	Writing	High Frequency Words	Converting %s, Decimals, & Fractions
5-Advanced	6+	5	101 Words or more	75%-100% in 5 min
4-Proficient	5-5.9	4	76-100 words	60%-74% in 5 min
3-Basic	4-4.9	3	50-75 words	50%-59% in 5 min
2-Below Basic	3-3.9	2	26-49 words	40%-49 in 5 min
1-Far Below Basic	2.9 or less	1	24 words or less (Read and Spell)	0-39% in 5 min
WINTER REPORT CARD				
Level	Gates Level	Writing	High Frequency Words	Converting %s, Decimals, & Fractions
5-Advanced	7+	5	126 words or more	90%-100% in 5 min
4-Proficient	6-6.9	4	101-125 words	80%-89% in 5 min
3-Basic	5-5.9	3	76-100 words	70%-79% in 5 min
2-Below Basic	4-4.9	2	50-75 words	60%-69 in 5 min
1-Far Below Basic	3.9 or less	1	49 words or less	50%-59% in 5 min
SPRING PROGRESS REPORT				
Level	Gates Level	Writing	High Frequency Words	Converting %s, Decimals, & Fractions
5-Advanced	(Not Assessed)	5	151 words or more	75%-100% in 4 min
4-Proficient		4	126-150 words	60%-74% in 4 min
3-Basic		3	101-125 words	50%-59% in 4 min
2-Below Basic		2	76-100 words	40%-49 in 4 min
1-Far Below Basic		1	75 words or less	0-39% in 4 min
SPRING REPORT CARD				
Level	Gates Level	Writing	High Frequency Words	Converting %s, Decimals, & Fractions
5-Advanced	8+	5	176 words or more	90%-100% in 4 min
4-Proficient	7-7.9	4	151-175 words	80%-89% in 4 min
3-Basic	6-6.9	3	126-150 words	70%-79% in 4 min
2-Below Basic	5-5.9	2	101-125 words	60%-69 in 4 min
1-Far Below Basic	4.9 or less	1	100 words or less	50%-59% in 4 min

Unit Tests

Desert Trails Preparatory Academy teachers will continue to create or compile course assessments. These assessments take place on a weekly, bimonthly or monthly (end of the unit) basis. They inform current instruction by providing feedback to the teachers as to whether or not the scholars have grasped that which has been taught. Teachers generally key these assessments against their own lesson plans and the standards they have recently taught. At the beginning of the planning year, teachers get together to create common subject-matter assessments so that the assessments are consistent throughout the school year. A

Portfolios

Desert Trails Preparatory Academy teachers create project-based assignments to culminate a unit or chapter throughout the year. Scholars can choose which of their assessments and projects to include into their overall Standards Based Portfolio at the end of the school year. Portfolio assignments are not only standards based, but they will hit different learning modalities.

Writing Exams

School-wide writing exams will continue to be administered three times a year on a variety of genres appropriate for the grade level. The school believes every scholar should be assessed in their writing several times a year in order to improve their skill and become college-ready writers. Desert Trails Preparatory Academy uses Common Core State Standards based rubrics and collaboration among teachers and grade levels to score scholar writing. As evidenced by the data contained in Element 2 above, our scholars have experienced positive growth across all grade levels each year since the conversion to a charter school.

On the next page is a sample of the Common Core State Standards based writing rubric that is followed by the teachers at Desert Trails Preparatory Academy. We also have a data analysis sheet specifically focused on writing.



Smarter Balanced Informative-Explanatory Writing Rubric Grades 3-5

Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	The response is fully sustained and consistently and purposefully focused: - Controlling idea or main idea of a topic is clearly stated, focused, and strongly maintained. - Controlling idea or main idea of a topic is introduced and communicated clearly within the context.	The response has a clear and effective organizational structure creating unity and completeness: - Use of a variety of transitional strategies. - Logical progression of ideas from beginning to end. - Effective introduction and closure for audience and purpose.	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: - Use of evidence from sources is smoothly integrated, comprehensive, and relevant. - Effective use of a variety of elaborative techniques.	The response clearly and effectively expresses ideas, using precise language: Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose.	The response demonstrates a strong command of conventions: - Few, if any, errors, in usage and sentence formation - Effective and consistent use of punctuation, capitalization, and spelling
3	The response is adequately sustained and consistently and generally focused: - Focus is clear and for the most maintained, though some loosely related material may be present. - Some context provided for the controlling idea or main idea of the topic is adequate.	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas loosely connected: - Adequate use of transitional strategies with some variety. - Adequate progression of ideas from beginning to end. - Adequate introduction and conclusion.	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: - Some evidence from sources is integrated, though citations may be general or imprecise - Adequate use of some elaborative techniques.	The response adequately expresses ideas, employing a mix of precise with more general language: Use of domain-specific vocabulary is generally appropriate for the audience and purpose.	The response demonstrates an adequate command of conventions: - Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed. - Adequate use of punctuation, capitalization, and spelling.
2	The response is somewhat sustained and may have a minor drift in focus: - May be clearly focused on the controlling or main idea, but is insufficiently sustained. - Controlling idea or main idea may be unclear and somewhat unfocused.	The response has an inconsistent organizational structure, and flaws are evident: - Inconsistent use of basic transitional strategies with little variety. - Uneven progression of ideas from beginning to end. - Conclusion and introduction, if present, are weak.	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: - Evidence from sources is weakly integrated, and citations, if present are uneven. - Weak or uneven use of elaborative techniques.	The response expresses ideas unevenly, using simplistic language: Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose.	The response demonstrates a partial command of conventions: - Frequent errors in usage may obscure meaning. - Inconsistent use of punctuation, capitalization, and spelling.
1	The response may be related to the topic but may provide little or no focus: - May be very brief - May have a major drift - Focus may be confusing or ambiguous.	The response has little or no discernible organizational structure: - Few or no transitional strategies are evident - Frequent extraneous ideas may intrude.	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: Use of evidence from sources is minimal, absent, in error, or irrelevant.	The response expression of ideas, is vague, lacks clarity or is confusing: - Uses limited language or domain-specific vocabulary - May have little sense of audience and purpose.	The response demonstrates a lack of command of conventions: Errors are frequent and severe and meaning is often obscure.
0	A response gets no credit if it provides no evidence of the ability to write a narrative				

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[illegible]

Reflections, Next Steps, and Comments

Standardized Assessments Mandated by the State of California and Followed by Desert Trails Preparatory Academy

Program Component	Type of Assessment	Purpose	Grades Tested
California Assessment of Student Performance and Progress (CAASPP)	- Standards-based - Computer-based multiple choice, essay, and Performance Task	- Measures proficiency with Common Core State Standards in English-Language Arts - Measure proficiency with Common Core State Standards in Mathematics - Measure proficiency with Next Generation Science Standards in Science	3 rd -6 th grade – ELA & Math 5 th grade only – Science (CAST)
English Language Proficiency Assessment for California (ELPAC)	- Standards-based - Multiple-choice - Performance assessment	Measure proficiency of English Language Learners and reclassify scholars as appropriate	All-based on scholar's previous ELD level and repeated annually until scholar is reclassified
California Alternate Assessment (CAA) (if applicable)	- Standards-based - Performance assessment	Measure achievement in ELA and Math	Determined by IEP
Physical Fitness Testing (PFT)	- Criterion referenced - Performance assessment	Measure physical fitness based on seven key elements	5th grade and 7th Grade

At the beginning of each school year, Desert Trails Preparatory Academy holds staff development days to discuss the above California State Assessments and other assessments administered to the scholars. Desert Trails Preparatory Academy will analyze available data to direct instruction and create intervention groups. Curriculum and assessments will continue to be amended based on the findings from aggregating the data, and by studying the results by grade level groups.

Desert Trails Preparatory Academy believes that summative and formative assessments are a meaningful analysis of scholar performance. Desert Trails Preparatory Academy staff creates progress reports for each scholar that compile narratives, anecdotal records, attendance, discipline data, and information about scholar

participation in class and school life. These results will continue to be communicated to parents during parent teacher conferences, along with explanations designed to help scholars and parents interpret their relationship to other assessments. Results of standardized tests are distributed to parents/guardians during one of the first conferences parents have with their child's teacher. Parent-teacher conferences also note effort and improvement levels. Teachers will additionally assist parents by suggesting family learning activities that address the scholar's strengths and needs.

Teachers collaborate with each other on an ongoing basis through standards-based professional development in Professional Learning Communities (PLC). Teachers meet by grade levels and across grade levels to discuss common planning, scholar progress and self-assessment issues. Once a month, teachers meet as an entire staff with the Principal for further instruction and support. After collaboration, teachers report their discussions and needs to the administration. The administration and the teachers monitor and collect data to stay informed of scholar's achievement. Adjustments are made on the analysis of the scholar results to drive future instruction. The following is a sample schedule of the assessments administered at Desert Trails Preparatory Academy:

Date	Assessment	Grades
August	iReady, Pre-Assessment	TK-6
	Gates MacGinitie Reading Test, Pre-Assessment	1-6
	DRA	1-6
	Writing, Pre-Assessment	TK-6
September	Writing	TK-6
November	Writing	TK-6
	DRA	K-6
	Gates MacGinitie Reading Test	1-6
	iReady	TK-6
February	Writing	TK
March	Physical Fitness Test	5
April	CAASPP, CAA Tests	3 – 6
	CAST	5
	iReady	TK-6
May	DRA	K-6
	Writing	K-6
	Gates MacGinitie Reading Test, Post Assessment	K-6

B. Assessment of Scholar Outcome Goals

Desert Trails Preparatory Academy uses the following specific procedures to monitor our scholars' progress toward the subject outcome goals identified in Element 2. These procedures will be reviewed regularly to measure changes.

Outcome Area	Ongoing School Definitive Goals/Objectives	Methods of Assessment
English Language Arts	Obtain a Year 5 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English	- Standardized Tests (e.g. CAASPP, etc.) where applicable - Teacher Created and/or Publisher Created Tests - Teacher Observation

	Learners) scoring at or above the national norm on iReady English Test. • Have less than 20% of all scholars score below basic or far below basic on the iReady English Test. • 70% or more of all scholars with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts. • The number of scholars receiving a score of proficient or above, based on the fulfillment of the Common Core State Standards, will increase by at least 10% annually. • Obtain a Year 5, school-wide goal of scholars performing below (including low achiever, special education students, economically disadvantaged, and English Learners) moving up at least one proficiency band per year on the CAASPP ELA Test until they reach the proficient level. • 80% of the scholars who are at or above the national norm will remain in the category each year based on the iReady, even as they progress to the next grade level's more challenging standards. • 70% of scholars will move up at least one band level on the accepted writing rubric for their grade level.	• Daily Homework • Writing Assignments • Classroom Presentations • Scholar Journals • Periodic Assessments • ELPAC Results (if applicable) • Class walk-throughs • DRA (Developmental Reading Assessments) • Writing Benchmark Assessments • Quarterly Benchmarks • Weekly Collaboration meetings • Common Core State Standards-based benchmarks
Mathematics	• Obtain a Year 5 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English Learners) scoring at or above the national norm on the iReady Math Test. • Have less than 20% of all scholars score below basic or far below basic on iReady Math Test. • 70% or more of all scholars with IEPs will, each year, meet or exceed annual individualized education plan goals related to Mathematics by 10% yearly. • The number of scholars receiving a score of proficient or above, based on the fulfillment of the Common Core State Standards grade-level standards, will increase by 5% annually. • Obtain a Year 5 school-wide goal of 60% of all scholars, performing below proficient level	• Standardized Tests (e.g. CAASPP, etc.) where applicable • Teacher Created and/or Publisher Created Tests • Teacher Observation • Daily Homework • Writing Assignments • Classroom Presentations • Scholar Journals • Periodic Assessments • Class walk-throughs • DRA (Developmental Reading Assessments) • Writing Benchmark Assessments • Quarterly Benchmarks • Weekly Collaboration meetings • Common Core State Standards-based benchmarks

	(including low achiever, special education students, economically disadvantaged, and English Learners), will move up at least one proficiency band per year on the iReady Math Test until they reach the proficient level. 80% of the scholars who are at or above the national norm will remain in the category each year based in the iReady, even as they progress to the next grade level's more challenging standards.	
Science & Technology	- Obtain a Year 5 school-wide performance of at least 60% of our scholars (including high and low achievers, special education students, economically disadvantaged, and English Learners) scoring proficient or advanced on the CAST. - The number of scholars receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.	- CAST - Teacher Created and/or Publisher Created Tests - Teacher Observation - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments
History-Social Sciences	- Continuously enrolled scholars will score 80% or better on classroom assessments and/or benchmarks. - The number of scholars receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.	- Teacher Created and/or Publisher Created Tests - Teacher Observation - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments
Foreign Language	- All continuously enrolled scholars in K – 2 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the study of the Spanish language each year. - All continuously enrolled scholars in 3 - 4 grade levels (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in the study of the Latin language each year. - All continuously enrolled scholars in 5 - 6 grade levels (including high and low achievers, special education students, economically disadvantaged	- Teacher Created and/or Publisher Created Tests - Teacher Observation - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments - Class walk-throughs

	and English Learners) will participate in the study of the French language each year.	
Visual & Performing Arts	All continuously enrolled scholars (including high and low achievers, special education students, economically disadvantaged and English Learners) will participate in at least 1 visual or performing arts classes each year.	- Teacher Created and/or Publisher Created Tests - Teacher Observation - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments
6 th Grade Project for Promotion	- All continuously enrolled scholars (including high and low achievers, special education scholars, economically disadvantaged and English Learners) will participate in Leadership Studies as a required and elective class. - Scholars will translate trainings from Leadership Studies into a Community Improvement Project of their choice.	- Teacher Created and/or Publisher Created Tests - Teacher Observation - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments
English Language Learners Achievement and Reclassification	- At least 75% of English Language Learners will increase their ELPAC score by at least 1 ELD level per school year, until reclassification. - All scholars who remain at Desert Trails Preparatory Academy longer than 1 year will increase their ELPAC score by at least 1 ELD level each year. - Meet all goals for ELL scholars in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics.	- ELPAC Testing - Teacher Created and/or Publisher Created Tests - Teacher Observation & Dialogue - Daily Homework - Writing Assignments - Classroom Presentations - Scholar Journals - Periodic Assessments
Special Education Achievement	- Scholars will meet 75% of their annual goals as laid out in their IEPs. - In years 2-5, scholars will increase the percentage of completed IEP annual goals by at least 5%. - Achieve less than a 15% achievement gap between Special Ed students and Non-Special Ed students, closing the achievement gap.	- Annual CAASPP/CAST results for all subgroups - IEP Meetings and Assessment Annual Goals and Results - Scholar Personal Journey Plan - Teacher Created and/or Publisher Created Tests - Teacher Observation & Dialogue - Daily Homework

	● Decrease Special Ed and Non-Special Ed CAASPP Testing achievement gap by at least 2% in each subsequent year.	● Writing Assignments ● Classroom Presentations ● Scholar Journals ● Periodic Assessments
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C. Assessment of Scholar Personal & Character Outcome Goals – ESLRs

As with all “traditional” subjects, Desert Trails Preparatory Academy uses specific procedures to monitor our scholars’ progress toward character outcomes. The following outlines the methods of assessment for examining whether or not the Desert Trails Preparatory Academy character development plan has been effective. These procedures will be reviewed regularly to measure changes in behavior and school culture.

Outcome Area	Ongoing School Definitive Goals/Objectives	Methods of Assessment
Obtaining Knowledge	● Students will select from a variety of resources and provide evidence to support theories. ● Students’ work will clearly show improvement through study and rehearsal. ● Students will be available for peer teaching, editing, and group work in order to assist others. ● Students will individually strive for a personal attendance rate of 98%. ● Students will learn to set personal goals for achievement. ● Students will use a variety of resources to compare and evaluate a variety of higher education options.	● Teacher Observations ● Parent Observations in Survey ● Classroom homework and testing
Working to Achieve Excellence	● Students will learn to use their own data to set new academic goals. ● Students test scores will improve. ● Students’ in-house scores will improve. ● Class work, homework, and assessment levels will improve. ● Student work and assessments will demonstrate a commitment to improvement.	● Teacher Observations ● Parent Observations in Survey ● Classroom homework and testing ● School-wide testing results
Life-long Learners	● Students will come to school every day, on time, and ready to learn. ● Students will complete projects which involve knowledge gained in real-life situations now, and in the future.	● Teacher Observations ● Parent Observations in Survey

	- Each student will prepare one research project per month. - Students will produce one community or job-related project per year. - Students in the 5th and 6th grades will participate in age appropriate life-skills training.	
Surpassing Expectations	- Students will turn in class work on time or early. - Student work will demonstrate the student applied extra effort. - Students will treat others and their environment with respect, even when they think no one is watching. - Students will behave in a manner that exceeds the expectations set for them. - Students will individually strive for a personal attendance rate of 98%. - Students will have fewer than 3 classroom tardies per quarter. - Suspension and expulsion rate will be significantly lower than comparison elementary schools.	- Teacher Observations - Parent Observations in Survey - Student attendance records - Student tardy records - Suspension/Expulsion records

D. Assessment of School-Wide Outcome Goals

Desert Trails Preparatory Academy uses the following assessments to ensure that as a collective school, we meet outcome goals that are set by our Board, School Philosophy, and State performance expectations:

Outcome Area	Ongoing School Definitive Goals/Objectives	Methods of Assessment
Meet/Exceed Academic Performance Index Growth Target Annually	- Obtain a Year 5 school-wide performance of at least 65% of our scholars (including African American, English Learners, and Students with Disabilities) scoring at met or exceeded standards on the CAASPP assessment. - Desert Trails Preparatory Academy has set a goal that scholars will show annual academic growth on the i-Ready diagnostic assessment of 5% or more.	- Annual CAASPP scores - School benchmark assessments - Common Core State Standards assessments

	Scholars will make progress of mastery by moving up at least one grade level by end of school year.	
Meet AYP Annually	Desert Trails Preparatory Academy has set a goal to have scholars in all subgroups increase CAASPP performance by 5% year after year until no achievement gap among the subgroups is identified.	Annual CAASPP scores
Growth in Reading Fluency and Comprehension	Annually, raise reading level by 1 grade level.	- DRA assessments - Gates-MacGinitie reading assessments - i-Ready Test
Improve Writing Proficiency	Annually, improve writing by 1 strand (i.e. from level 2 to level 3).	Common Core State Standards based writing rubrics
Improved Language Arts and Math Proficiency	70% of scholars will raise Language Arts proficiency by 5% or more. 70% of scholars will raise Math proficiency by 5% or more.	- EnVision cumulative math assessments - Benchmarks - Common Core State Standards review and assessments - i-Ready Test
Overall Parent Satisfaction	80% of all parents will participate in the parent survey annually. - Attain at least an 85% overall parent satisfaction rating in Year 1, with a minimum of 3%-5% annual increases. - Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.	- Annual Parent Survey Results - Regular solicitation of feedback of parents through suggestion box in office, and suggestion link via website.
Parent Participation	Parent/Family volunteer commitment will increase 5% each year.	- Parent Volunteer Sign-in Sheet - Conference Sign-In Sheet - Awards Assembly Sign-Out Sheet - School Performance Attendance
Teacher/Staff Satisfaction and Retention	100% of all employees will participate in the annual employee satisfaction survey. - Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.	- Annual Employee Survey Results - Regular solicitation of feedback of employee through suggestion at weekly meetings, one on one employee status update meetings, and suggestion box in office.

E. Uses and Reporting of Data for Continuous Improvement

Desert Trails Preparatory Academy collects, analyzes and reports scholar achievement in a continuous manner. Teachers are trained and develop the expertise to use data to understand scholar challenges, and then develop the skills they need to individualize instruction and overcome these challenges.

Desert Trails Preparatory Academy will continue to document scholar progress toward skill mastery two times annually in standard-based report cards and two times annually in progress reports. Parent-teacher conferences are held in person at least twice per school year, and more often on an as-needed basis. Teachers will share the scholar's academic, social, emotional, and physical progress with parents. Scholars will be expected to participate in conferences to reinforce their participation in the learning process.

At the beginning of the year, scholars will be assessed using multiple measures to determine math and English language levels. A testing report will be given by each teacher to the Director and the administration for analysis. Teachers will then use the data collected to determine how many high, medium, and low level scholars are in their class. At this time, teachers will also collect work samples from each of these groups. During weekly collaborative meetings, grade level teachers will evaluate test scores and class work and set goals to meet the needs of each of these groups. These goals may include scaffolding, pull-outs, small group or individual tutoring, incentive programs to encourage development of a particular set of skills, etc. Individual education plans and sets of goals will also be created for each scholar in the class.

Once state testing scores are released, teachers will meet to analyze all State Testing results of returning scholars and will meet weekly thereafter to review scholar scores and progress. At these meetings teachers will determine which scholars may need more aggressive support, acceleration, remediation, or a Student Success Team Plan. Once state test results are available, teachers will be provided with a minimum of one day to collectively review student performance, and to strategize for short and long-range curricular planning. Teachers will analyze school-wide trends and discuss possible solutions to any gaps in scholar achievement as needed.

In addition to formal assessments, teachers use classroom-based observations and teacher and school generated assessments as part of the grading process and to conduct ongoing review of the attainment of all subject state standards. Scholars receive a standards-based report card of these observations and assessments at two intervals throughout the school year. Progress reports are given during parent conferences twice each year. This frequency of reporting serves as a constant form of contact between school and home, which allows parents the opportunity to be actively involved in their child's education.

Desert Trails Preparatory Academy will produce and provide an annual performance report based on school wide assessments throughout the year to the charter authorizer upon request, as well as to any community members who are interested in seeing our scholars' academic performance. The school is required to provide an annual SARC report that includes, but is not limited to, the following information:

- Summary data showing scholar progress toward the goals and outcomes listed above. This data will be displayed on both a charter school-wide basis and disaggregated by reportable subgroups to the extent feasible without compromising scholar confidentiality.

- A summary of major decisions and policies set forth by the Desert Trails Preparatory Academy Board of Directors.
- Data on the parent involvement in the School's governance (and other facets of the school) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications, including certifications of credentialing, proof of fingerprinting and background checks, and TB testing.
- An overview of the school's health and safety policies and any major changes to those policies during the year.
- An overview of strategies used by Desert Trails Preparatory Academy to strive to achieve a racial and ethnical scholar population that is similar to the local district.
- An overview of the School's admissions practices during the year. This will include information regarding the numbers of scholars enrolled, scholars on waiting lists, and the scholars expelled and/or suspended.
- Analysis of the effectiveness of the school's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal, and governance operations of the School relative to compliance with the terms of the charter generally.

Student Information System & Attendance Tracking

Desert Trails Preparatory Academy utilizes Aeries-SIS as its service for attendance tracking. Aeries includes:

- Parent online portal for real time access to their children's attendance records, current grades, daily assignments, teacher comments, and more.
- A revolutionary, web-based classroom management system designed by teachers, for teachers, to meet the evolving needs of today's educator.
- A next-generation custom report development tool, designed specifically to meet the needs of educational data reporting.
- Health & Immunization Screening Management.

School Accountability Report Card

Annually, the governing board and staff of Desert Trails Preparatory Academy produce a School Accountability Report Card that will be available in print at the school site and for download on the website.

- The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.
- Not less than annually, the governing board shall compare the content of the School's Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education.
- The Governing Board shall annually issue a School Accountability Report Card, publicize such reports, issue all parents or guardians a copy, and inform all parents or guardians how additional copies can be obtained.

Manner in Which Desert Trails Preparatory Academy will Report to the Charter Authorizer

In addition to the SARC and Annual Report for the district if requested, Desert Trails Preparatory Academy also remains committed to periodic reporting of up-to-date academic, operational, and fiscal performance of the school, as reasonably requested by the authorizer. All reporting will be done in formal written fashion and/or in a brief presentation to the authorizer's board as may be requested. Annual reports are not considered an exhaustive proposal by Desert Trails Preparatory Academy, but rather a beginning point for reporting depending on the authorizer's reasonable requests for further information.

California Dashboard

The California Department of Education utilizes the Dashboard as a system that contains and maintains reports that display the performance of local educational agencies (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. Desert Trails Preparatory Academy utilizes this system to evaluate school performance.

Utilizing this data, under the direction of the administration, teacher training and development equips educators to utilize a wide variety of data, which will in turn be used to make decisions regarding instruction designed to attain high levels of academic achievement. Desert Trails Preparatory Academy reviews performance data to identify strengths and weaknesses of scholars. Teachers are expected to provide appropriate instruction that addresses weaknesses as well as challenges for advanced scholars. Furthermore, since assessments are to be re-administered in December, school leadership staff can monitor growth and, where needed, institute mid-course corrections such as additional assessment, tutoring, focused instruction, and parent involvement and support.

Growth Indicators for Desert Trails Preparatory Academy

Performance on the **state measures** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are **five** performance levels, and each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

Desert Trails Preparatory Academy Dashboard data is displayed above (see "*California Dashboard Analysis*").

Element 4: GOVERNANCE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Education Code § 47605 (c)(5)(D)

A. Independent Charter School Status

Desert Trails Preparatory Academy is an independent, direct-funded charter school that operates autonomously from its authorizer.

B. Relationship of Desert Trails, Inc. and Desert Trails Preparatory Academy

Desert Trails Preparatory Academy is operated by Desert Trails, Inc., a California nonprofit public benefit corporation. Desert Trails, Inc. is governed in accordance with applicable provisions of the California Corporations Code and its adopted bylaws, which are consistent with the terms of this charter. The bylaws and Articles of Incorporation for Desert Trails, Inc. are attached to this charter as Appendix E and F, respectively. Desert Trails, Inc.'s Articles of Incorporation are maintained on file with the California Secretary of State and the corporation has obtained and maintained tax-exempt status from both California and the IRS.

Employees of Desert Trails Preparatory Academy are employees of Desert Trails, Inc. Desert Trails, Inc. will not discriminate against any employee on the basis of race, color, creed, age, sex, religion, national origin, disability, sexual orientation, or marital/partnership status. Desert Trails, Inc. will be non-sectarian in its programs, admission policies, employment practices, and all other operations.

C. Governed by Board of Directors

Desert Trails Preparatory Academy is governed by the Board of Directors of Desert Trails, Inc. ("Desert Trails Board"). The Desert Trails Board will consist of no less than three voting members, and is currently comprised of four members. All Desert Trails Board members are dedicated to the mission and vision of the school, and are nominated, elected, and approved as set forth in the corporation's bylaws. Desert Trails Preparatory Academy may recruit additional board members who can provide a balance of business experience, community knowledge and engagement, and academic expertise to the board, to supplement direct parent representation. In addition to persons with experience in curriculum, instruction, and assessment, we continue to actively recruit volunteers who are broadly representative of the community, and who have diverse experience in finance, accounting, law, government, and business.

When a position on the Desert Trails Board is vacated either by a Board member finishing his or her term or resigning, the Desert Trails Board fills that position as expeditiously as possible with a qualified and committed individual, in accordance with the bylaws. In addition, in accordance with Education Code section 47604, the governing board of a school district that grants this charter will be entitled to appoint a single representative to the Desert Trails Board.

Duties of the Board

The Desert Trails Board is the policy-making body for the school, and oversees leadership of the school. The Desert Trails Board has delegated day-to-day school management decisions such as hiring teachers and school staff to the Desert Trails Preparatory Academy CEO, in compliance with school policies and the adopted bylaws. Day-to-day management of Desert Trails Preparatory Academy is the responsibility of the school leadership team, while the Desert Trails Board oversees the school's strategic direction and leadership performance.

The role of the Desert Trails Board includes:

1. Long range strategy and goal development for Desert Trails Preparatory Academy.
2. Review of Desert Trails Preparatory Academy's academic program, internal operations, and financial status.
3. Assure an ethical school environment.
4. Performance evaluation of Desert Trails Preparatory Academy's CEO.

Board Professional Development

Desert Trails Preparatory Academy believes that the best governing boards are developed. Thus, the Desert Trails Board participates in regular professional development, including an annual in-service for the purposes of training all board members on their responsibilities. Topics of training include: conflicts of interest, fiduciary duties, charter school finance, the Brown Act, governance best practices, facilities, student population, community-building and fundraising.

Additional opportunities for the professional development of the Desert Trails Board are offered throughout the year on an ongoing basis. Board members can attend the annual CSDC and CCSA conferences, and may have training sessions with legal counsel or other experts familiar with public school governance. Desert Trails Preparatory Academy founders and board members are committed to continuous improvement and on-going training to assist the governing board in fulfilling its responsibility to act as stewards for the charter school.

Board Positions

The Desert Trails Board has a Board Chair, and the corporation also has a Secretary and Treasurer.

Board Chair

The Desert Trails Board Chair presides at all meetings, guides the Desert Trails Board in the enforcement of all policies and regulations relating to the Desert Trails Preparatory Academy, and performs all other duties normally incumbent upon such an officer.

Board Vice-Chair

The Desert Trails Board Vice-Chair, if any, fulfills responsibilities of Board Chair in his or her absence. The Desert Trails Board Vice-Chair may chair or co-chair a committee according to interest and expertise, or serve on a committee.

Board Secretary

The Desert Trails Board Secretary certifies the posting of written agendas of the public sessions of the full Desert Trails Board meetings. With assistance from school leadership, the Board Secretary distributes to Desert Trails Board Members and the public appropriate background information on subjects to be discussed in advance of board meeting. The Board Secretary certifies the written minutes to Desert Trails Board Members.

Board Treasurer

The Desert Trails Board Treasurer has knowledge and understanding of financial accounting for nonprofit organizations. The Board Treasurer will be the chair of the Finance Committee, if such committee is established. The Board Treasurer works with the CEO to ensure that appropriate financial reports are made available to the Desert Trails Board on a timely basis and assists the CEO in preparing the annual budget and presenting the budget to the board for approval. The Board Treasurer is also a member of the Audit Committee, if such committee is established.

Consultants

Desert Trails Preparatory Academy will continue to engage consultants to advise the Desert Trails Board in the operation, ongoing development, and evaluation of the charter school. The board presently uses the law firm of Hansberger & Klein, PLC, and Desert Trails Preparatory Academy has used this law firm in the preparation of this charter renewal. The firm regularly advises dozens of charter schools throughout California and in many other states.

A system of internal financial controls has been instituted and is maintained at Desert Trails Preparatory Academy, approved by the Board and implemented by the school's CEO and the management team with the assistance of ICON School Management ("ICON") (a back office/ financial services provider). ICON has provided support through the Desert Trails Preparatory Academy renewal petition process by assisting in the creation of our petition's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative. Services that ICON provides to our school are:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- CALPADS reporting
- Charter school board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.

D. Board Legal Requirements and Commitments

In order to remain a publicly transparent and ethically responsible entity, Desert Trails Preparatory Academy will assure that all legal obligations are followed.

State and Federal Law Compliance

Meetings of the Desert Trails Board will comply with the Ralph M. Brown Act (Government Code sections 54950 *et seq.*). Committees of the Desert Trails Board, if there are any, may meet in between Desert Trails Board meetings and may make recommendations to the Desert Trails Board.

All meetings of the Desert Trails Board will continue to be held within the jurisdictional boundaries of Desert Trails Preparatory Academy, and in a room that allows for public attendance and participation. In accordance with the Brown Act, Desert Trails Board regular meeting agendas are posted in plain view of the public and on the school website at least 72 hours prior to the meeting. All open session materials distributed to the Desert Trails Board members for consideration at a meeting will also be made available in a timely manner to any member of the public.

Should any Desert Trails Board member not be able to physically attend a meeting, due to circumstances such as business travel, that member may teleconference in so long as the requirements of Government Code section 54953(b) are met. To count toward a quorum, such Board teleconferenced member must timely post the meeting agenda in plain sight to the public at his or her teleconference location which is open to the public and located within the jurisdiction of the Desert Trails Preparatory Academy. Nothing precludes a member otherwise attending by telephone, provided that a quorum of members is participating in the meeting either in person or at a qualified teleconference location.

Desert Trails Preparatory Academy shall keep adequate and correct minutes of the open sessions of the Desert Trails Board.

Desert Trails Preparatory Academy will abide by the California Public Records Act.

Conflicts of Interest

The Desert Trails Board will follow a Conflict of Interest Code that complies with the Political Reform Act as well as conflict of interest rules applicable to the Board as a nonprofit, tax-exempt corporation subject to the California Corporations Code and IRS regulations.

A copy of the Conflict of Interest Code will be provided to the school's authorizer upon request. The school's leaders and Board members comply with the Political Reform Act as required by law, and also comply with the conflict of interest provisions of the California Corporations Code (including the Nonprofit Integrity Act of 2004). In addition, the Desert Trails Preparatory Academy will continue to abide by Government Code Section 1090 to the extent applicable.

Local Control and Accountability Plans

The Charter School's governing board shall, on or before July 1 or each year, adopt a local control and accountability plan to update the goals and annual actions to achieve those goals identified in the charter petition. Charter schools must develop, adopt and meet the transparency requirements for local control and accountability plans and the updates to those plans in the same manner as governing boards of school districts, superintendents of school districts, and county superintendents of schools.

Ethics Training

Effective January 1, 2023, board members and other employees designated by the board must now complete the "AB 1234 Ethics Training" every two years commencing on or before January 1, 2026. The Charter School shall keep a record of training completion for five years and make it available for public inspection.

E. Board Committees

The Desert Trails Board reserves the right to create committees exercising the authority of the Board as deemed appropriate, consistent with the California Corporations Code. Currently, there are no board committees. If the Board chooses to implement such committees, they may consist of, but are not limited to: School Development, Audit, Finance and or School Performance and Accountability.

Desert Trails Preparatory Academy also reserves the right to create other committees that do not exercise the authority of the Board, which may generally be chaired by a Desert Trails Board member. These committees will be open to all staff members, parents, community members, and all stakeholders, who will be eagerly encouraged to serve on Desert Trails committees. Committees may serve in an advisory capacity to the Desert Trails Board. Currently, there are no such committees.

F. Family Involvement and Commitment to Desert Trails Preparatory Academy

Measures to Ensure Parental Involvement

Parents are actively encouraged to be involved in all aspects of Desert Trails Preparatory Academy. We have created a Parent Committee that serves as the method of organizing and involving parents through opportunities such as the fundraising coordination, volunteering opportunities, and school-wide committee participation.

Volunteer opportunities are made available to parents throughout the year, from assisting on campus to helping teachers in the classroom. Parent volunteers that assist in the classroom will always be in the presence of a credentialed teacher. All parent volunteers are required to submit to background checks as required by law.

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Family Involvement and Volunteer Commitment

Desert Trails Preparatory Academy encourages parents (this is not mandatory nor a condition of enrollment) to provide twenty (20) hours per year of *Family Involvement and Volunteer Commitment (FIC)*. This recommendation is communicated to parents in enrollment documents, at orientation, in regular parent communications (newsletters, emails, website, etc.), during parent meetings, and other times throughout the school year.

The FIC is considered “family” volunteer time, so any family member or guardian, age 18 or over, may provide the recommended hours. The goal of Desert Trails Preparatory Academy is that family involvement is present in the education of every student, even if parents are unable to be the primary persons involved.

Some of the ways our students’ families meet the recommended FIC hours may include:

- Attending scheduled Parent Meetings
- Attending planned school functions or meetings
 - All families earn their first two hours by attending Orientation
- Volunteering at the school (Subject to volunteer screening methods as explained in Element 5)
- Attending field trips
- Serving on the Desert Trails Committees
- Attending Parent Committee meetings
- Attending Parent focused training classes

Desert Trails Preparatory Academy personnel may track hours accumulated and send out a quarterly status and reminder of the school’s request for volunteer time to all families at Desert Trails Preparatory Academy. Families with more than one child enrolled at Desert Trails Preparatory Academy are still only recommended (not mandatory) to meet the minimum of 20 hours per year, total hours per family.

Those families who are unable to meet the 20 hour per year for any reason are still valued as an integral part of the Desert Trails Preparatory Academy community. Inability to meet the 20 hour expectation will in no way affect their child’s enrollment status, and students are in no way penalized if their family volunteers fewer than 20 hours per year. Desert Trails Preparatory Academy will continue to take all measures to assure that the privacy of those families who are unable to meet the 20 hour expectation is protected, and in no way will any Desert Trails Preparatory Academy community member be allowed to criticize such families. Desert Trails Preparatory Academy also makes significant efforts to accommodate those families unable to meet the 20 hour commitment by scheduling any needed meetings at convenient times, meeting at the family household if necessary, or offering web or conference call access when available.

G. School Leadership

The Leadership Team at Desert Trails Preparatory Academy consists of the CEO, Principal, and Assistant Principal. While the Principal reports directly to the CEO, the position of the CEO is accountable to the Desert Trails Board. The CEO, in conjunction with the Principal, oversees and is responsible for all the academic areas of the school. The CEO also oversees the finances, marketing, facilities, and operations of the school. On a daily basis, the CEO will maintain the school's system of internal financial controls with the assistance of the school's back office services provider, ICON School Management Services.

The CEO's primary focus is to:

- Embody, advocate, and lead the mission, vision, and strategic direction of Desert Trails Preparatory Academy
- Create, monitor, and sustain a school culture of operational excellence through clear expectations of students, families, faculty, and leadership team
- Demonstrate a strong passion for education and success by developing mission driven programs and policies
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Serve as an intermediary to the Desert Trails Board, providing the essential data, relevant reports, and information necessary to govern the school in a timely manner
- Evaluate the responsibilities and performance of all certificated and classified employees
- Serve as the liaison to the charter authorizer and to all contracted service providers.
- Maintain knowledge of budgetary planning and accounting principles
- Prove effectiveness in building community relationships and acquiring sponsorship from private sectors
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including funders, media, community partners, government, organizations, and local leaders
- Ensure compliance with the charter, accountability requirements, and all relevant law

The Principal's primary focus is to:

- Embody, advocate and lead the mission, vision, and strategic direction of the Academy
- Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- With the CEO, recruit, interview, select, evaluate, and retain outstanding instructional staff
- Support the professional development and growth of faculty
- Administer, teach, and lead professional development when appropriate

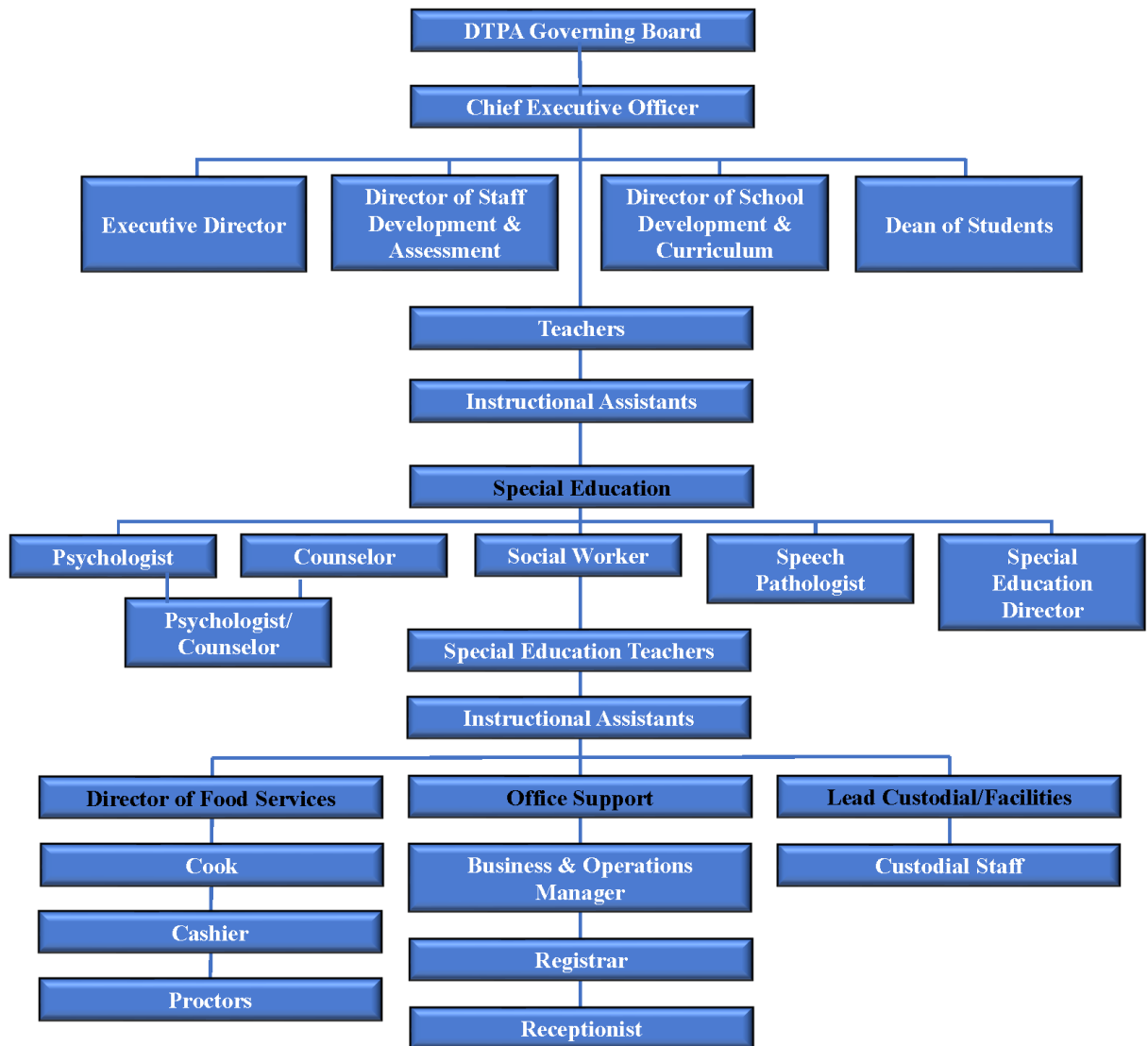
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the CEO, lead community meetings, faculty meetings, and administrative meetings
- Ensure compliance with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports, and information to the administrative team
- Attend Board meetings and advise the Board of Directors regarding Accountability Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Work collaboratively with the CEO
- Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal

In subsequent years, pending the availability of funds, it was the goal of Desert Trails Preparatory Academy to progressively add additional positions to the Leadership Team. These positions will fall under the responsibility and evaluation of the CEO and Principal. The Assistant Principal has been added in the 2015-2016 school year to help support the program and the Principal. With proper professional development and continuous coaching of staff, it is the objective of Desert Trails Preparatory Academy that each subsequent Leadership Team position be filled from internal staff who have demonstrated an ability to perform at continuous high levels. Below is the current organizational chart for Desert Trails Preparatory Academy.

Desert Trails Preparatory Academy Organizational Chart:



DESERT TRAILS PREPARATORY ACADEMY
Organizational Chart



H. Responsibilities to Authorizer

Desert Trails Preparatory Academy will continue to work cooperatively with the charter authorizer to permit requested visitation to the school in order to validate the school's compliance with the terms of this charter. Desert Trails Preparatory Academy acknowledges that the charter authorizer has the right to inspect or observe any part of the charter school at any time in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3, Desert Trails Preparatory Academy shall continue to promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the charter authorizer, the San Bernardino County Superintendent of Schools, San Bernardino County Board of Education, or the State Superintendent of Public Instruction. The CEO of the charter school will continue to serve as the charter school liaison to the authorizer.

Element 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Education Code Section 47605(c)(5)(E)

A declaration that “the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.” See Education Code Section 47605(c)(6))

For purposes of the Educational Employment Relations Act, Desert Trails Preparatory Academy shall be deemed the exclusive public school employer of the employees of the charter school.

Desert Trails Preparatory Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. We shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

A. Qualifications of School Employees and Assurances

Desert Trails Preparatory Academy will continue to retain and employ teaching staff that hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The school complies with Section 47605(1) which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Desert Trails shall adhere to all requirements of the Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. We shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Desert Trails shall maintain current copies of all teacher credentials and make them readily available for inspection.

The CEO and administration of the school will work with teachers to provide professional development opportunities, intense supervision, and mentoring to assist teachers to become highly qualified. The Riverside Teacher Induction Program and mentoring is also provided for new teachers.

Expectations for Teachers

Desert Trails Preparatory Academy will continue to require teachers to have the following characteristics:

- Appropriate certifications/credentials and subject-matter expertise.
- Demonstration of strong instructional leadership.
- Caring about scholars and their success in learning.
- Commitment to the philosophy of the Charter School and its vision for scholar success in learning.
- Familiarity with or willingness to be trained in the School's curriculum, instructional methodology, and procedural compliance.
- Demonstration of effective methods in teaching, mentoring, and writing.
- Acceptance of the ideology that parents play vital roles as a partner in the learning process of their children.
- Acceptance of individual employee's accountability.
- Deep commitment to student achievement.

Desert Trails Preparatory Academy may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve scholars work assignments without the approval of the teacher of record, except to the extent permitted by law, in non-core areas.

Credentialed teachers assigned to a transitional kindergarten classroom must have one of the following pursuant to Ed. Code section 48000(g):

- a) at least 24 units in early childhood education or child development, or both;
- b) as determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education; or
- c) a Child Development Teacher Permit, or an early childhood education specialist credential, issued from the Commission on Teacher Credentialing (CTC).

Qualifications for All Staff

Desert Trails Preparatory Academy expects *all staff* to have the following characteristics:

- Commitment of time, energy, and effort in developing the school's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment of working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of scholars.
- Awareness of the social, emotional, and academic needs of the scholars.

- Ability to collaborate cooperatively with all staff members.
- Continuous education through courses and training, workshops, seminars, and staff development.
- Actively participate in staff meetings.
- Work closely with the school staff to provide any necessary information regarding a scholar's behavior change, attitude, and/or classroom performance.
- Take leadership roles as part of the school's development.

All certificated and classified staff employed by Desert Trails Preparatory Academy must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures (including, but not limited to a criminal records check, proof of identity, right to work in the United States, and TB screening).

Employees of Desert Trails Preparatory Academy reflect, to the extent possible, the diversity of the student and surrounding community in gender and ethnicity. All parents, community members, and staff should see themselves as teachers and role models. Employees of Desert Trails Preparatory Academy are committed to developing the social, civic, character and academic development of each student. Employees have a passion for lifelong learning in a positive environment where they can be viewed as coaches and facilitators of learning.

All professional and paraprofessional staff (administrators and teachers) are required to have state certification appropriate to their positions, or meet the minimum requirements for licensure as defined by the State Board of Education and California's definition of highly qualified teachers and paraprofessionals (per 20 U.S.C. Section 6319). All staff members are asked to submit evidence of this during the application process. All school staff members are required to undergo a criminal background check and fingerprinting through the SELPA or local police department prior to hiring.

Desert Trails Preparatory Academy requires a high level of commitment from faculty and staff. The staff of Desert Trails Preparatory Academy is recruited from a pool of eligible educators from Ed-Join and universities. Ongoing faculty development opportunities are provided along with time for teachers to work with peers to share ideas, enhance the curriculum, assess programs, and assess student achievement. Teachers are given ongoing training to develop their skill in teaching this curriculum. Teachers must demonstrate and possess exceptional skill and passion in sparking their students' desire to learn with excitement and enthusiasm, so that the needs of our targeted population will be served.

Desert Trails Preparatory Academy will continue to recruit the finest teachers for its program through universities and major colleges, Teach for America, Teach California Charter, Ed-join, charter school job fairs and word of mouth. The CEO, Principal, and team of teachers, as appropriate, will interview applicants who pass the initial screening.

All staff will continue to have background checks (which will include a criminal background check), conducted in a manner consistent with the law, prior to hiring. All personnel will have objectives, knowledge, skills, motivation, and share a common belief in the mission and goals of the school.

B. Key Personnel Qualifications

Chief Executive Officer

Reports to: The Executive Director reports to the CEO and serves as the Chief Operating Officer providing leadership of the school. The Executive Director works closely with the CEO to execute the long-term, strategic growth of the organization.

Objectives: (a) Ensure all scholars in the school achieve significant improvement in academic performance yearly; (b) Complete ongoing implementation of the educational program

Responsibilities:

- Effectively work with the CEO, to achieve its mission and vision, and strategic plan establishing clear benchmarks, monitoring and measuring progress.
- Recruit, develop, manage, and retain high quality school leadership and administrative staff and teachers.
- Recruit, develop, manage, and retain a highly qualified teaching staff necessary for fulfilling the programmatic and academic vision of the school.
- Supervise and support school administration in all aspects of their work including support in maximizing student academic achievement outcomes, professional development, and curriculum.
- Have a clear understanding and expertise in effective instructional strategies, interventions for students scoring below grade, creating challenging programs for exceptional students and students with special needs, English Language Learners (EL), and native English speakers (EO)
- Oversee the fiscal health along with the CEO for long-term sustainability of the organization and develop adequate revenue sources through diverse funding streams.
- Assist with charter renewals and the establishment of new charter schools as determined by the Board of Directors
- Develop and maintain effective and appropriate engagement with the charter authorizer, local leadership, community members.
- Represent and advocate for the organization at the local and State level including California charter community.
- Work collaboratively with all associated agencies such as human resources and back-office providers

Qualifications:

- The ideal candidate will embrace DESERT TRAILS PREPARATORY ACADEMY mission/vision and have extensive management experience with a record of success in strategic implementation and fund development; effectively leading school professionals; and creating a wide range of resources.
- Desired but not required an advanced degree in Education from an accredited university (Ph.D., Ed.D.)
- Desired but not required, Bilingual Authorization from an accredited university.

- A minimum of 5 years' experience as a principal or vice principal, or in an equivalent leadership position of an elementary/secondary school with a minimum of 3 years' experience in direct classroom teaching
- Proven success in collaborating with parents, teachers, and students to achieve educational equity in low-income, minority communities.
- An understanding of and alignment with the school's Mission and Vision
- An understanding and experience with bilingual programs and/or language academies
- Experience working with diverse families.
- Other duties as asked.

Director of Staff Development and Assessment

Basic Functions:

Under the direction of the CEO/Executive Director works in a leadership role to develop, coordinate, and implement training and staff development programs. Oversee the training and implementation of instructional best practices. Initiate, develop, and manage in-service training programs. Coordinate mentorship programs such as teacher induction and intern mentorship programs. This person is also responsible for coordinating, conducting, and analyzing data from all formal assessments within the school and as required by the state.

Responsibilities:

- Collaborate with administrative team to plan and develop training plans and delivers formal training to various levels of staff including introductory, advanced, and training for trainers; selects appropriate training methods based on topic and adult learning styles.
- Coordinate, track, and schedule training events and maintains records on training programs and activities.
- Assist in evaluating the effectiveness of training programs.
- Research and prepare recommendations for professional development courses and materials for teaching staff.
- Estimate costs related to training and monitors associated expenditures for cost effectiveness.
- Proactively identify organizational training needs and make recommendations to administration.
- Provide support and assistance to certificated staff.
- Design and utilize evaluation tools for teachers and conduct observations and reflective conversations that lead to teacher growth.
- Create and manage schoolwide assessment calendar.
- Work with administration to assign or delegate specific assessment duties.
- Serve as the School Assessment Coordinator and oversee the administration of the following assessments: CAASPP, ELPAC, and any other school or state assessment as assigned.

- Coordinate with SPED department to administer any school or state assessments and ensure accommodations are in place for students with IEPs or 504s as required.
- Facilitate any required assessment training; handling of testing materials; scheduling of testing locations.
- Design and utilize evaluations or needs assessments and analysis of data collected.
- Data analysis and support
- State reporting requirements associated with assessment data
- Other related duties as required

Qualifications:

- Desired but not required, a valid California credential authorizing service as an administrator, or eligibility for an administrative credential
- Five years of teaching experience and working experience in leadership role
- Establish and maintain effective working relationships with others and deal tactfully and effectively with employees, representatives of other governmental bodies and the public
- Communicate effectively, both orally and in writing
- Exercise confidentiality and discretion
- Develop and present ideas and concepts persuasively

Director of School Development and Curriculum

Basic Functions:

Under the direction of the CEO/Executive Director, performs and/or participates in a variety of moderate to complex research, studies, data analysis, metrics reporting, facilitation, and training relative to school performance and strategic planning. Collaborate with administrative team to review, develop, appraise, and conduct orientation for existing curriculum and prospective new programs and school offerings, and execute various other administrative assignments of varying complexity as assigned.

Responsibilities:

- Work with administrative team to conduct moderate to complex research and analysis for strategic planning, design and development, implementation, and appraisal of existing programs within pre-established goals, strategies, and objectives.
- Collaborate with administrative team to conduct administrative studies and analysis to solve problems related to budget, organization, program, procedures, and/or employee utilization; cultivate and recommend program guidelines, standards, procedures, policies, and protocols; develop schedules, priorities, reports, and standards for achieving program goals.
- Prepare documents related to general oversight for school programs and services and their effectiveness.

- Write moderate to complex documents such as grant applications, case statements, technical reports, data sharing, board reports, annual reports, presentations, stakeholder correspondence, training and educational curriculum and marketing and/or other materials in a variety of platforms and formats.
- Oversee systems integration and provides data entry support related to programs and grants requirements, and other formal documents as necessary.
- Conduct and attend meetings to provide information, enlist support, resolve issues, and plan/coordinate activities and logistics for meetings, retreats, workshops; co-facilitate as needed; may represent the school at business and community meetings; and/or give presentations.
- Work constructively to establish and maintain effective relationships with a wide range of stakeholders.
- In collaboration with administrative team, develop annual goals and objectives consistent with and in support of system goals and priorities. Assist in implementing the system's goals and strategic commitment.
- Assist as appropriate in the recruitment and selection of faculty and support staff consistent with agency curricular needs. Collaborate on the development and directing of staff development and orientation.
- Conduct inventory accounting for curriculum, supplies, and other school assets
- Monitor deliverables and track usage of school curriculum and supplies.
- Work with the individual curriculum teams, whole staff, and individuals to assist them in the development, implementation, evaluation, and revision of the curricula. Promote articulation and innovation within the curriculum area.
- Collaborate with administrative team to arrange and direct ongoing professional development activities for the instructional staff that coincide with agency goals and/or relate to the implementation of the instructional program.
- Assist in the coordination and implementation of the process for selection of instructional materials for the various curricular areas. Maintain a schoolwide list of instructional materials which includes dates of purchase.
- Provide oversight of special projects (federal and competitive grants, etc.) as they relate to curricula and instruction.
- Assure compliance with federal, state, and local standards and legislated mandates; ensure alignment with Common Core State Standards. Prepare applicable reports district and/or grant/program requirements.
- Manage the inventory for all curriculum, resources, and information. Maintain all files and records for curriculum-based work.
- Perform other duties as assigned.
- Oversees the curriculum. Collaborates with administrative team to create and implement an education plan that meets the needs of students and satisfies the requirements of federal, state, and local regulations. Makes recommendations to teachers and administration in regard to the ways in which various subjects are being taught in order to enhance learning. Ensure that curriculum is available to teachers that supports learning in the classroom environment.

Qualifications:

- Desired by not required a valid California credential authorizing service as an administrator, or eligibility for an administrative credential.
- A valid California teaching credential.
- Minimum of five years of classroom teaching experience.
- Prior experience working in a school leadership role
- Successful experience working in collaborative environments
- Experience in the preparation of complex written reports

Dean of Students

Basic Functions:

Under the direction of the CEO/Executive Director works in a leadership role to support scholars, teachers, parents/guardians to enforce positive behaviors on the school campus.

Responsibilities:

- Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.
- Develops and administers disciplinary procedures in accordance with the schools policies and state laws; receives referrals and confers with scholars, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, scholar, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.
- Supervises scholars on campus before and after school; monitors scholars at the beginning of school, during lunch, recess, passing periods, and other activities; instructs scholars of appropriate behavior; disciplines scholars in accordance with established guidelines and laws.
- Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
- Provides direction to a variety of faculty, staff, and scholar programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate.
- Participates as needed in Individual Educational Plan meetings and Student Study Teams.
- Liaison to the afterschool programs in collaboration with school staff,
- Liaison to student counsel, extracurricular activities, athletics program, and other competitive or performance programs and events.
- Participates in interviewing, selecting, hiring, and supervising of personnel involved with a variety of student activities.

- Attends meetings of parent and other groups; provides supervision for afternoon and evening activities.
- Works with the CEO/ Executive Director to establish a safe and secure learning environment for scholars. Helps to develop plans for emergency situations in collaboration with the Administrative Team, staff, and public safety agencies; directs the work of yard duty staff and crossing guards; plans and debriefs emergency drills; updates the school safety plan.
- Prepares and maintains a variety of the school, county, state, and federal records and reports; directs preparation of records and reports by staff.
- Participates in administrative meetings and training to improve administrative skills; maintains current knowledge of the schools adopted curriculum.
- Performs other duties as assigned.

Qualifications:

- Desired but not required, a valid California credential authorizing service as an administrator, or eligibility for an administrative credential.
- Valid California teaching credential.
- Minimum of five years of classroom teaching experience and working in a leadership role.

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C. Employee Code of Conduct

Desert Trails Preparatory Academy shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians starting July 1, 2018 and will post the code on the school's web site.

Element 6: HEALTH AND SAFETY

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."
Education Code Section 47605(c)(5)(F)

"...Information regarding . . . the facilities to be used by the school...[including] where the charter school intends to locate." Education Code Section 47605(h)

A. Procedures to Ensure Health and Safety of Pupils and Staff

Desert Trails Preparatory Academy has adopted and maintains a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carriers' risk managers. These policies include, but are not limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response twice per year, including appropriate "first responder" training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies related to preventing contact with blood-borne pathogens
- Policies related to the administration of prescription drugs and other medicines, as well as regarding pertussis vaccination requirements
- A policy establishing that the school functions as a drug-free workplace
- A policy mandating that all employees working with students who are minors are subject to fingerprinting
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing the school as a zero-tolerance zone for sexual harassment for all employees, students, and parents
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

These policies are incorporated into the school's handbooks as necessary and are reviewed on an ongoing basis by the Desert Trails Board, insurance carrier, and as part of the school's staff development. A current

Safety Plan has been developed and copies are maintained and distributed to all staff. Insurance carrier and consultants train staff annually on the safety procedures adopted in the plan.

Pursuant to Assembly Bill 806, Desert Trails Preparatory Academy shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

The Charter School has developed its comprehensive school safety plan pursuant to the requirements of the Education Code, including the safety topics listed in subparagraphs Education Code Section 32282(a)(2)(A) – (J), inclusive and shall review and update the plan annually by March 1.

As required by Education Code sections 32280, 32281, 32282, 32288, 47605, and 47605.6, the Charter School shall develop its comprehensive school safety plan pursuant to the requirements of the relevant Education Code and shall review and update the plan annually by March 1.

Pursuant to the requirements of Ed. Code section 49390, the school safety plan shall include content developed by the California Department of Education, on or by July 1, 2023, that includes, at minimum:

- Parent/guardian annual notice regarding California's firearms child access prevention laws and laws relating to the safe storage of firearms;
- Require school officials whose duties involve regular contact with pupils in grades 6 to 12, and who is alerted to or observes any firearm threat or perceived threat, to immediately report the threat or perceived threat to law enforcement;
- Law enforcement must immediately conduct an investigation and threat assessment, including a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a schoolsite search.

Pursuant to Ed. Code section 32282, 47605, 47605.6, 49414.4 and 49428.16, the Charter School's safety plan when the Charter School serves pupils in any of grades 7 to 12 will include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose, including the use alternatives to a referral of a pupil to a law enforcement agency in response to an incident involving the pupil's misuse of an opioid, to the extent not in conflict with any other law requiring that referral, to include the use of Multi-Tiered System of Supports.

B. Procedures for Background Checks

Desert Trails Preparatory Academy shall continue to comply with all provisions of Education Code 44237, including the requirements that as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. All employees, whether they possess a credential or not, must provide fingerprints for the purpose of obtaining a criminal record summary. Employees must submit fingerprints to the Department of Justice via Live Scan processing. Employees are not permitted to start work until results are received from the Department of Justice and the employee is cleared to begin work. All fingerprinting is done by a company approved for Live Scan processing.

Desert Trails Preparatory Academy shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Desert Trails Preparatory Academy shall maintain on file and available for inspection evidence that (1) we have performed criminal background checks and cleared for employment all employees prior to employment; (2) we have obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) we have performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students.

C. Role of Staff as Mandated Child Abuse Reporters

Desert Trails Preparatory Academy adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. In addition, Education Code section 44691, amended effective January 1, 2015, imposes new requirements on charter schools to provide training for their employees and others acting on their behalf who are mandated reporters. Desert Trails Preparatory Academy has developed a process for these employees who are mandated reporters to provide proof that they have completed this training within six weeks of the first day of each school year or their first day of employment. Every employee or other person who works on behalf of the school and who is a mandated reporter will undergo annual training using the new online training module provided by the California Department of Social Services (DSS). The school shall collect and maintain certificates of completion for mandated reporters.

School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The CEO and Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicion of child abuse. Staff members understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the CEO, Principal, and/or proper authorities.

All suspected cases of child abuse will be brought by staff to the Principal’s attention, who will bring them to the attention of other proper authorities. A written report of the situation will be completed and the DSS will be immediately notified. If necessary, the local Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the DSS and/or local Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

D. TB Risk Assessment, Immunizations, T-Dap

STOPPED All enrolling students and staff provide records documenting immunizations to the extent required by law of public schools. This includes immunization for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as described in Department of Health Services Document IMM-231. Desert Trails Preparatory Academy shall continue to honor exemptions based on personal beliefs of parents and physician direction to the extent allowed by law. Desert Trails Preparatory Academy shall adhere to the new law regarding vaccines (Senate Bill 277) once it goes into effect January 1, 2016, which limits exemptions. Desert Trails Preparatory Academy shall also abide by any Department of Health guidance and regulations on SB 277. Records of student immunizations are maintained to the extent required for enrollment in public schools. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent, by an approved provider, as would be required if the pupils attended one of Adelanto Elementary School District schools.

All employees of the School must submit written proof of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to employment. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Staff members also provide proof of T-Dap immunization. The CEO and Principal will be responsible for assuring compliance with Section 44237 screening and all applicable health and safety laws.

E. Medication in School

Desert Trails Preparatory Academy will comply with Education Code section 49423. Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name

of the student, and dispensing instructions. Parents are required to complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff log times for administering medications for each student and use a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

F. Emergency Preparedness

Desert Trails Preparatory Academy has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school trains, or contracts a service provider to train, all instructional and administrative staff in basic first aid.

1. Fire Drills

Fire drills are held at least once a quarter. Administrative personnel maintain a record of fire drills held that includes the total required time for total evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class and medical attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given are taught to attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

2. Disaster Drills

Disaster drills are conducted at least once every two months. Students are taught the "duck and cover" routine. A disaster drill commencing with the "duck and cover" routine will be initiated by an announcement over the intercom. Staff and students will hear "This is an emergency drill. Duck and cover." During the "duck and cover" routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they are able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the "duck and cover" routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the

evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are taught to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are taught to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

3. Bomb Threats

In the event of a bomb threat, all staff members are trained so that the person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and to parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

4. Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will provide the evacuation alert. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class and medical attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of

getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

5. Staff Responsibilities

All Desert Trails Preparatory Academy employees are responsible for their own safety, as well as that of others in the workplace. Desert Trails Preparatory Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Desert Trails Preparatory Academy is responsible, the employee will bring it to the attention of their supervisor or administration immediately. The CEO or Principal will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction.

Employees are encouraged to report any workplace injury or accident to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

In addition to the employee handbook, on a periodic basis, the Desert Trails Preparatory Academy may adopt additional policies, rules, and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

G. Parental Concerns and Communication

Should parents have any concern regarding any health and safety matter within Desert Trails Preparatory Academy, it is strongly encouraged that the parent informs the CEO or Principal immediately. Desert Trails Preparatory Academy provides all parents with multiple means of communicating concerns such as a dedicated concern email address, a dedicated concern phone number, a suggestion box, and time for face-to-face meetings. All concerns provided by parents or guardians will be acknowledged within 24 hours, and at minimum, a phone meeting will be scheduled with the parent at their earliest convenience. Based on that meeting, if a plan to correct said issue is needed, the parent will be kept informed of necessary steps and the timetable for correction. Should an issue be deemed of great importance by the CEO, the Principal, or the Chair of the Board, then Desert Trails Preparatory Academy will enact a communication plan to inform all parents of said issue and the steps and timetable for correction.

Should any major decision or action by the Desert Trails Board affect the facilities or the health and safety of the Desert Trails Preparatory Academy community, the CEO and Principal will enact an immediate communication plan to inform all parents of said changes and timetables.

H. Blood Borne Pathogens

Desert Trails Preparatory Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Desert Trails Board shall approve a written infection control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

I. Sexual Harassment

Desert Trails Preparatory Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Desert Trails Preparatory Academy shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Desert Trails Preparatory Academy's anti-discrimination and harassment policies.

Desert Trails Preparatory Academy will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

Desert Trails Preparatory Academy shall develop a written policy on sexual harassment and to display that policy in a prominent location in the main administrative building or other area of the educational institution's campus or school site. Desert Trails Preparatory Academy shall provide the policy to students as part of any orientation program conducted for new or continuing students at the beginning of each quarter, semester, or summer session and , as applicable.

Desert Trails Preparatory Academy shall also create a poster that notifies pupils in grades 9 through 12 of that policy and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site. The poster shall be age appropriate and culturally relevant, be displayed in English and any primary language spoken by 15% or more of the pupils enrolled at the school, be no smaller than 8.5 by 11 inches, use at least 12-point type, and display certain information pertaining to the written policy, including the rules and procedures for reporting a charge of sexual harassment.

J. Drug Free/Alcohol Free/Smoke Free Environment

Desert Trails Preparatory Academy is a drug, alcohol and tobacco free workplace.

K. Facilities; Facility Safety

As a result of the Parent Trigger conversion, Desert Trails Preparatory Academy is entitled to and will continue to use its current school site, which was the former Desert Trails Elementary School. This traditional public school site was originally constructed in 1994 and provides adequate space for our students and staff. The school site has 30 permanent classrooms, a library, computer lab, offices, a staff lounge, multi-purpose/cafeteria, two playgrounds, a soccer field, and an outdoor basketball court.

Under the court-approved Parent Trigger petition and charter, the District's approval of the charter converted the Desert Trails Elementary School facilities to charter school status, and accordingly, the Desert Trails Preparatory Academy elementary school is considered a conversion school under 5 California Code of Regulations Section 11969.3 (a charter school established at an existing public school site that must be allowed continued use of its original site). Desert Trails Preparatory Academy has operated at the school site pursuant to the charter and a Facilities Use Agreement ("FUA") approved by the charter school and the District on or about June 26, 2013. The FUA provides that Desert Trails Preparatory Academy's exclusive use of the Desert Trails Elementary School site, including furnishings and equipment, shall be coterminous with the Desert Trails Preparatory Academy charter. The FUA further provides that the Desert Trails Elementary School site is provided to Desert Trails Preparatory Academy as an alternative arrangement in lieu of the District's obligation to provide a comparable facility under the Proposition 39 regulations.

Desert Trails Preparatory Academy will comply with California Education Code Sections 47610 and 47610.5 by utilizing these facilities of the Adelanto Elementary School District, and may utilize other or additional facilities that are otherwise compliant with the California Building Standards Code. Desert Trails Preparatory Academy will test sprinkler systems, fire extinguishers, and fire alarms at least annually to ensure they are maintained in an operable condition at all times.

Desert Trails Preparatory Academy will be responsible for maintaining the facilities on an ongoing basis, per Section 11969.4 of the California Code of Regulations, with its own forces or under contract. The school may contract with the District for such services. The facilities to be utilized by the school shall be accessible for all students with disabilities.

L. Parent/Student Handbooks

Desert Trails Preparatory Academy annually provides parents with a copy of the parent/student handbook that is also available online and in the school office to families. The charter school shall also provide a copy of the handbook each year to the charter authorizer. The handbook will include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. Amendments to the handbook by Desert Trails Preparatory Academy may be made throughout the school year. Desert Trails Preparatory Academy will provide the charter authorizer and parents with any amendments made to the handbook.

M. Insurance Requirements

No coverage shall be provided to the charter school by the charter school authorizer, including self-insured programs or commercial insurance policies. The charter school has secured and shall continue to maintain, as a minimum, insurance coverage as set forth below sufficient to protect the charter school from claims which may arise from its operations. In the event the school adds locations, each charter school location shall meet the below insurance requirements individually. It shall continue to be Desert Trails Preparatory Academy's responsibility, not the charter authorizer's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The following insurance coverages shall continue to be maintained:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. So long as the District is the authorizer, the policy shall be endorsed to name Adelanto Elementary School District as a *named* additional insured and shall be endorsed to provide specifically that any insurance carried by the charter authorizer which may be applicable to any charter school claims or loss shall be deemed excess, and the charter school's insurance shall be primary.
2. Workers' Compensation Insurance (or legally-compliant self-insurance) in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit shall be \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.
5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. Each policy shall be endorsed to name the charter authorizer as named additional insured and shall provide specifically that any insurance carried by the charter authorizer which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

In addition, Desert Trails Preparatory Academy will indemnify and hold harmless its charter authorizer for any claim or action brought by a third party arising out of operations of the charter school for any act or omission by Desert Trails Preparatory Academy, its employees, or officers. By providing insurance coverage, indemnity, and operating the school within a nonprofit public benefit corporation (Desert Trails, Inc.) pursuant to Education Code section 47604, the District (or other charter authorizer) will be insulated from civil liabilities arising out of the operations of the school, provided it carries out the oversight duties prescribed by Education Code section 47604.32.

N. Evidence of Insurance

Desert Trails Preparatory Academy shall furnish to the charter authorizer within 30 days of all new policies inceptions, renewals, or changes, copies of certificates or such insurance signed by authorized representatives of the insurance carrier. To the extent possible, certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the charter authorizer."

The charter authorizer reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee, or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the charter authorizer and its purchase shall be the responsibility of Desert Trails Preparatory Academy.

O. Food Services

During the 2013-14 school year, Adelanto Elementary School District provided food services at Desert Trails Preparatory Academy. Beginning in the 2014-15 school year, we became an independent School Food Authority through CDE. Desert Trails Preparatory Academy has budgeted for the provision of food services, even though most scholars will qualify for free or reduced-price lunches. Desert Trails Preparatory Academy has budgeted for the potential of non-reimbursed meals.

Desert Trails Preparatory Academy reserves the right to examine all potential food service providers to assure that its students receive the highest quality food service. The school will also regularly solicit feedback from students and parents on the quality and effectiveness of the food service program and use that information in evaluation of all future food service operations.

P. Suicide Prevention Policy

The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall adopt and shall maintain a policy on pupil suicide prevention in kindergarten and grades 1 to 6. The policy must be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and, at a minimum, addresses procedures relating to suicide prevention, intervention, and postvention.

The policy for pupils in kindergarten and grades 1 to 6 is must be age appropriate and delivered and discussed in a manner that is sensitive to the needs of young pupils.

The policy for pupils in kindergarten and grades 1 to 6 must be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

The policy must be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

Q. Menstrual Products

Pursuant to the requirements of Ed. Code §35292.6, Desert Trails Preparatory Academy, it maintains any combination of classes from grades 6 to 12, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

DTPA shall not charge for any menstrual products provided to pupils.

DTPA shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost. This notice shall include the text of Ed. Code section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Per Section 35292.6, “menstrual products” means menstrual pads and tampons for use in connection with the menstrual cycle.

R. Safe Place to Learn Act

Desert Trails Preparatory Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

S. Tribal Regalia/Objects of Religious or Cultural Significance

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by Desert Trails Preparatory Academy and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

T. Public School Fair Debt Collection Act

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, Desert Trails Preparatory Academy school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

U. Student Mental Health Services

As required by Education Code section 49428, the Charter School notifies pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided and shall comply with all other applicable provisions of the Education Code.

As required by Education Code section 51925, if the Charter School offers one or more courses in health education to pupils in middle school or high school, those courses must include instruction in mental health that meets the requirements of Education Code section 51925 et seq., including, among other things, reasonably designed instruction on the overarching themes and core principles of mental health, instruction and related materials that are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

Beginning in the 2023–24 school year, schools serving any grades from 6 to 12 must:

- Create a poster that identifies approaches and shares resources regarding pupil mental health, and
- Prominently and conspicuously display the poster in public areas that are accessible to, and commonly frequented by, pupils.

As required by Education Code sections 48205 and 49428.15, the Charter School shall excuse (an “excused absence”) a student between the ages of 6 and 18 for behavioral or mental health services.

In addition, as required by Education Code section 51925, the Charter School offers one or more courses in health education to pupils in middle school or high school that includes in those courses reasonably designed instruction on the overarching themes and core principles of mental health.

The instructional and related materials must be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

The CDE must also develop a plan to expand mental health instruction in California public schools on or before January 1, 2024, and the Charter School shall comply with all applicable requirements.

Pursuant to the requirements of Ed. Code section 49428.5, the charter school has created a poster that identifies approaches and shares resources regarding pupil mental health, and prominently and conspicuously displays that poster in public areas that are accessible to, and commonly frequented by, pupils.

As required by Education Code section 49428.5, the Charter School offers one or more courses in health education to pupils in middle school or high school that include reasonably designed instruction on the overarching themes and core principles of mental health. The instructional and related materials are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

V. Pregnant and Parenting Students

Desert Trails Preparatory Academy shall comply with all the requirements of Assembly Bill 2289 [2018]) providing required protections for pregnant and parenting students, including but not limited to an annual notice to students about their rights in school year welcome packets and independent study packets.

X. Bullying Prevention

Pursuant to the requirements of Assembly Bill 2291 (2018), Desert Trails Preparatory Academy shall adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

Y. Prevention of Human Trafficking

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

Z. Child Hunger Prevention and Fair Treatment Act

Desert Trails Preparatory Academy shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

Hotlines

If Desert Trails Preparatory Academy issues pupil identification cards to students in any of grades 7 to 12, inclusive, it shall ensure to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, the National Domestic Violence Hotline and other suicide-prevention and emergency-response telephone numbers, as appropriate.

AA. Migratory Children

Desert Trails Preparatory Academy will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. Desert Trails Preparatory Academy will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

BB. Automated External Defibrillator (AED)

Pursuant to Assembly Bill 1595 [2019-2020], commencing July 1, 2019, if a charter school elects to offer any interscholastic athletic program, the charter school shall acquire at least one AED for each school that participates in the program within the jurisdiction of the charter school. The charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

CC. CPR

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including,

but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

DD. Diabetes Information

The CDE must develop type 1 diabetes informational materials for parents and guardians of pupils and make these materials available to charter schools through the CDE's web site.

On and after January 1, 2023, charter schools must make these materials available to the parent or guardian of a pupil when the pupil is first enrolled in elementary school and as part of its annual notifications.

EE. Universal Meals

Pursuant to Assembly Bill 130, commencing with the 2022–23 school year, the charter school is required to provide two nutritiously adequate school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

FF. Health, Safety and Emergency Procedures Training

The Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

GG. Athletics

If the Charter School offers an athletic program, it shall annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an

athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events.

HH. Seizure Safe Schools Act

The Charter School shall comply with the requirements of the Seizure Safe Schools Act. (Ed. Code, §§ 49468 et seq.) Charter School, upon the request of the parent/guardian of any student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency anti-seizure medication (as described in Education Code section 49468.2(a)(1)), must distribute a notice at least once, but no more than twice, per school year to all staff with the following information:

1. A description of the request for volunteers to be trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the pupil is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding an offer to volunteer.

Upon receipt of the request, and again if there are no volunteers at the school of the pupil who suffers from seizures, the Charter School shall notify the parent or guardian of the pupil's right to be assessed for services and accommodations under Section 504 of the federal Rehabilitation Act of 1973, and the federal Individuals with Disabilities Education Act, and assist the parent/guardian in exploring that option.

II. Transportation Safety Plan

If the Charter School provides transportation to or from a school or school activity it shall prepare a transportation safety plan prior to such activities (and revise the plan as required) containing procedures for school personnel to follow to ensure the safe transport of pupils.

The plan shall address all of the following: a) determining if pupils require escort pursuant to Vehicle Code section 22112(d)(1); b) procedures for all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate schoolbus at each pupil's schoolbus stop; c) boarding and exiting a schoolbus at a school or other trip destination; d) procedures to ensure that a pupil is not left unattended on a schoolbus, school pupil activity bus, or youth bus; e) procedures and standards for designating an adult chaperone, other than the driver, to accompany pupils on a school pupil activity bus. The plan shall be retained and made available upon request to an officer of the California Highway Patrol. The Charter School shall comply with the requirements of Ed. Code section 49406, when applicable.

JJ. Safe and Supportive Schools Act

Pursuant to Ed. Code section 218 and 218.3, commencing with the 2025-2026 school year, the Charter School shall use the State Department of Education's online training delivery platform and online training curriculum (or an in-service alternative) to support LGBTQ cultural competency training for teachers and other certificated employees, for schools serving pupils in grades 7 to 12. The training shall be at least one hour annually to teachers and other certificated employees, and the Charter School shall maintain records documenting the training.

KK. Recess

Commencing with the 2024–25 school year and in compliance with Ed. Code section 49056, the Charter School shall provide a recess that is at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall prohibit school staff members from restricting a pupil's recess unless there is an immediate threat to the physical safety of the pupil or the physical safety of one or more of the pupil's peers.

LL. All Gender Restrooms

Pursuant to Ed. Code sections 35292.5 and 17585, on or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary pupil use at each of its schoolsites that the criteria specified by law.

MM. Education Code section 49390 et seq.

When an employee forms a reasonable suspicion of a threat or perceived threat of a homicidal act, the employee shall report it to law enforcement immediately for further investigation.

A "[t]hreat or perceived threat means any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual."

If two or more employees receive information about the threat, only one need make the report, but all employees should be identified and documented in the school's investigation. The law grants school employees immunity from civil liability for such reporting.

Element 7: RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Education Code § 47605 (c)(5)(G)

It is the goal of Desert Trails Preparatory Academy to serve the student population of Adelanto, and the school will continue to strive to achieve a balance that mirrors the demographics of the local schools and general population in Adelanto.

Demographic Comparison 2019-2020 School Year ~ Enrollment by Ethnicity

	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported		
AESD	64.3%	0.4%	0.7%	0.7%	20.0%	6.8%	3.6%	3.0%		
DTPA	76.7%	0.2%	0.7%	0.6%			10.4%	4.1%	2.4%	4.8%

ca.gov/Dataquest

Demographic Comparison 2018-2019 School Year ~ Enrollment Data: SEPD, ELL, RFEP

	DTPA Demographics %	AESD Demographics %
Special Education	8.2%	12.9%
English Language Learners	34.6%	15.1%
Redesignated ELL	5.7%	12.4%

The table above shows that the Adelanto Elementary School District serves a population from a variety of ethnicities, with various disabilities, and levels of English acquisition. These numbers match closely with the percentages of scholars enrolled in Desert Trails Preparatory Academy. In other words, the racial and ethnic balance amongst our scholars is consistently reflective of the population residing in the District, as is the number of scholars enrolled in Special Education and English Language Learners.

Each fall, the Leadership Team in conjunction with the Desert Trails Board and faculty, will review the current student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the Leadership Team will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide Desert Trails Preparatory

Academy into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school.

Recruitment Strategies

A. Earned Media

Desert Trails Preparatory Academy will continue to utilize the experience and relationships of its founding team members to strategically place articles in local newspapers that focus on the innovative programs for diverse students offered at the charter school.

B. Collateral Materials/Leave Behinds

Desert Trails Preparatory Academy has created professionally designed brochures, flyers, and posters showcasing the benefits and opportunities that an education from Desert Trails Preparatory Academy will provide to children from all racial and ethnic backgrounds within Adelanto. These materials were printed in English and Spanish and were designed to demonstrate the diversity and cultural appreciation that occur at Desert Trails Preparatory Academy. All marketing material samples will be provided to the charter authorizer upon request.

C. Grass-roots Community Outreach

The CEO, administration, and available members of the Desert Trails Board are all tasked with conducting public community presentations in an effort to spread awareness about the school. Community groups that may be approached include, but are not limited to:

- Kiwanis Clubs
- Rotary Clubs
- Lions Clubs
- Local Chambers of Commerce
- Neighborhood Associations
- Local faith-based organizations

Desert Trails Preparatory Academy will also provide presentations or collateral materials to any local private or public K-8 schools that request access or an opportunity to inform parents about Desert Trails Preparatory Academy.

ESSA

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Federal Compliance

To the extent that Desert Trails Preparatory Academy is a recipient of federal funds, including federal Title I, Part A funds, it will continue to meet all of the programmatic, fiscal and other regulatory requirements of ESSA and other applicable federal grant programs. Desert Trails Preparatory Academy agrees that it will keep a record of any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, adoption of a Uniform Complaint policy, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement, which shall include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Desert Trails Preparatory Academy also understands that as part of its oversight of the school, the charter authorizer may conduct program review of federal and state compliance issues.

Element 8: ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e).” Education Code § 47605 (c)(5)(H).

“In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4) (A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

(5) Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department." Education Code § 47605 (e)

A. Student Admission Policies and Procedures

Desert Trails Preparatory Academy is a school of choice. No student in the district can be compelled to attend any charter school, and the charter school will not direct any scholars to attend or parents to enroll children in the charter school. In addition, no student who enrolls in Desert Trails Preparatory Academy will have the right of admission to a particular school of the district as a consequence of enrolling in the charter school.

Desert Trails Preparatory Academy opened with over 500 scholars in July of 2013. Pupils who attended the Desert Trails Elementary prior to the conversion continued to be enrolled at Desert Trails Preparatory Academy, and siblings of those continually enrolled students were guaranteed admission. For our first year, each application was given an equal chance of admission through a public random lottery drawing process; provided that any pupil who resides in the former attendance area of Desert Trails Elementary School or Adelanto Elementary School District was entitled to a preferential weighting of two (2) opportunities within the lottery, per 5 Cal. Code Regs. Section 4800.3 and Education Code Section 47605(d)(2).

Each potential applicant and parent is provided an opportunity to sign an agreement showing their support for and commitment to the expectations of scholars and parents. These expectations are provided to each parent and applicant.

The charter school shall continue to admit all students who wish to attend the charter school. The school currently has a waiting list. The school will continue to maintain a waiting list so long as it receives a greater number of applications for the spaces available for students. For subsequent years of operation beyond the initial conversion, admissions exemptions and preferential weightings will continue to be granted to the following categories of students, in accordance with federal and state law and requirements:

- Students already enrolled in Desert Trails Preparatory Academy will be exempted from the lottery.
- Siblings of students already enrolled in Desert Trails Preparatory Academy will be exempted from the lottery.
- Students who reside in the Adelanto Elementary School District attendance boundaries, either within or without the former attendance area of Desert Trails Elementary School, will receive a preferential weighting of two (2) opportunities within the lottery.

No other admissions exemptions or preferences will be assigned. The Desert Trails Board may review and revise this preference policy as necessary for the continued compliance with state and federal laws, and for the long-term sustainability of the school.

Directory and Other Student Information

Pursuant to the requirements of Ed. Code sections 49076.7, the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

The Charter School may disclose directory information, as defined in Ed. Code section 49061(c), without consent only if it has notified parents/guardians and eligible students of the: a) types of information the Charter School has designated as directory information; and, b) right of parents/guardians and eligible students to opt out of disclosure of directory information.

Pursuant to Ed. Code section 49073.2, except when required by law or judicial order, the Charter School shall not include directory information or personal information of a pupil or pupil's parent/guardian in the board's meeting minutes if it has received a written request from the adult student or parent/guardian to exclude such information.

B. Application and Enrollment Process

Because Desert Trails Preparatory Academy is a public school committed to equal opportunity, the school is non-sectarian and employs no admissions exams or special admission requirements. Admission to Desert Trails Preparatory Academy is open to all California residents on a non-discriminatory basis without regard to race, color, national origin, disability, creed, sex, sexual orientation, ethnicity, behavior, age, ancestry, and proficiency in English language or academic achievement.

DESERT TRAILS PREPARATORY ACADEMY shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Ed. Code section 220. Admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state. DESERT TRAILS PREPARATORY ACADEMY shall admit all pupils who wish to attend the charter school.

In order for students to be included in the lottery of Desert Trails Preparatory Academy (if a lottery is necessary), families must submit an application that includes the student's name, grade, birthday, and contact information for the family. All application packages are available in English and Spanish. The enrollment period will be advertised in both English and Spanish on the school website, local newspaper, flyers, and several locations throughout the community.

Open enrollment will occur beginning the first business day of February of each year and continue through the last business day of April of the same year. Families interested in enrolling a child in the school will be required to submit a completed Admissions Application Form directly to the school before 4:30 pm on the date of the annual deadline. The actual submission deadline will be clearly indicated on the forms and in all communications and notices (websites, flyers, etc.) regarding admission to the school. All admission applications will be date stamped and student names will be added to the application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied, as of the application deadline, for any grade exceeds the capacity of that particular grade, then school will hold a single public random lottery to determine enrollment for those particular impacted grade levels.

If at the close of the business day on the application deadline the number of applications for admission for any grade is less than the available spots, then all applicants will be considered accepted into Desert Trails Preparatory Academy. Beginning the first business day after the application deadline, any remaining spots will be filled on a first come-first served basis.

C. Public Drawing Procedures

Desert Trails Preparatory Academy will seek out a disinterested third party organization to conduct the lottery, if a lottery is necessary. The CEO and/or Principal of the school will assist in the process to make sure that all school, state, and federal guidelines are followed. Desert Trails Preparatory Academy intends for proceedings to be held in English and Spanish, and the school will evaluate the process each year to determine if other languages are needed.

The lottery will be open to the public and families will be strongly encouraged to attend, but are not required to be present at the time of the drawing to be eligible for admission. Results will be posted and published in

both English and Spanish at the school site. Results will be mailed to all applicants and follow-up phone calls will be made.

Families who are offered admission for their children will be asked to complete an Enrollment Packet to secure their spot. They will have two weeks to complete this process and if they fail to complete the process they will lose their spot and be placed on the wait list. Desert Trails Preparatory Academy will be available to assist all families to complete their enrollment package as needed.

D. Wait List

All names within the lottery will be pulled, and those names that are pulled after a grade has been filled will be added to the waiting list in order of their lottery selection. Families who apply after the lottery deadline are added to the end of the lottery wait list in the order they are received. Vacancies that occur during the school year will be filled according to the wait list.

When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 72 hours to decide whether or not to accept a space at the school.

The waiting list for the current school year remains active until Desert Trails Preparatory Academy's admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer families admission for the current school year.

McKinney Vento Homeless Assistance Act

Desert Trails Preparatory Academy will continue to adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Pursuant to the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301 et seq.) and Ed. Code section 48850(a)(3)(A), the Charter school shall immediately enroll a homeless child or youth seeking enrollment except where the enrollment would conflict with Ed. Code section 47605(e).

Pursuant to the requirements of Education Code section 48850 et seq., the Charter School shall: Identify all homeless youth enrolled at the school; Annually administer a housing questionnaire, to be developed by the CDE, to identify homeless youth; Post on its web site the name and contact information for the homeless youth liaison and the educational rights and resources available to homeless youth.

Annually, the Charter School will administer a housing questionnaire to all parent/guardians and all unaccompanied youths. The questionnaire will provide an explanation of the rights and protections a student has as a homeless child or youth. The questionnaire will be available in paper form. The questionnaire must be made available in the primary language other than English spoken by 15 percent or more of the pupils enrolled in Charter School and must be translated into other languages upon request of the parent/guardian or unaccompanied youth. Charter School will collect the questionnaire and, at least annually, update information about homeless and unidentified youth enrollment in CALPADS. (Ed. Code § 48851.)

The Charter School will ensure that its Liaison(s) for Homeless Children and Youth and any personnel who provide services to homeless youth receive training in meeting the requirements of McKinney Vento. (Ed. Code § 48851.3.)

The Liaison shall do both of the following:

- (1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children.
- (2) Assist foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records, and grades.

In accordance with Education Code section 48852.6, the following items be posted on the charter school's website:

1. A list of the Homeless Youth Liaison(s) in the charter school;
2. Specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. This can be satisfied by posting Charter School's Education of Homeless Children and Youth Policy; and
3. Contact information for the liaison(s) and any employee/contracted person who will also implement liaison duties.

In accordance with Education Code section 48852.6, the following items be posted on the charter school's website:

1. A list of the Homeless Youth Liaison(s) in the charter school;
2. Specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. This can be satisfied by posting Charter School's Education of Homeless Children and Youth Policy; and
3. Contact information for the liaison(s) and any employee/contracted person who will also implement liaison duties.

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority .” Education Code § 47605 (c)(5)(I)

A. Annual Independent Audit

Desert Trails Preparatory Academy is an independent, directly funded charter school. Each year, the Desert Trails Board, by recommendation of an audit committee if applicable, will contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The independent audit will be conducted by an accountant certified by the State of California with knowledge of public school budget and accounting procedures. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide rules to verify the accuracy of the schools financial statements, attendance, enrollment accounting principles, and review the school's internal controls.

On a daily basis, a system of internal controls will be instituted and maintained by the school's CEO with the assistance of a back office/ financial services provider. Desert Trails Preparatory Academy currently retains ICON School Management Services as its back office services provider.

The audit will be completed and submitted by Desert Trails Preparatory Academy to the charter authorizer, the California Department of Education, and the State Board of Education by December 15th following each school year. Desert Trails Preparatory Academy will provide interim financial data to the charter authorizer as required.

B. Audit Exceptions & Deficiencies to be Resolved

Desert Trails Preparatory Academy will attempt to resolve all audit exceptions and deficiencies in conference with the independent auditor prior to the completion of the auditor's final report. The Treasurer of the Desert Trails Board will participate in the audit process along with the CEO.

Desert Trails Preparatory Academy will provide the charter authorizer with the final audit results within 60 days of completion of the audit report. Audit exceptions and deficiencies in the final report will be resolved in a manner and timeline acceptable to the charter authorizer.

C. Reports to District

Desert Trails Preparatory Academy will submit the following reports to the charter authorizer pursuant to Education Code 47604.33:

- Provisional Budget – due in Spring prior to operating fiscal year

- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month.

In addition:

- P1 – first week of January
- P2 – first week of April
- A weekly attendance report up to the fourth week prior to norm day submitted by new and existing charter schools – September
- First 20 days of instructional actual enrollment by grade level – October (for new charter schools only)
- Other reasonable financial information reasonably requested by the authorizer to assess the fiscal condition of the charter school

D. Oversight

The charter authorizer may charge for the actual costs of supervisorial oversight of Desert Trails Preparatory Academy not to exceed 1% of the charter school's revenue, or the charter authorizer may charge for the actual costs of supervisorial oversight of Desert Trails Preparatory Academy not to exceed 1%, plus the pro-rata share which the District may be entitled to for providing school facilities per 5 C.C.R. 11969.3 and 11969.7. The charter authorizer may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

E. Attendance Accounting and Reporting Procedures

Desert Trails Preparatory Academy makes attendance a priority. Scholars will be recognized, not only for adequate attendance, but for arriving to school on time and prepared to learn.

Below are the attendance procedures that are followed at Desert Trails Preparatory Academy:

1. Attendance is taken every day. Teachers will use PowerSchool or Aries as a possible program to mark absences and tardiness on their roll lists for each period. The registrar will then review attendance reports daily to ensure they have been submitted.
2. The Registrar will compile all of the absent scholars into a list for the day and call the parents/guardians of each of the scholars marked absent. If he/she speaks with the parent/guardian, a note will be made as to the reason for the absence on the absent scholars list. The registrar will also note the person spoken to, time, and date.

3. In the event Desert Trails Preparatory Academy continues to use the 4-day week schedule outlined in Element 1 herein, scholars who are absent will be required to attend Friday School. The scholars who attend Friday school will be given work from their teachers which they missed during their absence.
4. The PowerSchool or Aries attendance log will calculate all enrolled scholars, as well as daily, weekly, and monthly ADA. ADA figures will be reported daily for the entire school, as well as for any student over any given time period.
5. Attendance letters will be sent home to parents after every 3 absences to notify the parent/guardian that the student has an attendance problem.
6. Late to Class: If a student is late (unexcused) to a class, the teacher must mark the student tardy in PowerSchool and/or Aries. Scholars who arrive after attendance has been submitted will be input into PowerSchool and/or Aries by the Registrar. Scholars will be referred to the principal on the fifth class tardy and on every tardy thereafter. Teachers will call home after every two tardies a student receives.
7. Three Consecutive Absences: If a student is absent three consecutive days, the office will follow up by calling the parent/guardian again to verify the reason for absence.
8. Five Absences During One Quarter: The SARB process will begin after five absences in one quarter.

The school will report attendance requirements to the charter authorizer in an acceptable format. Required reports regarding daily attendance are completed and submitted to the requesting agencies.

ADA is budgeted at 95%. Our goal is to maintain a 98% ADA rate. If this goal is not met, Desert Trails will adopt attendance improvement strategies, and may recruit more students. Desert Trails Preparatory Academy's Student/Teacher ratio will be very low, so a slight increase in the size of the student population will not have a material effect on the educational program or on the quality of education.

Element 10: SCHOLAR EXPULSIONS

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” Education Code Section 47605(c)(5)(J)

Scholars have a right to an education and to the equality of educational opportunity. Therefore, Desert Trails Preparatory Academy believes disciplinary measures that deprive scholars of these rights should only be

used in extreme cases. Disciplinary actions by administrators and teachers should be fair and consistent in all cases and resorted to only when the student, by his/her conduct, reveals his/her inability to recognize the rights of others.

The purpose of the suspension and expulsion procedures is to ensure a safe and effective learning environment. The focus of Desert Trails Preparatory Academy will be on learning.

A. Suspension and Expulsion Procedures

The Pupil Suspension and Expulsion Policy have been drafted in order to promote learning and protect the safety and well-being of all students at the Desert Trails Preparatory Academy. In creating this policy, Desert Trails Preparatory Academy has reviewed Education Code Section 48900 et. seq., which describes the non-charter schools' list of offenses and procedures, to establish a list of offenses and procedures for suspensions and expulsions. The language followed by Desert Trails Preparatory Academy closely mirrors the language of Education Code Section 48900 et seq. Desert Trails Preparatory Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Desert Trails Preparatory Academy policy and procedures for student suspension and expulsion, and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Desert Trails Preparatory Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations and guidelines. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary only to protect the employee, student's staff or other persons or to prevent damage to school property.

Desert Trails Preparatory Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request by the CEO of the school.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Desert Trails Preparatory Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. Desert Trails Preparatory Academy will follow all applicable federal and state laws

including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services for protections in according due process to such students.

Notification by the Charter School and School Districts

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

Homework

The Charter School shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned in to a teacher, within the prescribed timeframe, is not graded before the end of the academic term, the Charter School shall not include the assignment in the calculation of the student's overall grade in the class.

Seclusion and Behavioral Restraint

The Charter School prohibits seclusion and behavioral restraint of students as a means of discipline, and only uses such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response.

Willful Defiance

No pupil enrolled in a charter school in kindergarten or any of grades 1 to 12 shall be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, and those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

A certificated or noncertificated employee may refer a pupil to charter school administrators for appropriate and timely in-school interventions or supports from the list specified in Ed. Code section 48900.5(b) for any such acts.

The charter school administrator shall, within five business days, document the actions taken pursuant to that referral and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Ed. Code section 49069.7. The charter school administrator shall, by the end of the fifth business day, also inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by the pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing.
17. Made terrorist threats against school officials and/or school property. This may be written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. This is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have

- a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section applies to pupils in any of grades 4-12 inclusive.
 20. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4-12 inclusive.
 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonable predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.
 23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/ her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e. a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing.
18. Made terrorist threats against school officials and/or school property. This may be written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect

of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. This is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section applies to pupils in any of grades 4-12 inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4-12 inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.
24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Desert Trails Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO, Principal or designee with the student and his/her parent/guardian, and whenever practical, the teacher or school employee who referred the student to the office.

The conference may be omitted if the CEO, Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or the Desert Trails Preparatory Academy personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of the incident leading to the potential suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Desert Trails Preparatory Academy school officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Desert Trails Preparatory Academy will provide scholars due process hearings in conformity with the requirements of state and federal law regarding discipline.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the school's officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Prior to suspending a student for a period of ten days or less, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The scholar and his/her parents shall also be given an opportunity to meet with the school Principal to present any evidence as to why suspension should not be imposed. If circumstances require an immediate suspension, oral contact with the parent shall be made followed by written notice within three days of the suspension.

Notice shall be provided to the parent in all cases of suspension, irrespective of the number of days for which the student may be suspended.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures that comply with the constitutional standards of due process will be reviewed by the whole school community at the beginning of each school year. This process will provide parents and scholars the opportunity to exercise such leadership skills as problem solving, negotiation, shared decision-making and conflict resolution, as well as fostering a sense of personal and community responsibility.

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon recommendation of Expulsion by the CEO, Principal, or designee, the

pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the CEO or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to other. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

If a student is to be suspended for more than ten days, or if an expulsion is recommended, the following procedures apply:

The student must be given written notice of the proposed long-term suspension or expulsion and of the reasons thereof. If the student or his/her parents contest the proposed disciplinary action, a hearing shall be held before the Desert Trails Board or an administrative panel to determine whether cause exists for the disciplinary action. The student shall have the right to be represented by counsel at the hearing before the Desert Trails Board, to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date the student was originally suspended. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA and to the extent permitted by the Brown Act) unless the student makes a written request for a public hearing three (3) days prior to the hearing. The decision of the Desert Trails Board shall be final.

Desert Trails Preparatory Academy shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

D. Authority to Expel

A student may be expelled either by the Desert Trails Board following a hearing before it or by the Board upon the recommendation of an administrative panel to be assigned by the Board as needed. The administrative panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Desert Trails Preparatory Academy governing board. The administrative panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing in accordance with the procedures outlined in Section C herein to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the CEO or designee determines that the pupil has committed an expellable offense.

In the event that an administrative panel hears the case, it will make a recommendation to the Board for a final decision to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA and the Brown Act) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Desert Trails Preparatory Academy to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parents/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Desert Trails Preparatory Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. Desert Trails Preparatory Academy will adhere to the following special procedures for expulsion hearings involving sexual assault or battery offenses:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Desert Trails Preparatory Academy must also provide the victim a room separate from the hearing room for the complaining witness use prior to and during breaks in the testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave during the hearing.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the school must present evidence that the witness presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his /her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, not decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Desert Trails Board shall be made with ten (10) school days following the conclusion of the hearing. The decision of the Desert Trails Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The CEO or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The CEO or designee shall send a copy of the written notice of the decision to expel to the charter authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

J. Disciplinary Records

Desert Trails Preparatory Academy shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the charter authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal for expulsion from Desert Trails Preparatory Academy as the Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Desert Trails Preparatory Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Desert Trails Preparatory Academy for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Desert Trails Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Desert Trails Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Desert Trails Preparatory Academy's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

For scholars who have an IEP and may be subject to suspension/expulsion, all federal rights and guarantees involving due process shall apply, including a determination as to whether the preexisting disability/condition was the cause of the action(s) which would give rise to the disciplinary action.

1. Notification to SELPA

Desert Trails Preparatory Academy shall immediately notify its SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Desert Trails Preparatory Academy or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Desert Trails Preparatory Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teachers observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Desert Trails Preparatory Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Desert Trails Preparatory Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Shall conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Desert Trails Preparatory Academy had not conducted such assessment prior to determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Desert Trails Preparatory Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If Desert Trails Preparatory Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct

in question was not a result of the failure to implement the IEP/504 Plan, then Desert Trails Preparatory Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

5. Special Circumstances

Desert Trails Preparatory Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k) (7) (D), upon a person while at school, or at a school function.

6. Interim Alternative Education Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Desert Trails Preparatory Academy disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Desert Trails Preparatory Academy had knowledge that the student was disabled before the behavior occurred. Desert Trails Preparatory Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Desert Trails Preparatory Academy administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher or Desert Trails Preparatory Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Desert Trails Preparatory Academy supervisory personnel.

If Desert Trails Preparatory Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Desert Trails Preparatory Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Desert Trails Preparatory Academy shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Desert Trails Preparatory Academy pending the results of the evaluation.

Desert Trails Preparatory Academy shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: RETIREMENT PROGRAMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employee’s Retirement System, or Federal Social Security.” Education Code Section 47605(c)(5)(K)

Desert Trails Preparatory Academy has developed personnel policies which have been reviewed and approved by the Desert Trails Board and legal counsel for compliance with applicable laws.

STRS and PERS Contribution

Desert Trails Preparatory Academy’s certificated teachers and eligible administrators participate in the State Teachers’ Retirement System (STRS). Employees of the charter school accumulate service credit years in the same manner as all other members of STRS. Any full-time certificated employees who are eligible may elect to participate in STRS. Participating employees contribute the required percentage (currently 9.2% for Classic Members and 8.56% for members joining after 2013) of salary, and Desert Trails Preparatory Academy contributes the employer’s portion (currently 10.73%) required by STRS. Retirement data will be reported and payments will be made to San Bernardino County Office of Education in accordance with procedures established by STRS.

Non-certificated Personnel

Desert Trails Preparatory Academy applied to CalPERS in 2013 and has not yet received a determination from CalPERS because it has not been processing charter school applications including ours due to IRS concerns regarding charter schools, in general. We and our back office service provider are pursuing this diligently. In light of draft Internal Revenue Code guidance issued in January 2015 regarding proposed IRC section 414(d) regulations, CalPERS has indicated that it will process such applications again. We expect eligible Desert Trails Preparatory Academy employees to be covered by the Public Employees Retirement System soon. In the meantime, Desert Trails Preparatory Academy has been participating in federal Social Security for these employees, and has also been accruing employer and employee contributions which have been set aside in trust for the benefit of the employees. In the event the school does not participate in CalPERS, we retain the option to provide supplemental retirement benefits through a qualified 403(b) or other plan.

It is the responsibility of the Chief Financial Officer of Desert Trails Preparatory Academy to ensure that appropriate arrangements for retirement coverage have been made for all employees. A copy of the contract governing the participation of Desert Trails Preparatory Academy certificated employees in STRS will be made available to the charter authorizer by Desert Trails Preparatory Academy upon request.

Desert Trails Preparatory Academy will also continue to make available medical insurance, dental insurance, and vision insurance, to its employees, and other benefits as determined by the Board.

Reporting

Retirement reporting will be done by the approved finance department hired by Desert Trails Preparatory Academy. They will be responsible for ensuring that such retirement coverage is arranged. They will also be responsible for forwarding any required payroll deductions and related data to the San Bernardino County Office of Education as required by Education Code sections 47611.3 and 41365.

Element 12: ATTENDANCE ALTERNATIVES

A. Pubic School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(c)(5)(L)

No governing board of a school district shall require any pupil enrolled in a school district to attend Desert Trails Preparatory Academy and no student enrolling in Desert Trails Preparatory Academy will have the right of admission to a particular school in the district. Transportation is a parental responsibility for families who choose to attend the Charter School, with the exception of scholars whose IEP may mandate district-provided transportation.

Scholars who choose not to attend Desert Trails Preparatory Academy may attend the existing elementary school(s) in Adelanto that serve their attendance zone or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Element 13: EMPLOYEE RIGHTS

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”
Education Code Section 47605(c)(5)(M)*

Employee Rights

Employees of the Adelanto Elementary School District who choose to leave the employment of the District to work at Desert Trails Preparatory Academy shall have **no right of return** to the District after employment at Desert Trails Preparatory Academy, unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the charter authorizer’s collective bargaining agreements. Desert Trails Preparatory Academy shall have no authority to provide for, or negotiate with, Desert Trails Preparatory Academy employees or employee representatives, any return rights to the District.

Element 14: DISPUTE RESOLUTION

“The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605(c)(5)(N)

Disputes between Charter Authorizer and Desert Trails Preparatory Academy

In the event that: (1) the Charter Authorizer believes Desert Trails Preparatory Academy has violated this charter, the law, or any MOU between the parties; or (2) the Charter Authorizer has been notified or observed that a problem has arisen related to the operation of the Desert Trails Preparatory Academy or the Charter Authorizer's oversight obligations; or (3) in the event any other dispute arises between the Charter Authorizer and Desert Trails Preparatory Academy related to this charter, the following procedures shall be followed to resolve the dispute:

1. Should the Charter Authorizer determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code section 47607.
2. If the violation or issue in question does not constitute a severe and imminent threat, but the Charter Authorizer believes it is a revocable violation, the Charter Authorizer will follow all requirements of Education Code section 47607 and any other applicable laws or regulations in effect at the time of potential revocation.
3. For all other issues, the controversy or issue arising out of or relating to the charter agreement must be put in writing identifying the nature of the dispute and any supporting facts. The written notification may be tendered by personal delivery, by facsimile, or by certified mail. The written notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To: Desert Trails Preparatory Academy
c/o CEO, Debra Tarver
14350 Bellflower St.
Adelanto, CA 92301

To Charter Authorizer:
Board of Education
San Bernardino County
c/o Superintendent
601 North E Street
San Bernardino, CA 92415-0020

4. A written response shall be tendered to the other party within seven (7) days from the date of receipt of the written notification. If resolution is not achieved through written communication, a meeting will be scheduled to discuss and possibly resolve the dispute. The Desert Trails Preparatory Academy CEO, a representative of the charter authorizer, or their designees, shall meet and confer in an attempt to resolve the dispute within 10 days, or longer if mutually agreed upon.
5. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the initial meeting, then within 15 days, the Desert Trails Preparatory Academy designee and the charter authorizer designee shall meet to identify a neutral, third-party mediator to assist in dispute resolution. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 30 days from the date of the second meeting, unless additional time is requested by the charter authorizer in writing. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association, unless the parties agree to alternative rules.
6. If the mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by binding arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association, unless the parties agree to alternative rules. The arbitrator shall be selected within 45 days of a demand for arbitration (unless otherwise agreed) and must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute. To the extent feasible, the arbitration hearing shall be held within 60 days of selection of the arbitrator.

Both parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Element 15: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSSES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605 (c)(5)(O)

Term and Renewal

In the original charter, the Authorizer agreed to, prior to expiration of any charter term, perform a school evaluation based upon the measurable goals and terms outlined in this charter, or at its own will and expense, to contract an independent third-party to perform this same task on their behalf. Desert Trails Preparatory Academy has agreed to submit renewal petitions to the Authorizer’s Charter School Liaison (if designated) or to the chief executive or governing board of the Authorizer if no liaison has been identified, no earlier than August 1st of the year before the charter is due to expire. At the time the charter renewal is submitted, Desert Trails Preparatory Academy and the Authorizer shall follow provisions and timelines articulated in Education Code and regulations for renewal decisions.

Closure Procedures

The following are closing procedures that abide by California Education Code § 47605(b)(5)(P), should the school close for any reason. The decision to close the school, either by the Desert Trails Board or by the charter authorizer, will be documented in a Closure Action. The Closure Action will identify the reason for the closure. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked for a material breach of the charter, and in accordance with the State regulations with regard to revocations, or not renewed by the authorizer, and the school has exhausted its appeal rights;
- The Desert Trails Board votes to close the school; or
- The charter term expires.

In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Desert Trails Preparatory Academy will be issued within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to The Authorizer within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring of student records to the receiving schools shall be in accordance with The Authorizer’s procedures for students moving from one school to another.

- c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, and completed coursework and credits that meet graduation requirements.
2. The Desert Trails Preparatory Academy will prepare and provide a master list of all students to the Authorizer. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, and exit date . If Desert Trails Preparatory Academy's closure occurs before the end of the school year, the list will also indicate the name of the school that each student is transferring to, if known
3. The original cumulative files will be organized for district pick up in two categories: active students and inactive students. The Authorizer will coordinate with Desert Trails Preparatory Academy for the pickup of the student records and the Authorizer will make all determinations for maintenance of the files after school closure.
4. Desert Trails Preparatory Academy will provide to the Authorizer a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable).
5. Within 10 calendar days of a Closure Action, Desert Trails Preparatory Academy will provide written notification of the closure action to the California Department of Education, the SELPA Desert Trails Preparatory Academy works with, all retirement programs in which Desert Trails Preparatory Academy employees participate, and the San Bernardino County Office of Education, and follow their procedures for dissolving contracts and reporting.
6. A financial closeout audit of the school will be paid for by Desert Trails Preparatory Academy to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. A final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Desert Trails Preparatory Academy will be the responsibility of the Desert Trails Preparatory Academy and not The Authorizer. Desert Trails Preparatory Academy understands and acknowledges that Desert Trails Preparatory Academy will cover the outstanding debts or liabilities of Desert Trails Preparatory Academy. Desert Trails Preparatory Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. If in the possession of Desert Trails Preparatory Academy, any unused AB 602 funds will be returned to school's SELPA, and other restricted categorical funds will be returned to the source of those funds.
7. Upon closure of the charter school and after paying or adequately providing for the school's debts and obligations, its remaining assets, if any, shall be retained by Desert Trails, Inc. for use by any other public school operated by Desert Trails, Inc., or shall be distributed to Desert Trails Preparatory Academy's sister school, the LaVerne Elementary Preparatory Academy, or shall be distributed to another public school, as may be necessary to meet the requirements of the final Internal Revenue Code Section 414(d) regulations to be issued by the Internal Revenue Service and Treasury Department.
8. For six calendar months from the Closure Action or until the budget allows, whichever comes first, sufficient staff, as deemed appropriate by the Desert Trails Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated as expeditiously as feasible, and concurrently with the Closure Action if possible.

9. The Desert Trails Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
10. In addition to a final audit, Desert Trails Preparatory Academy will also submit any required year-end financial reports to the California Department of Education, the Authorizer, and the San Bernardino County Superintendent of Schools in the form and timeframe required.
11. Desert Trails Preparatory Academy will provide the Authorizer, within fourteen (14) calendar days of closure action, prior written notice of any outstanding payments to staff and the method by which the school intends to make the payments.
12. Prior to dissolution, the Desert Trails, Inc. shall do all of the following on behalf of the school, the school's employees, and anything else required by applicable law:
 - a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
 - b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
 - c. Make final federal tax payments (employee taxes, etc.)
 - d. File the final withholding tax return (Treasury Form 165).
 - e. File a final return with the IRS (Form 990 and Schedule).

Appendices