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, 2027 – 2032)

Affirmations and Declaration

As the authorized lead petitioner, 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 ("DTPA" or the "Charter School"), operated by Desert Trails, Inc., located within the boundaries of the Adelanto Elementary School District ("AESD" or the "District"), and authorized by the San Bernardino County Board of Education (the "County Board"), with oversight by the San Bernardino County Office of Education ("SBCOE") (collectively, the "County") is true to the best of my knowledge and belief; 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)]

- Desert Trails, Inc. declares that it 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)]

- The Charter School shall be nonsectarian in its programs, admission 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 unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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)]

- 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. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").

- 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 the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

- 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 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. [Ref. 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. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S. C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

_____ _____

Lead Petitioner: Date:
Debra Tarver

Table of Contents

Executive Summary 10
Founding Team 13
Charter Renewal Criteria 13
A. Dashboard Schoolwide Performance 15
Element 1: EDUCATIONAL PROGRAM 22
A. Scholars We Serve 23
B. Mission, Vision, Educational Philosophy 25
C. How Learning Best Occurs and What it Means to Be An Educated Person in the 21st Century 32
D. Curriculum and Instruction, Extended Instructional Time 39
E. LCFF Compliance 61
F. Special Populations 61
G. Program for English Learners 65
H. Plan for Low Achieving Scholars 74
I. Plan for High Achieving Scholars 79
J. Plan for Scholars with Disabilities 79
Element 2: MEASURABLE STUDENT OUTCOMES 97
A. Verified Data that Supports Student Outcomes 98
B. Examination of Perceptual Data, Such as Surveys 99
C. Scholar Personal & Character Outcome Goals – Expected School-wide Learning Results (ESLRs) 101
D. School-Wide Outcome Goals 103
Element 3: METHODS OF ASSESSMENT 105
A. Methods of Assessment 105
B. Assessment of School-Wide Outcome Goals 111
C. Uses and Reporting of Data for Continuous Improvement 112
Element 4: GOVERNANCE STRUCTURE 115
A. Non-Profit Public Benefit Corporation 115
B. Board of Directors 115
C. Board Legal Requirements and Commitments 118
D. Board Committees 119
E. Family Involvement and Commitment to Desert Trails Preparatory Academy 120
F. School Leadership 121
G. Responsibilities to the County 124
Element 5: EMPLOYEE QUALIFICATIONS 126

A. Qualifications of School Employees and Assurances....126
B. Key Personnel Qualifications....129
Element 6: HEALTH AND SAFETY PROCEDURES....137
A. Procedures to Ensure Health and Safety of Pupils and Staff....137
B. Procedures for Background Checks....139
C. Mandated Child Abuse and Neglect Reporting and Training....139
D. Tuberculosis Risk Assessment and Examination....139
E. Vision, Hearing, and Scoliosis....139
F. Workplace Violence Prevention Plan....140
G. Immunizations....140
H. Medication in School....140
I. Emergency Preparedness and Extreme Weather Policy....141
J. Blood Borne Pathogens....141
K. Comprehensive Anti-Discrimination and Harassment Policies and Procedures....141
L. Drug Free/Alcohol Free/Smoke Free Environment....142
M. Facilities; Facility Safety....142
N. Parent/Scholar Handbooks....143
O. Insurance Requirements....143
P. Evidence of Insurance....144
Q. School Meals....145
R. Gun Safety Notice....145
S. Suicide Prevention Policy....146
T. Menstrual Products....146
U. Safe Place to Learn Act....146
V. Student Mental Health Services....146
W. Pregnant and Parenting Students....147
X. Bullying Prevention....147
Y. Prevention of Human Trafficking....148
Z. CPR....148
AA. Diabetes Information....148
BB. Health, Safety and Emergency Procedures Training....148
CC. Athletics....148
DD. Seizure Safe Schools Act....149
EE. Transportation Services....150
FF. Recess....150
GG. All Gender Restrooms....150

HH. Supporting LGBTQ Students 150
II. SAFETY Act 150
JJ. Homicide Threats 151
Element 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE 152
Element 8: ADMISSION POLICIES AND PROCEDURES 155
A. Student Admission Policies and Procedures 155
B. Application and Enrollment Process 155
C. Public Drawing Procedures 157
D. Wait List 157
Element 9: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES 159
A. Suspension and Expulsion Procedures 160
C. Suspension Time Limits/Recommendation for Expulsion 167
D. Authority to Expel 168
E. Expulsion Procedures 169
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses 169
G. Record of Hearing 171
H. Presentation of Evidence 171
I. Written Notice to Expel 172
J. Disciplinary Records 172
K. No Right to Appeal 172
L. Expelled Pupils/Alternative Education 172
M. Rehabilitation Plans 172
N. Readmission 172
Q. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities 173
Element 10: RETIREMENT SYSTEMS 177
Element 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 179
Element 12: EMPLOYEE RETURN RIGHTS 180
Element 13: DISPUTE RESOLUTION 181
Element 14: CLOSURE PROCEDURES 184
Miscellaneous Charter Provisions 187

Appendices

Appendix A1: 5-year Renewal Budget Narrative
Appendix A2: 5-year Budget
Appendix A3: Cash Flow Budget
Appendix A4: Renewal Budget vs Adopted Budget
Appendix A5: Master Service Agreement
Appendix A6: Credit/Debit Card Policy
Appendix A7: Salary Schedule
Appendix B: Bylaws
Appendix C: Articles of Incorporation
Appendix C1: Certificate of Amendment of Articles of Incorporation
Appendix C2: Letter to FTB re Amendment of AOI
Appendix C3: Letter to IRS re Amendment of AOI
Appendix D: Conflict of Interest
Appendix D1: Verification of Conflict of Interest
Appendix D2: Meeting Minutes re Conflict of Interest
Appendix E: Credential Information
Appendix F: Governing Board Roster/Biographies
Appendix G: Admission Application
Appendix H: Enrollment Packet
Appendix I: Parent-Scholar Handbook
Appendix J: Employee Handbook
Appendix K: 2026-27 LCAP
Appendix L: WASC Letter of Accreditation
Appendix M: 2025-26 WASC Report

Executive Summary

Background

Pursuant to Education Code Section 47605(4), Desert Trails Preparatory Academy submitted in 2023 a material revision 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 Education 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. The material revision was approved, and Desert Trails Preparatory Academy now serves students in grades TK-6.

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. 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 ("ELA"), 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 thirteen 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:

- DTPA has consistently outperformed schools in the District.
- The overall achievement gap at DTPA has ***closed*** by 1.53 points in ELA according to the California School Dashboard ("Dashboard") data from 2022 to 2025
- The overall achievement gap at DTPA has ***closed*** by 15.47 points in Mathematics according to the Dashboard data from 2022 to 2025.
- We have ***increased*** our student attendance rate from year-to-year from 38.6% in 2022 to 6.5% in 2025 according to the Dashboard.
- The number of suspensions has been maintained at 0% for the past 4 years.
- **92%** of parents of DTPA are satisfied with the educational program, high-quality instruction, and safe, well-maintained learning environment.
- **99%** of teachers at DTPA feel safe, valued, and that their voices are heard.

Desert Trails Preparatory Academy has implemented many programs during the13years we've been in operation. Many of these programs have helped to close the achievement gaps 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 scholars are learning 21st century skills. Scholars participate in a Student Council and Families support on our annual Harvest Festival with a canned food drive to give 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.



Music Class

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. These enrichment activities are offered to all scholars one day a week at the end of the school day for six weeks during the fall and spring semester.

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) assessments. As noted above and in detail below, we have made major strides in closing the achievement gaps that existed when the Charter School opened. (See results posted on the 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 Smarter Balanced Assessment Consortium test ("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 the 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 Western Association of Schools and Colleges ("WASC") accreditation. The WASC self-study and coinciding committee visits are other tools that help us drive instruction and to close the achievement gaps. In 2025-2026, we had WASC visit our site and we were accredited for six more years. Appendix M includes our WASC report and accreditation.

Desert Trails Preparatory Academy truly cares about nurturing the whole child. This care is what makes us unique. It is what makes our Charter School and program special. 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 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 Special Education Location Plan Area ("SELPA"), where she is currently on their board of directors.

Debra Tarver is also 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 academic outcome scores and now CAASPP scores since it opened its doors 13 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 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.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter school performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- **Middle Performing** – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).

The CDE has published a list of high-, middle-, and low-performing charter schools. Following release of the 2025 Dashboard, which is the most current data available, DTPA met the legal requirement for and was deemed a middle-performing charter school by the CDE. As determined by law and the CDE, DTPA is eligible for a five (5) year charter renewal, as demonstrated below.

The state indicators for TK-12th grade schools include the following:

- Chronic Absenteeism: kindergarten through grade six
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress Indicator: grades one through twelve
- Graduation Rate: (Not Applicable for DTPA)
- College/Career: (Not Applicable for DTPA)
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

For middle-performing charter schools, Education Code Section 47607.2 states that the County shall consider the schoolwide performance and performance of all numerically significant subgroups of pupils served by the charter school on state and local indicators, providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. In addition, the County shall consider clear and convincing evidence that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Middle Performing

Education Code Section 47607.2(b) states:

1. For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state

indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
3. In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
   (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
   (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
4. Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

A. Dashboard Schoolwide Performance

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Learner Progress Indicator ("ELPI"), or any successor system, and the college and career readiness indicator ("CCRI")." (Education Code Section 47607(c)(3)).

As previously cited, in addition to the state and local indicators on the Dashboard, the chartering authority shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

In this section, DTPA documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition.

For the 2023-24 school year DTPA served a total of 527 students in grades K-6 (Source, 2023-24 Dashboard). The following charts reflect the Distance from Standard ("DFS") as defined below for the English Language Arts, Math and English Learner Progress Indicator measurements of academic performance as reported on the Dashboard for 2024 and 2025.

The DFS represents the "distance" between a student's score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold. An average DFS (or an average of all the distances) is calculated at the school levels and later charts (in subpart B of this section) show numerically significant subgroup outcomes. This DFS average is used to determine the Performance Levels (colors) for each level. (Source: 2023 CDE Dashboard Technical Guide)

Schoolwide Dashboard Academic Indicators

The following tables display the Charter School's schoolwide Dashboard state indicators outcomes, and for comparison those of the District and the State.

Dashboard Academic Indicators for 2023, 2024 and 2025

Dashboard Comparison	2023			2024			2025		
	ELA	Math	ELPI	ELA	Math	ELPI	ELA	Math	ELPI
DTPA	-22.5	-50.4	43.7%	-27.2	-62.2	36.4%	-27.8	-27.8	47.1%
AESD	-76.5	-115.3	47.2%	-75	-107.7	44.6%	-67.6	-102.3	48.4%
State	-13.6	-49.1	48.7%	-13.2	-47.6	45.7%	-8.1	-42.4	46.4%

(caschooldashboard.org)

- On the 2023 Dashboard, DTPA significantly outperformed the District in ELA and Math, though the ELPI percentage was lower.
- On the 2024 Dashboard, DTPA significantly outperformed the District in ELA and Math, though the ELPI percentage was lower.
- On the 2025 Dashboard, DTPA significantly outperformed the District and the State in ELA and the District in Math. The ELPI percentage rose to be about the same as the District and State.
- From 2024 to 2025 DTPA performed significantly better in math, decreasing the Distance from Standard by 34.4 points.
- The number of scholars making progress toward English Language proficiency also improved. DTPA's scores improved by 10.7% according to the Dashboard.

ACADEMIC INDICATOR PERFORMANCE: Subgroup Comparisons—Local, District and State

The following charts include ELA Dashboard results for schoolwide (all students), and numerically significant student subgroups as applied to DTPA, AESD, and the State for:

- EL
- Socioeconomically Disadvantaged ("SED")
- Hispanic
- African American

ELA COMPARISON:

ELA Distance from Standard

	2023			2024			2025		
	DTPA	AESD	State	DTPA	AESD	State	DTPA	AESD	State
All Students	-22.5	-76.5	-13.6	-27.2	-75	-13.2	-27.8	-67.6	-8.1
EL	-47.2	-104.3	-67.6	-57.8	-95.3	-67.6	-57.1	-84.3	-59.9
SED	-26.7	-79.8	-42.6	-25.9	-79.1	-40.9	-28.8	-73.3	-35.3
Hispanic	-21.4	-71.7	-40.2	-28.7	-69.4	-39.3	-31.1	-63.5	-33.7
African American	-17.3	-106.1	-59.6	-15.3	-104.5	-58.9	-11.1	-92.8	-51.3

(caschooldashboard.org)

- For 2023, DTPA outperformed the District for All Students and for every numerically significant subgroup. DTPA maintained its outperformance of the State for the SED, Hispanic, and African American subgroups for the ELA academic indicator. DTPA also outperformed the State for the EL subgroup, though the State outperformed DTPA for All Students.

- For 2024, DTPA maintained its strong outperformance of the District for All Students and for every numerically significant subgroup. DTPA maintained its outperformance of the State for the EL, SED, Hispanic, and African American subgroups for the ELA academic indicator. The State outperformed DTPA for All Students.

- For 2025, DTPA maintained its ELA performance, earning an “orange” color designation for All Students and all three subgroups (there was not enough data for the African American subgroup to assign a color designation). DTPA far outperformed the District across all numerically significant populations. DTPA maintained its outperformance of the State for the EL, SED, and Hispanic subgroups for the ELA academic indicator. The State outperformed DTPA for All Students.

Conclusion:

DTPA outperformed the District and the State for all numerically significant subgroups for the ELA academic indicator, according to the most recent data. While the State outperformed DTPA for All Students for the ELA academic indicator, DTPA outperformed the District. While the State has yellow indicators compared to DTPA’s orange indicators, all student subgroups at DTPA are performing better than the District and the State averages. The orange color is due to DTPA maintaining their performance from 2023 to 2025, while the District and the State improved. However,

this does not negate that DTPA continues to outperform the District and State across all subgroups.

MATH COMPARISON:

Math Distance from Standard

	2023			2024			2025		
	DTPA	AESD	State	DTPA	AESD	State	DTPA	AESD	State
All Students	-50.4	-115.3	-49.1	-62.2	-107.7	-47.6	-27.8	-102.3	-42.4
EL	-72.5	-133.7	-93.4	-83	-121.6	-93.4	-44.8	-112.5	-86.1
SED	-54.3	-118.8	-80.8	-61.3	-111.7	-78.2	-28.6	-107.1	-72.9
Hispanic	50.1	-110.1	-80.8	-62.1	-101.7	-79.2	-26.6	-97.9	-73.6
African American	-53.8	-145.7	-104.5	-60.2	-140.3	-102.2	-34.3	-129.6	-95.8

((caschooldashboard.org

- For 2023, DTPA significantly outperformed of the District and the State for all four numerically significant subgroups for the Math academic indicator. DTPA maintained its significant outperformance of the District for All Students, but the State continued to outperform DTPA for All Students for the Math academic indicator.

- For 2024, DTPA maintained its outperformance of the District and the State for all four numerically significant subgroups for the Math academic indicator. DTPA maintained its significant outperformance of the District for All Students, but the State continued to outperform DTPA for All Students for the Math academic indicator.

- For 2025, DTPA maintained its significant outperformance of the District and the State for the numerically significant subgroups for the Math academic indicator, earning "yellow" color designations for All Students and all three subgroups. DTPA maintained its significant outperformance of the District and outperformed the State for All Students for the Math academic indicator.

Percentage of scholars that Met or Exceeded Standards in English Language Arts/ Literacy- 2025

ELA	3rd Grade	4th Grade	5th Grade	6th Grade
AESD	20.49	23.79	26.95	21.65
DTPA	21.67	23.68	60.0	43.75

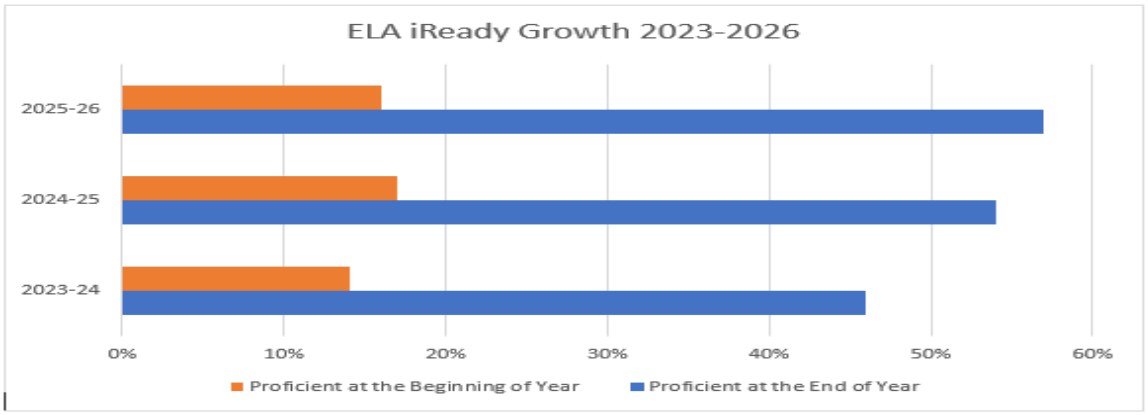
ca.gov.dataquest

Percentage of scholars that Met or Exceeded Standards in Math- 2025

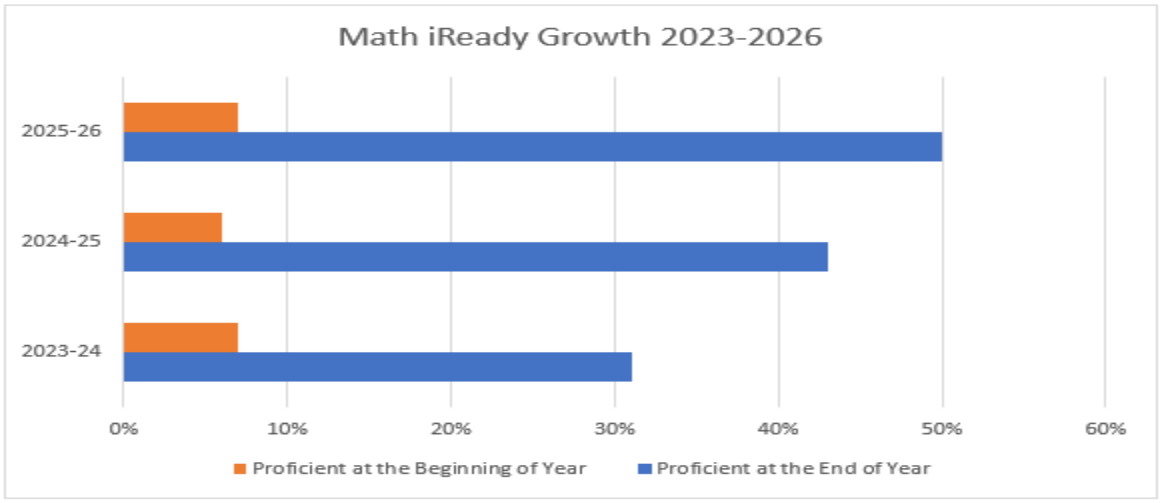
MATH	3rd Grade	4th Grade	5th Grade	6th Grade
AESD	20.37	16.02	12.49	11.12
DTPA	35.0	28.94	50.0	46.88

Conclusion:

DTPA significantly outperformed the District for All Students for the Math academic indicator. DTPA also outperformed the District and State for all numerically significant subgroups , according to the most recent data. DTPA's "yellow" color designations for All Students and all subgroups are higher than the District's "orange" designations.



All grade levels increased the number of scholars scoring proficient in ELA from the first i-Ready diagnostic at the beginning of the school year compared to the end of the year diagnostic in each of the past three years.



All grade levels increased the number of scholars performing at the proficient level in Math from the first i-Ready diagnostic at the beginning of the school year compared to the end of the year diagnostic for each of the past three years.

Category	Local Indicator	2023 Result	2024 Result	2025 Result
Academic Performance	**Implementation of Academic Standards**	**Standard MET**	**Standard MET**	**Standard MET**
Conditions and Climate	**Parent and Family Engagement**	**Standard MET**	**Standard MET**	**Standard MET**
	Basics: Teachers, Instructional Materials, Facilities	**Standard MET**	**Standard MET**	**Standard MET**
	Local Climate Survey	**Standard MET**	**Standard MET**	**Standard MET**
Academic Engagement	**Access to a Broad Course of Study**	**Standard MET**	**Standard MET**	**Standard MET**

The data demonstrates that DTPA met all standards for the local indicators.

Chronic Absenteeism

The chronic absenteeism indicator applies to schools serving students enrolled in grades K-8. As reported on the Dashboard, chronic absenteeism is defined as a student missing 10% or more of the instructional days they were enrolled in a school year, for any reason (excused or unexcused absences, including out-of-school suspensions). The Dashboard's color ratings for chronic absenteeism are determined not only by a school's current absenteeism rate, but also by how that rate has changed compared to the previous year. This indicator supports the evaluation of student engagement and school climate as schools continue to respond to pandemic-related attendance challenges.

2023 – 2025 Chronic Absenteeism			
	2023	2024	2025
DTPA	**24.8%**	**13%**	**6.5%**
AESD	**45.1%**	**35.5%**	**33.6%**
State	**24.3%**	**18.6%**	**17.1%**

The chronic absenteeism rate at DTPA was 24.8% with a "yellow" designation in 2023, and decreased to 13% in 2024, maintaining the "yellow" color designation. In 2025, the chronic absenteeism rate declined to 6.5%, earning a "green" color designation. In 2023, DTPA significantly outperformed AESD in chronic absenteeism and maintained even footing with the State. In both 2024 and 2025, DTPA significantly outperformed AESD and State averages.

Suspension

As defined by the Dashboard, the suspension rate reflects the percentage of students who were suspended at least once during the school year. Students suspended multiple times are only counted once. The table below highlights DTPA's suspension rates from 2023–2025.

	2023	2024	2025
DTPA	**0%**	**0%**	**0%**
AESD	**9%**	**8.3%**	**8.6%**
State	**3.5%**	**3.2%**	**2.9%**

The suspension rate at DTPA was 0% in 2023, 2024 and 2025, earning "blue" color designations and significantly outperforming AESD and State averages.

DTPA has taken strategic steps to support positive student behavior through professional development in First Aid, Mental Health, Universal Design of Learning (UDL), and Foster Youth. These trainings help staff better understand scholar's needs and implement strategies to support their well-being, engagement, and success. Additionally, DTPA has implemented Positive Behavioral Interventions and Supports (PBIS) and has acquired additional staff to provide support in managing scholars' behavior and meeting our scholars' individual needs.

Conclusion

Collectively, these data demonstrate that the Charter School remains a viable, effective educational program that has faithfully pursued the promises of its charter, serves the interests of its students and community, and possesses the capacity to continue delivering high-quality educational opportunities throughout the next charter term in accordance with the renewal standards set forth in Education Code Sections 47607 and 47607.2.

Element 1: EDUCATIONAL PROGRAM

Governing Law: *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. Education Code Section 47605(c)(5)(A)(i).*

Governing Law: *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)(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 encourage to come on campus and volunteer for our schools-wide events.t. Opportunities for family involvement include the parent-led Harvest Festival, Jog-a-Thon, and Family Reading Nights. During the Harvest Festival we reach out to the larger community for support of our Charter School by inviting organizations to donate items for the festival. Our monthly Coffee with Administration meetings, give families an opportunity to talk directly to the Administration in an informal setting. Scholars are also celebrated for demonstrating good character. Each month selected scholars from all grade levels are awarded a certificate on a specific 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 Charter School as well.

Scholars who are enrolled in Desert Trails Preparatory Academy are in an environment where the Charter 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 with 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. Additionally, the Charter School continues to comply with the classroom size, adult to student ratio, and teacher qualification requirements, as set forth in Education Code Section 48000(g), for its TK classrooms. All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade. Finally, we at Desert Trails Preparatory Academy continuously focus on

improvement by consistently monitoring and evaluating our curriculum and procedures to make our Charter School a success.

A. Scholars We Serve

Demographic Community Served

Demographic Comparison
2025-2026 School Year

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Pacific Islander	African American	White, Not Hispanic	Two or More Races	Not Reported
Adelanto	.66.5%	<1%	1.2%	<1%	.16%	.08%8.3%	.04%3.8%	.03%3.4%
DTPA	81.8%	<1%	1.3%	<1%	8.6%	.02%1.5%	0.0%	.05%5.3%

Ca.gov/dataquest

As this petition will demonstrate, Desert Trails Preparatory Academy's main focus is closing the achievement gaps between the groups of scholars we serve. Desert Trails Preparatory Academy provides 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 to be 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, a numerically significant pupil subgroup is defined as one that consists of at least 30 pupils. (Education Code Section 52052(a)(3)(A).) During the 2025-2026 school year, Desert Trails Preparatory Academy served the following numerically significant pupil subgroups:

- English Learners
- Socioeconomically Disadvantaged
- Hispanic or Latino
- African American

	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
AESD	14.1%	70.1%	15.4%
DTPA	26.5%	71.2%	5.1%

DTPA maintained a student population closely aligned with the district. DTPA has a higher percentage of English Learners, while the district has a higher percentage of Students with Disabilities.

Geographic Community Served

As of the 2020 census, the city of Adelanto had a population of 38,046—up by 20% since 2010. 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 socioeconomically 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 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 billions 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 maintaining 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. Our

objective is for each class to maintain small class size numbers. The Transitional Kindergarten (TK) classes have a maximum of 17 scholars, Kindergarten - 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 petition for admissions policies).

Recruitment at our Charter School is designed to achieve a student population balance within the Charter School that is reflective of the Adelanto Elementary School District's population. We have done so. (See Element 7 for student population balance)

The Charter School is nonsectarian 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 Charter 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.

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 socioeconomic status with the tools they need to be successful students throughout their lives. We envision a school where scholars are optimistic about their futures, confident in their abilities, inspired by their possibilities, and prepared to pursue their dreams. Through meaningful learning, **Obtaining knowledge**, building strong relationships, and believing in their potential, we empower every scholar to see a bright future ahead and to believe they have the power to shape it.

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 English 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.

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 the Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science Framework, and the remaining State Content Standards (hereinafter, collectively "State

Standards"). Desert Trails Preparatory Academy incorporates the best and most up-to-date teaching and learning practices available. These State 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 Preparatory Academy's educational program become fully empowered learners ready to eventually enter the 21st century workplace.

The Charter 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 their potential to the fullest extent when afforded respect, fairness, kindness, loving discipline, and appropriate instruction. 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, Charter 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, teachers, scholars, and administration work as a team. Parents/Guardians are able to participate in the day-to-day operations of the Charter 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 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 a classical education, all of which are meant to converge to develop well-rounded, broadly-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 themselves, 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 English 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 their 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. 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. They take 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 their 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. At Desert Trails Preparatory Academy, we believe the skills taught during the first two stages of the Trivium help scholars develop the maturity, knowledge base, and critical-thinking skills necessary to engage effectively and appropriately in persuasive discourse and the defense of ideas they will encounter in the Rhetoric Stage.

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 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 timeline 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 themself 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 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 Charter 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, can be used 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 by 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 person who has achieved sufficient academic skills (e.g., reading, writing, computation, and technology) that allow them 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 their 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 (Administrators, 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. 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 collaborating 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 people 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 them 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 activities demonstrate 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 7:25 a.m., where they have the opportunity to eat breakfast before heading into class. At 7:45, They are greeted by administration and several staff members at the gate and they start entering their classrooms and begin their day with morning announcements, the Pledge of Allegiance, and a "Quote for the Day" prepared by administration. The academic day begins when scholars perform their morning work and discuss the daily quote. 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 and school administrators 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 English 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 English 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 a 45-minute 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, , 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 Charter School's Expected School-Wide Learning Results ("ESLRs"). 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. When they return to their classrooms, they continue with an afternoon of uninterrupted instruction.

Scholars work longer hours during the day at our Charter 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 for six weeks from 3 p.m. to 4 p.m. during fall and spring semester as an optional choice. . 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.

Our scholars 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 about 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 Elementary Preparatory Academy in a Jeopardy-style 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 create and implement strategies and interventions.

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 have 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. Teachers attend the CCSA and CSDC charter school conferences along with other conferences that provide training on Common Core Standards. 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 Administration" and monthly committee meetings. During these monthly parent meetings, parents are informed of current assessment data, Charter School policies, and student/parent expectations. Parents are also allowed an opportunity to raise issues of concern and make suggestions for Charter School improvement.

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

- Regular dialogue with each scholar's teachers
- Review of their class work and homework

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

Extended Instructional Time

Desert Trails Preparatory Academy requires scholars to complete a minimum of 175 days of instruction, barring emergency school closures. The Charter School also meets and exceeds the required number of minutes of instruction as set forth in Education Code Section 47612.5(a)(1)(A)-(C). These days are divided into 140 regular days and 35 minimum days. The Charter 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 and Transitional Kindergarteners who attend for four hours a day. All scholars attend school Monday through Thursday for the first half of the school year. For the second half of the year, beginning in January, school is in session on a 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 ("ADA") rate at Desert Trails is 97-98 percent, partly because of the shortened week. Education Code Section 47612.5(a)(1)(C) 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 afore-mentioned 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 are 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

GRADE	START TIME	LUNCH	MONDAY DISMISSAL	TUES. – THURS. DISMISSAL	MINIMUM DAY DISMISSAL
TK	8:00 AM	10:00-10:30 AM	12:00 PM	12:00 PM	12:00 PM
Full day KINDER	8:00 AM	10:00-10:30 AM	3:00 PM	3:00 PM	12:00 PM
GRADE 1	8:00 AM	10:30 – 11:00 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	12:00 – 12:30 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 5	8:00 AM	12:30- 1:00 PM	3:00 PM	4:00 PM	12:00 PM
GRADE 6	8:00 AM	1:00- 1:30 PM	3:00 PM	4:00 PM	12:00 PM

Instructional Program

The instructional program for Desert Trails Preparatory Academy is aligned with the State Standards and complies with the federal mandate specified in the Every Student Succeeds Act (ESSA). The staff began implementing the new State Standards as soon as we opened our doors in July of 2013. The State 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 the State 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 Charter 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:

- Charter School leaders lead school staff to set explicit, measurable goals that are based on data and aligned to State Standards, in order to ensure scholars achieve.

- Charter School leaders set up structures for developing leadership among teachers and other staff at the school.
- Charter 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.
- Charter 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.
- Charter 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 Charter School uses and supplements instruction for both accelerated and below benchmark learners.
- The Charter School has created, according to the Response to Intervention ("RTI") and Multi-Tiered System of Supports (MTSS) approaches, a Student Success Team ("SST") to offer a sustained extra layer of support to scholars. The Charter 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.
- Charter 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.
- Charter School leaders, teachers, and parents are all involved in creating extra-curricular opportunities to develop well-rounded scholars.
- The Charter School promotes an atmosphere of interaction that is respectful of all persons, professional, and forthright.
- Charter School leaders demonstrate fiscal responsibility by maintaining a balanced budget and a prudent reserve of funds consistent with state law.
- Charter School leaders foster, among the school's stakeholders (scholars, parents, faculty, employees, and administration), transparency in all aspects of school operations.
- The Charter 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, Charter School and District expert staff, and parents/guardians) 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 Charter School functions as a comprehensive curriculum, diagnostic evaluation, management process, and staff development venue. Progress is constantly monitored and analyzed through DRA, i-Ready, and other assessments, and changed when necessary to maximize effective learning and performance by enrolled scholars. Our goal is for scholars who attend the Charter 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 gaps 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. 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 State 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 in Transitional 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 i-Ready Inform Assessment, DRA, and quarterly benchmark assessments. 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.

To improve success rates in English Language Arts even further, Desert Trials Preparatory Academy has implemented intervention programs called "Soar to Success", "Early Success", and Express-Benchmark Advance. 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 teachers 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 Benchmark Advance set. The supplemental materials focus on phonics, decoding, vocabulary, comprehension, writing, and informational text. In addition, the Benchmark Advance program includes texts that include Science and Social Studies content. 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 partial list of our curriculum that is utilized at each grade level. This curriculum has been adopted based on scholar needs and 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.***

Reading Language Arts/English Language Development

Grade Range	Publisher	Core Component
TK	Abeka	-Writing with Phonics Manuscript - ABC 123
K	Abeka	-Writing with Phonics -Letters and Sounds -Saxon Phonics & Spelling
K-2	Saxon (Houghton Mifflin Harcourt)	Saxon Phonics & Spelling
1-6	Benchmark Advance (Benchmark Education Company)	-Benchmark Advance: My Shared Reading Units 1 – 10 -Express-English Language Development
3-6	Hake	-Grammar & Writing – Textbook -Grammar & Writing - Writing Workbook

Mathematics:

Grade Range	Publisher	Core Components
TK	Saxon (Houghton Mifflin Harcourt)	Saxon Math
K-6	Envision Math SAAVAS	-Envision Math 2.0 Vol. 1 -Envision Math 2.0 Vol. 2

Science:

Grade Range	Publisher	Core Components
TK-2	Studies Weekly	Studies Weekly California Science
1-5	National Geographic Cengage Learning	National Geographic Exploring Science
6	Teacher's Curriculum Institute (TCI)	Bring Science Alive (Textbook)

History-social science:

Grade Range	Publisher	Core Components
TK	Studies Weekly	California Social Studies Transitional Kindergarten
K-2	Studies Weekly	California Social Studies
1-6	SAVVAS	myWorld Interactive

Curriculum by Subject and Accomplishments

Reading/English 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.

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, Benchmark Advance, and various AVID strategies into its curriculum. Kindergarteners also utilize the Abeka and Saxon programs for Reading. First and Second graders also benefit from the use of Saxon Phonics instruction. These programs help teachers drive scholars toward a greater proficiency rate in English Language Arts. Benchmark Advance, a supplemental reading program that is California state-aligned, is also part of the core reading curriculum for grades 1 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 conventions, 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 Thanksgivin*g
- *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*

Developmental Reading Assessments

Desert Trails Preparatory Academy will continue to perform Developmental Reading Assessments ("DRA") 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 Accelerated Reader ("AR") reading levels which enable parents and scholars to choose texts at the level of their reading ability.

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 Trials 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-paced 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 need 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 first 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 i-Ready, 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. i-Ready will group scholars based on academic areas 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 steppingstone 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 State 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 1-6 have dedicated time 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 using a program called Write Score. 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 complement their 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 6th 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.

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 from K-6. 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, i-Ready 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 principal 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 lifelong 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 the 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.

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 programs such as IXL and i-Ready 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 warmup 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.

History/Social Studies Curriculum

The study of historical facts is essential to the classical curriculum. In order to meet the State 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 TK 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 Trials Preparatory Academy also study history from a global perspective. Desert Trails Preparatory Academy develops the idea of social studies in Transitional 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, Studies Weekly, Savvas My World and curriculum, and other teacher-created resources. In alignment with State Standards, our scholars are provided social studies curriculum that is integrated into English 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.

Using the School's social studies 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 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 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 as 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 in 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 call for scholars to use inquiry-based learning and critical thinking skills. Desert Trail Preparatory Academy's science curriculum, National Geographic, 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.

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 National Geographic Science in grades, Kindergarten through six. The National Geographic 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. A significant element to science in grade six is 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 projects are used to enhance learning of science concepts.

Science Assessments and Accomplishments

As a requirement of the state of California, all scholars in grade five are tested on the California Science Test ("CAST").

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 grade scholars 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. 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 to which scholars have access. Additional instrumental lessons have also been created as an extracurricular activity for interested scholars and is part of our weekly Enrichment program throughout the year.

At our Winter and Spring Concerts, scholars have the opportunity to perform what they have learned for their families. Furthermore, during these performances our scholars perform 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 Charter School focus of teaching the whole child. Though at times taught independently, these subjects are typically used to augment learning in other content areas.

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 State Standards. Scholars have access to and learn the use of a wide variety of technological instruments. Scholars also have classroom time on computers on a daily basis. All classrooms in grades TK-6, are equipped with a 1-to-1 Chromebook for each scholar. 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 Charter 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.

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 programs. 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.

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, and PowerPoint presentations 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 aligned with State Standards. i-Ready takes the data to the next level and creates lessons for each individual scholar based on their assessment score. Scholars are given specific lessons to help them work on the specific standard that showed to be the areas

of greatest concern on their test. Scholars are supported through a variety of independent games and activities. In addition, teachers have access to the i-Ready resources that provide 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 utilizes programs such as 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 Charter School website to aid communication.

Healthy Habits and Nutrition

. 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 Studies Weekly curriculum. This program is designed by grade level and used by the teachers. This curriculum is aligned to the State standards and includes lessons intended to encourage healthy eating behaviors and attitudes in our students.

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 mealtime 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 varies 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 scholars of Desert Trails Preparatory Academy have a 30-minute PE period at least once per week. Desert Trails Preparatory Academy provides classes with equipment to be used for PE, which includes playground balls, rings, cones, bean bags, etc., and teachers are provided with supplemental materials to meet the developmental levels of their scholars. The 5th 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 surrounding community. We recognize that these behaviors require immediate intervention. Therefore, administration responded by hiring an on-campus Behavior Specialist. This helped significantly and quickly decrease behavior-related incidents on campus. Desert

Trails Preparatory Academy now has a Dean of Scholars that meets the needs of Social-Emotional Learning including counseling and behavior support.

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 Charter School expectations are rewarded for making good choices. The Charter School has implemented a monthly Character Traits program. Each month one scholar from each class is awarded a certificate and a picture on our Charter School website for demonstrating one of our five 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 the 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 have 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 Education Code Sections 47606.5 and 47605(c)(5)(A)(ii), including the development and annual update of school-wide and subgroup goals, actions, and outcomes in the eight state priority areas identified in Education Code section 52060(d). We will comply with all elements of the Local Control and 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

As described in the introduction above and discussed below, Desert Trails Elementary School has a diverse student population that needs 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 broken school community. The Charter School's purpose, goal, and vision was and remains to transform the Charter School so that there is consistent, stable academic growth in all areas and subgroups.

We began using the i-Ready program in 2015-2016 to replace the NWEA. The i-Ready program is more closely aligned with 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.

Socioeconomically Disadvantaged Learners

Desert Trails Preparatory Academy addresses the needs of socioeconomically 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 they are capable of achieving their 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.

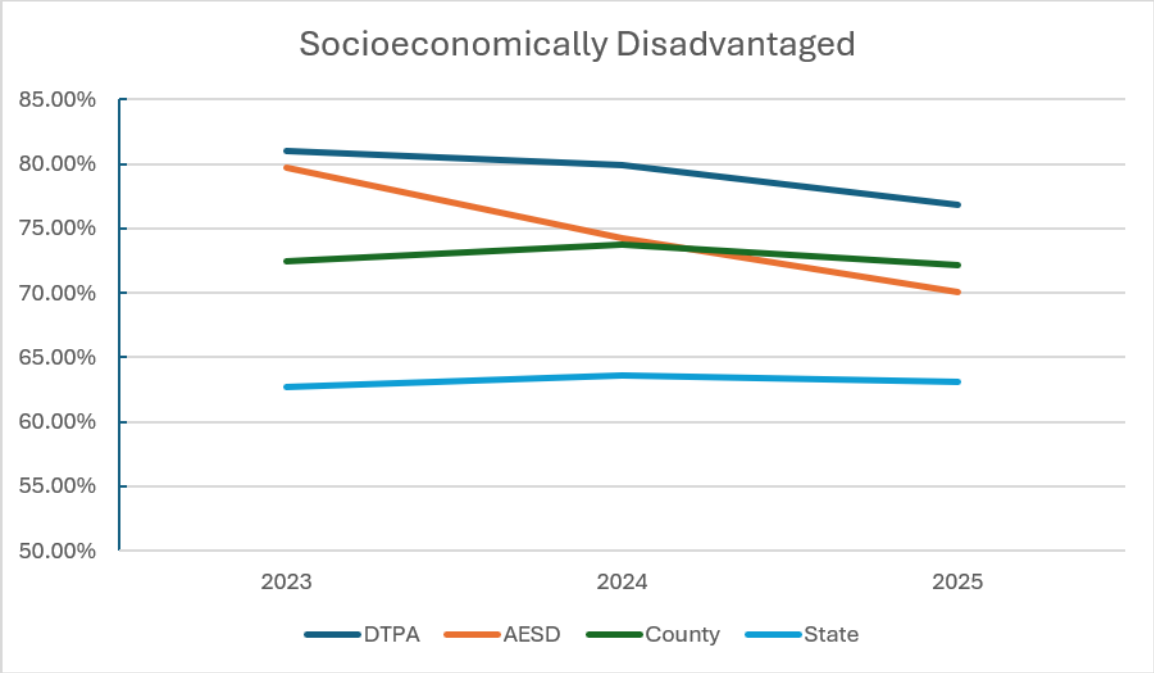
Specifically, Desert Trails Preparatory Academy addresses the unique needs of socioeconomically disadvantaged scholars in a sensitive and confidential way by:

- Providing a free tutoring program which provides socioeconomically disadvantaged scholars, and all scholars, with an opportunity to complete schoolwork 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 no expense to families 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.

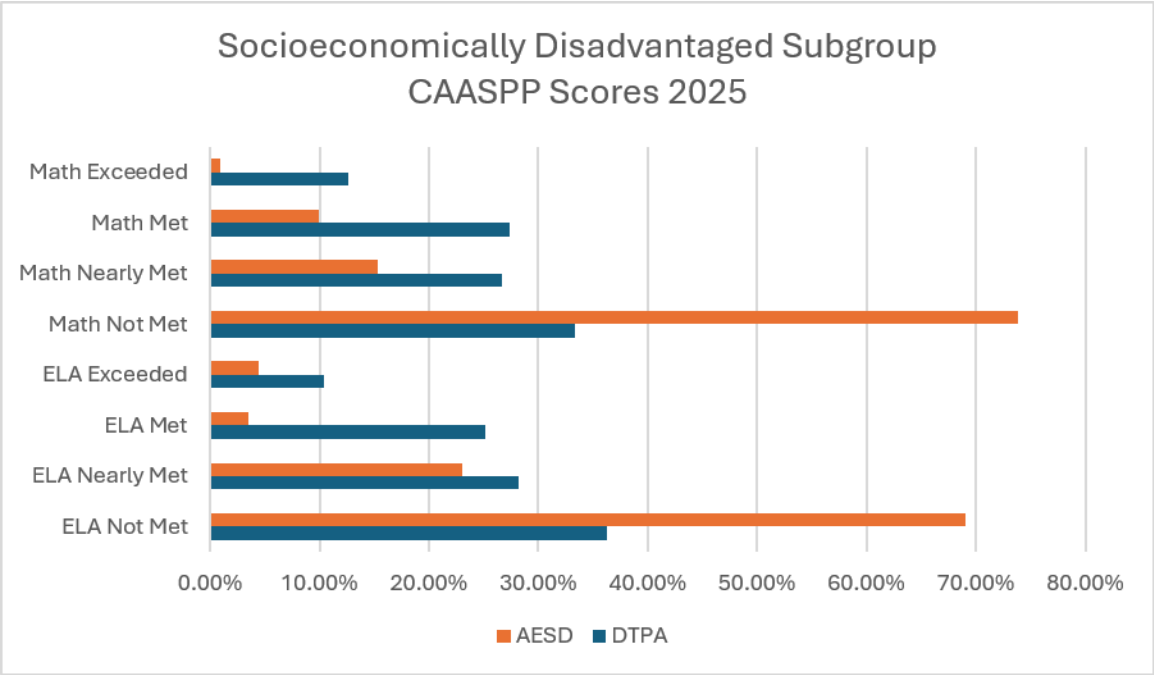
The chart below shows the proportion of socioeconomically disadvantaged scholars at Desert Trails Preparatory Academy, in comparison to the numbers of disadvantaged students District-wide, County-wide and State-wide.



Cde.ca.gov/Dataquest

- 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 Charter School population. Historically, we have experience serving this population and have demonstrated success in the classroom.



2024-25	ELA				Math			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
DTPA	36.30%	28.15%	25.19%	10.37%	33.33%	26.67%	27.41%	12.59%
AESD	69.03%	23.01%	3.54%	4%	73.87%	15.32%	9.91%	0.90%

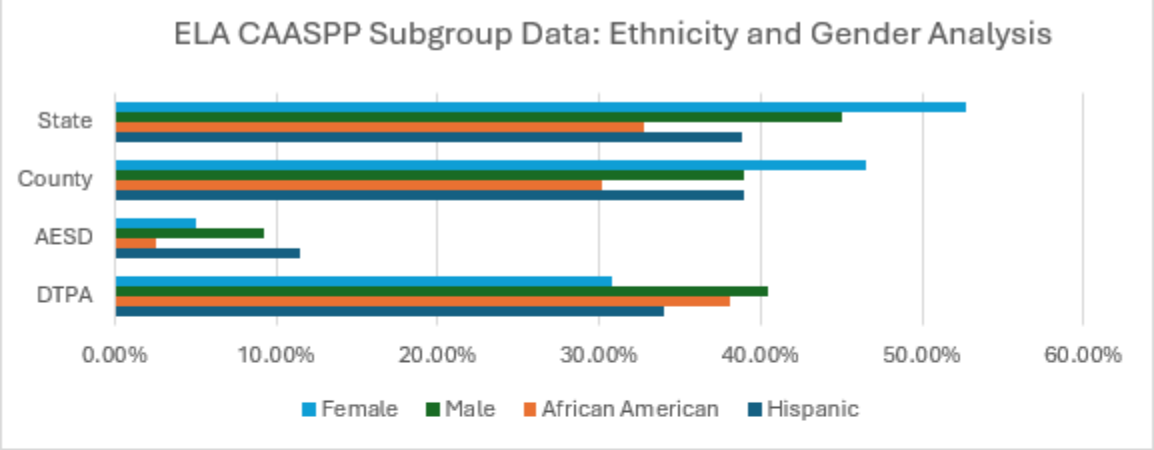
- Based on the 2024-25 SBAC data, DTPA had 28.36% more socioeconomically disadvantaged students meet and exceed standards combined than the District in ELA.
- Based on the 2024-25 SBAC data, DTPA had 30.25% more socioeconomically disadvantaged students to meet and exceed standards combined than the District 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.

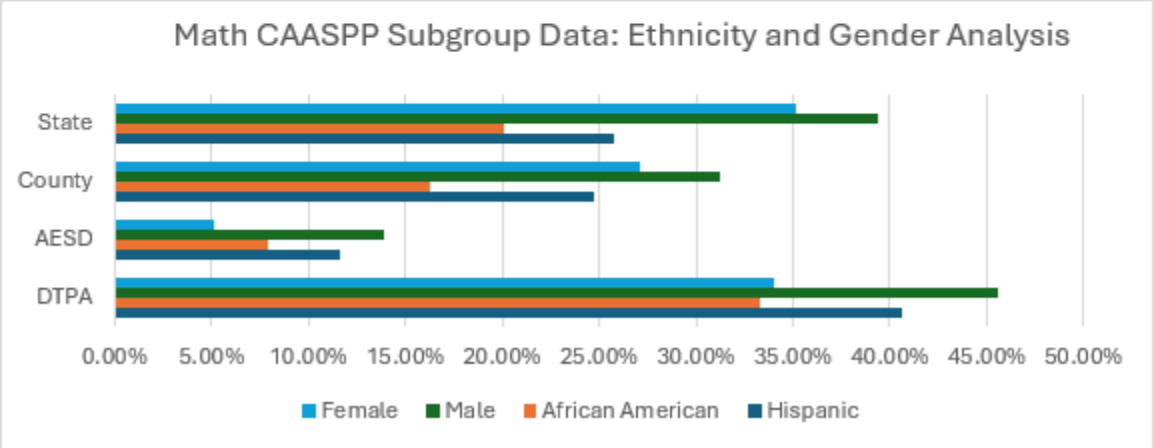
Ethnicity & Gender Subgroup Achievement

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 2024-25 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 2024-25.
- As the data shows, DTPA had a higher percentage of African American scholars pass the CAASPP English Language Arts than AESD, the County and the State. African American scholars at DTPA also outperformed AESD, the County, and the State on the CAASPP Math assessment.
- DTPA Hispanic scholars outperformed AESD on the ELA CAASPP assessment. Hispanic scholars a DTPA also outperformed AESD, the County and the State on the Math CAASPP assessment.
- Female scholars at DTPA outperformed AESD both the ELA and the Math CAASPP assessment. Female scholars at DTPA also outperformed the county on the Math CAASPP assessment.

- Male scholars at DTPA outperformed AESD, and the county of San Bernardino on the ELA CASSPP assessment. Male scholars at DTPA also outperformed AESD, the county of San Bernardino, and the State on the Math CAASPP assessment.

G. Program for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English 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 Specially Designed Academic Instruction in English ("SDAIE") techniques when scholars have difficulty understanding English. The Charter School also 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 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 Learners. Desert Trails Preparatory Academy has a much higher percentage of ELs than in the Adelanto Elementary School District overall:

In addition to focusing on the academic proficiency of English 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 Charter School does not exclude EL scholars from curricular and extracurricular activities in school because of their inability to speak and understand the language of instruction. The Charter School does not assign national origin minority scholars to classes for the disabled because of their lack of English skills. EL scholars are not assigned to special education because of their lack of English proficiency.

Enrichment– Curriculum for EL 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 EL 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 upon a student's initial enrollment in a California public school (on enrollment forms). 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. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from the administration of an English language proficiency test. Scholars are assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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 the Every Student Succeeds Act for annual English proficiency testing. Scholars identified as EL take the ELPAC annually thereafter until reclassified as Fluent English Proficient ("FEP" or "RFEP"). 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 Charter 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. Thus, Desert Trails Preparatory Academy 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 the four summative performance levels possible:

- Level 1- Beginning to Develop
- 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- Beginning to Develop 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 and scaffolded content but require a similar degree of sheltered instruction as those scholars identified as Level 1-Beginning to Develop and Level 2 - Somewhat Developed Speakers/ Readers/ Writers. All groups share immersion classes such as Math and Science, but may be grouped according to proficiency, in terms of structured content, in classes such as English 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 parents 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. EL scholars' English Language Development progress is monitored by certificated personnel, and qualified staff. Curriculum such as Benchmark Express, 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 EL 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 Charter School in their native language in order to encourage participation in the Charter School by all members of the Desert Trails Preparatory Academy community.

EL 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 *s*cholars 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 EL 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 Benchmark Express. Desert Trails Preparatory Academy ensures that all EL 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 EL 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 EL 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 at 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 some 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):

<u>Lesson Preparation</u>

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 elaborate 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

Our school utilizes both designated and integrated English Learner (EL) instruction to support students in developing English proficiency while accessing grade-level content. Designated EL instruction provides targeted, explicit language development based on students identified needs, while integrated EL instruction embeds language supports, scaffolds, and opportunities for academic language development within content-area instruction. In addition to the 90 minutes of English Language Arts time provided to all students each day, EL scholars continue to receive a minimum of 45 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. The dedicated ELD curriculum, Benchmark Express, is used during this time.

Reclassification Procedures

Desert Trails Preparatory Academy follows the reclassification procedures set forth in Education Code Section 313(f), as it may change from time to time.

Scholars reclassified as Fluent English Proficient 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 a CTC recognized EL Authorization, as required for the assignment. 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, 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 the 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.

English Learner Parental Involvement

Since Desert Trails Preparatory Academy has a large number of scholars that are classified as English Learners, we have provided opportunities for parents 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 Charter 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 Charter School activities
- Provide input on the most effective ways to ensure regular Charter School attendance

Monthly meetings with Administration are open to every parent that has a scholar attending Desert Trails Preparatory Academy irrelevant of their child being an EL scholar. These meetings are facilitated by the Administration and take place in conjunction with the monthly Coffee with the Administrators 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. . During the monthly meetings and meetings with teachers, parents are provided a translator if requested, 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.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

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 each year's data 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's population.

While Desert Trails Preparatory Academy provides instruction to low-achieving scholars in all subjects, these 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 ongoing component of the reading program, all scholars undergo diagnostics such as DRA, i-Ready, 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 instructions 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 assessments 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 is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Our school also utilizes Multi-Tiered System of Supports (MTSS) to provide increasingly targeted academic, behavioral, and social-emotional support based on each student's individual needs and ongoing progress monitoring. Struggling students are identified by procedures established by the school, such as school-wide assessment scores from Write Score, DRA, and i-Ready. 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 a 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 their 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 are 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 instructions.
- Provide opportunities for peer tutoring.
- Continual assessments to monitor their growth.

Components of Response to Intervention

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 administrators work 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 training 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 through various tools such as benchmarks, DRA, teacher-created tests, assignments, and assessments. The Charter School administrators monitor all student progress throughout the year. Teachers meet regularly through collaboration meetings and Student Success Teams to review the data and then meet with administration to make educational decisions.

3. ***Tiered Instruction*:** The use of 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 a 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. 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.

Levels withing the Multi-Tiered System of Support Framework

There are three tiers of support within the MTSS framework

The MTSS framework organizes help into three levels of growing intensity: [1, 2]

- **Tier 1 (Universal Support):** High-quality classroom instruction and positive behavior rules given to all students. About 75% to 90% of students succeed with this core teaching alone. [1]
- **Tier 2 (Targeted Support):** Extra small-group lessons or focused help for students who need more support than Tier 1 provides. Students still take part in regular classroom lessons. [1, 2]
- **Tier 3 (Intensive Support):** One-on-one or deep, specialized help for students who make slow progress in Tier 2. This step often uses detailed data to see if a student needs a formal special education evaluation. [1, 2, 3]

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 of 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 a 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 achieve 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 Charter 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 teachers 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.d 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 respond 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 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 also facilitates achievement by students with advanced academic talents. Because Desert Trails Preparatory Academy 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 undergo diagnostic testing using instruments such as 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 Charter School's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment, and retention of students with disabilities.

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

Desert Trails Preparatory Academy is its own local educational agency ("LEA") for purposes of special education and is a member in good standing of the Desert/Mountain SELPA in conformity with Education Code Section 47641(a). In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall

provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

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; and shall utilize appropriate SELPA forms. 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. The Charter School shall be solely responsible for its 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 Charter 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 support. 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 community training 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, Appropriate Public Education ("FAPE") is provided to all students with exceptional needs. Desert Trails Preparatory Academy complies with all regulatory special education requirements of the IDEA, Section 504, the ADA, and any other civil rights laws 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 Individualized Education Program ("IEP"). The Charter School includes all special needs students in the general education program, 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 IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall 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 County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to our students, staff, facilities, equipment and records as required to fulfill all County obligations imposed by law.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

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 Administrators, 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 to a Student Success Team for that scholar.

A Student Success 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 Success 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 Success 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 showing potential signs of needing special education and related services. Desert Trails Preparatory Academy's primary internal method for referral assessment is the Student Success 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 to a student for formal assessment to see if they have 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 term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

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 Charter School records, reports, and work samples; and
- Parent input.

Unless conflicting with County 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 County 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 to the Charter School to administer the assessment.
- The student must be evaluated in all areas related to their 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 special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial Individualized Education Program meeting described in detail below, and Desert Trails Preparatory Academy will give the student 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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Development and Implementation of IEP

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Every student who is assessed by the Charter 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 Charter School who have IEPs are served in the Least Restrictive Environment ("LRE").

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.
- Desert Trails Preparatory Academy Administrator 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 Charter School will ensure their 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 assessments; and
- Transition goals for work-related skills.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Administrators and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the parent/guardian; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

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 their 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 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 students' 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' responses 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 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 Charter 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 their needs. In accordance with IDEA 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 their annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves 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

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without

limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Currently Desert Trails Preparatory Academy employs a Special Education Director, School Psychologist, Speech Pathologist, and Special Education Aides to service the scholars who are on an IEP or Section 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 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 ensure 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.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

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 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 Administration 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 IDEA guidelines. The Administration 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 Hearings and Procedural Safeguards

The Charter School may initiate a due Process Hearing or request mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due Process Hearing, or request mediation, the Charter School shall defend the case.

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 Charter School within five days, after which a meeting between the parent and Charter 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 Charter 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.

Non-public Placements/Non-public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

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.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the Charter 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protection under Section 504.

A 504 team will be assembled by the Special Education Director and shall include an Administrator, 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 IDEA but found ineligible for special

education instruction or related services, those evaluations may be used to help determine eligibility under Section 504. The student's 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 IDEA, a referral for assessment under the IDEA 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, 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 Charter 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 the teacher 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.

Independent Study

While the Charter School does not offer a “long-term” independent study program, it may place students on short term independent study to accommodate temporary needs. In all such cases, the Charter School shall operate its independent study programming in compliance with Education Code Sections 51744-51749.3, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that DTPA shall operate pursuant to an adopted independent study Board policy; each student will have a Written Agreement; and DTPA must file for a funding determination as a condition of funding. DTPA shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Instructional Materials and Curriculum

Pursuant to the requirements of Education Code Sections 242-243, 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 Education 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

Governing Law: 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. Education Code Section 47605(c)(5)(B).

Goals, Actions, and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The most recent LCAP is on file with the County and is also available in Appendix L. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit its LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. 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 Charter 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.

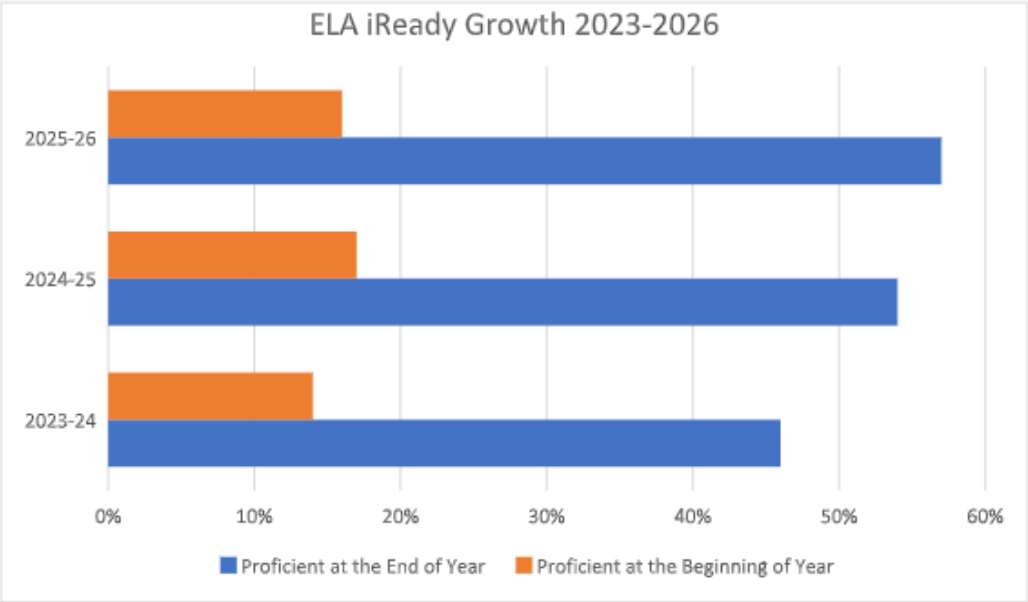
Based on a variety of state assessments, formal assessments, and informal assessments, Desert Trails Preparatory Academy will aim to meet the following growth indicators for the upcoming renewal term:

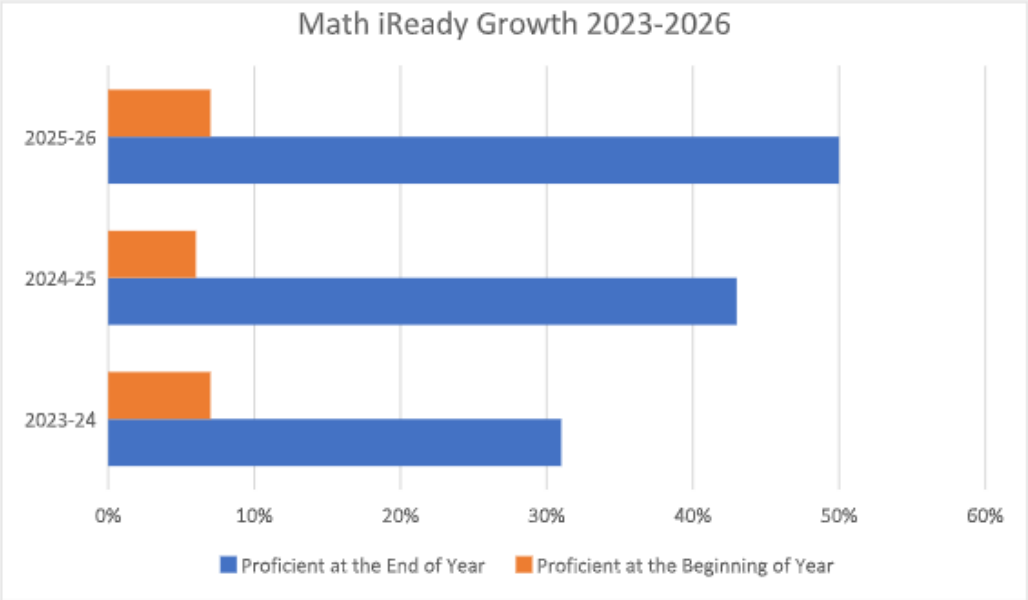
- English Learners will progress at least one level on the ELPAC test each year. This will be supported through lessons in class that utilize SDAIE strategies throughout the school year.
- Special Education scholars will attempt to make 80% of their goals set in their IEPs/Section 504 Plans annually.
- 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 Expected School Wide Learning Results, ESLRs that exemplify our school culture. These goals have become a part of our Charter School's culture, as described in more detail below.

A. Verified Data that Supports Student Outcomes

Desert Trails Preparatory Academy uses i-Ready Inform as a source of verified data to measure student achievement in ELA and Math. The results of that data for the 2023-26 school years is as follows:





Based on the data above, DTPA is showing continual growth in End of Year levels of proficiency, despite maintaining the same relative level of proficiency to begin each year. The verified data shown above aligns with the CAASPP data in Element 1 to show that DTPA is meeting goals of academic growth student outcomes.

B. 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 as perceived by scholars, staff, and parents. Each year, scholars in grades

three through six are given a school climate survey. The results for the 2025-2026 school year are as follows:

Elementary – School Climate Survey 2025-26 – Grades 3-6

	Never	Sometimes	Often	Always
I feel like I do well in school.	1%	26%	26%	47%
My school wants me to do well.	1%	5%	5%	88%
My school has clear rules for behavior.	2%	7%	19%	72%
Teacher treat me with respect.	1%	10%	13%	76%
Good behavior is noticed at my school.	0%	27%	30%	42%
I get along with other students.	2%	22%	27%	50%
I feel safe at school.	4%	19%	23%	54%
I feel safe and supported with my emotions at Desert Trails	4%	21%	20%	55%
There is an adult at my school who will help me if I need it.	0%	13%	16%	71%
Students in my class behave so that teachers can teach.	5%	45%	20%	30%

In May 2026, the parents of DTPA were surveyed. The results of the survey were as follows:

DTPA Parent Survey – 2026

92% of parents feel that their child is being appropriately challenged academically
84% 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
96% of parents fell that communication from school is regular, clear, and concise
94% 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 continue to solicit parent feedback and when possible, increase the quality of our program overall.

In May 2026, the teachers of DTPA were surveyed. The results were as follows:

Desert Trails Preparatory Academy ~ Teacher Survey 2026

	5 (Most Accurate)	2	3	4	1 (Least Accurate)
Engagement					
I am motivated to contribute more than what is expected of me at DTPA.	42%	42%	16%	0%	
I would feel comfortable referring a good friend to teach at this school.	36%	45%	16%		3%
Overall, I enjoy working for this school	23%	68%	3%	3%	3%
Working Conditions					
I am satisfied with my current role	61%	36%	3%		
Communication with my team is effective	58%	39%	3%		
I have opportunities for professional growth at DTPA	26%	35%	29%	10%	

The data from the 2026 Teacher Survey shows that the majority of our faculty have positive feelings regarding their position at DTPA. 97% of teachers feel satisfied with their current role. The most concerning area was that 10% of teachers do not feel like they have opportunities for professional growth. DTPA administration has taken steps to increase professional growth opportunities for faculty in an effort to improve quality instruction for scholars. Using input from teacher surveys, a variety of trainings were offered at the beginning of the school year including administration of assessments, data analysis, Write Score onboarding, vertical alignment, Depth of Knowledge, and i-Ready standards mastery. Teachers were also given time to collaborate, plan, and model instructional strategies in grade level groups.

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 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 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.
Work to Achieve Excellence	• Scholars will learn the value of hard work • Scholars will set new goals for themselves. • Scholars will demonstrate improved self-control • Scholars' will learn from their mistakes	• Depth of Knowledge will increase • Scholars' pride in their accomplishments will increase • Scholars' problem-solving skills will improve. • Class work, homework, and assessment levels 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's LCAP: Measurable Goals of the Educational Program Aligned to State Priorities

As outlined herein, Desert Trails Preparatory Academy has clearly defined school-wide and subgroup outcome goals, actions, and outcomes. These are in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d). Desert Trails Preparatory Academy strives to ensure that as a collective school, we meet outcome goals set by our Board, school philosophy, and State performance expectations.

The full details of the school-wide outcome goals can be found in the LCAP, which is located in Appendix L. A brief description of each goal is found below.

Goals #	Description	State Priorities
1	Provide access to high-quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to scholar success.	Priority 2: Implementation of State Standards (Conditions of Learning) • Priority 4: Scholar Achievement (Scholar Outcomes)
2	Utilize ongoing assessment and data analysis to track scholars' progress toward academic Proficiency	Priority 4: Scholar Achievement
3	Ensure a safe and engaging school environment, focusing on positive behavior intervention support to solicit model scholar behavior.	Priority 1: Basic Services and Conditions • Priority 6: School Climate
4	Social-emotional learning and wellness of the whole child.	Priority 3: Parental Involvement • Priority 5: Scholar Engagement • Priority 6: School Climate

Element 3: METHODS OF ASSESSMENT

Governing Law: 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. Education Code Section 47605(c)(5)(C).

A. Methods of Assessment

DTPA affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in the tables above, shall be consistent with the way information is reported on a School Accountability Report Card ("SARC") as required by Education Code Section 47605(c)(5)(C).

Desert Trails Preparatory Academy shall continue to adhere to all state testing requirements. 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
State required tests	*CAASPP, CAA, CAST, PFT, ELPAC*	*Annually, as available*
Placement Exams	*ELPAC, Math and English Diagnostics*	*Annually, as available*
School Designed Assessments	*Tests, Quizzes, Projects*	*Weekly, bi-weekly, monthly, quarterly*
Verified Data Assessment	*I-Ready Inform*	*Quarterly*
State Provided Interim Assessments	*ICAs, IABs, FIABs*	*Weekly, bi-weekly, monthly, quarterly*

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 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 (DRA and i-Ready), at the beginning of the school year, then again quarterly 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 once 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 DRA, i-Ready, and Writing assessment. Scholars' initial performance on these assessments is used as a baseline against which the Charter School can compare year-end results, and through which the Charter School will measure longitudinal academic growth from year to year. This way, the Charter 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.

i-Ready Inform Assessment

The i-Ready Inform 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 i-Ready tests assist with scholar grouping and identifying scholars for appropriate instructional programs

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 i-Ready test measures decoding (phonics, phonological comprehension, and high frequency words), 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 i-Ready test is given four 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.

Developmental Reading Assessments

Desert Trails Preparatory Academy will continue to perform Developmental Reading Assessments (DRA) 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 Accelerated Reader reading levels which enable parents and scholars to choose texts at the level of their reading ability.

Unit Tests

Desert Trails Preparatory Academy teachers will continue to create or compile course assessments. These assessments take place on a weekly, bi-monthly, 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.

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 Charter 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 the Write Score online writing program, with its standards-based lessons and assessments and collaboration among teachers and grade levels to increase scholars' writing proficiency. Our scholars have experienced positive growth across all grade levels each year since the conversion to a charter school.

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 and California Science Test (CAASPP, CAST)	• 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	3rd-6th grade – ELA & Math 5th grade only – Science **(CAST)**
English Language Proficiency Assessment for California (ELPAC)	• Standards-based • Multiple-choice • Performance assessment	• Measure proficiency of English 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

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 analyzes 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 administration team 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:

Due Dates	August 17th	August 24th	Aug 24th	October 12th	December 7th	March 1st	May 10th
	Writing All Pre-writes due: Narrative, Expository, Persuasive TK - 6th	**DRA** Aug. 3rd-24th K-6th	**Interim Assessments** Begin Aug. 24th 3rd-6th	**Writing** Post Narrative Sept. 14th-24th Tk-6th	**Writing** Post Expository Nov. 2nd-12th TK-6th	**Writing** Post Persuasive Feb. 1st-Feb. 12th TK-6th	**DRA** April 5th-16th TK-6th
	iReady July 28st -Aug 11th TK-6th	**Math Facts** July 27th K-6th	**Teacher Assigned iReady** Begin August 24th TK-2		**i-Ready** Nov. 2nd-12th TK-6th	**i-Ready** Feb. 9th-26th TK-2nd ***Mar.2nd- 12th 3rd-6th**	**i-Ready** April 6th- April 23rd TK-2nd
		***Progress Reports** Due August 24th			**Math Facts** Nov. 2nd TK-6th	**DRA** Feb. 8th -Feb. 26th TK-6th	**Math Facts** April 27th TK-6th
					DRA Nov. 2nd-12th K-6th	**ELPAC Interim Assessments** Jan. 19- Jan.29 K-8: Reading and Listening I	***Report Cards** Due May 3rd
					***Report Cards** Due Nov. 30th	***Progress Reports** Due March 1st	

B. 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. • Scholars will make progress of mastery by moving up at least one grade level by end of school year.	• Annual CAASPP scores • School benchmark assessments • Common Core State Standards assessments
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 • • i-Ready Inform Reading Assessment
Improve Writing Proficiency	• Annually, improve writing by 1 strand (i.e. from level 2 to level 3).	• Common Core State Standards based writing rubrics • Write Score
Improved English Language Arts and Math Proficiency	• 70% of scholars will raise English 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.	• Annual Parent Survey Results • Regular solicitation of feedback of parents through suggestion box in office, and suggestion link via website.

	• 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.	
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.

C. 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. 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 County upon request, as well as to any community members who are interested in seeing our scholars' academic performance. The Charter 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 Charter School's governance (and other facets of the Charter School) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications, including certifications of credentialing, proof of fingerprinting and background checks, and TB testing.
- An overview of the Charter 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 ethnic, special education, and English Learner scholar population that is similar to the District.
- An overview of the Charter 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 Charter 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 Charter 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:

- A revolutionary, web-based classroom management system designed by teachers for teachers to meet the evolving needs of today's educators.
- 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 Charter School's School 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.

Element 4: GOVERNANCE STRUCTURE

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

A. Non-Profit Public Benefit Corporation

Desert Trails Preparatory Academy is a directly funded independent charter school, and is operated by Desert Trails, Inc., a California nonprofit public benefit corporation.

Desert Trails Preparatory Academy will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County Board has complied with all oversight responsibilities required by law.

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 B and C 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.

B. Board of Directors

Desert Trails Preparatory Academy is governed by the Board of Directors of Desert Trails, Inc. (the "Desert Trails Board" or the "Board") in accordance with its adopted Bylaws, which shall be consistent with the terms of this charter. The Board complies with the Brown Act and Education Code Section 47604.1(c)(1) for its meetings. The Desert Trails Board will consist of no fewer than three 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 their 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(c), the County Board is entitled to appoint a single representative to the Desert Trails Board. If the County Board chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Duties of the Board

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c).

The Desert Trails Board is the policy-making body for the Charter School, and oversees leadership of the Charter 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 Charter 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 Charter School's strategic direction and leadership performance.

The role of the Desert Trails Board includes, but is not limited to:

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. Hiring, dismissal, supervision, and performance evaluation of Desert Trails Preparatory Academy's Administrators.
5. Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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 in-service for the purposes of training all Board members on their responsibilities. Topics of training include, at minimum: ethics (AB 2158), conflicts of interest, the Brown Act, child abuse and neglect, and school finance (AB 640). Board members receive training as frequently as required under the law.

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 Board in fulfilling its responsibility to act as stewards for the Charter School.

Officer Positions

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

Board President

The Desert Trails Board President 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-President

The Desert Trails Board Vice-President, if any, fulfills responsibilities of Board President in their absence. The Desert Trails Board Vice-President 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 Charter 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.

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 itself available to attend County meetings and hearings (as needed), and reviewing the business aspects of our petition narrative. Services that ICON provides to our Charter 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.

C. Board Legal Requirements and Commitments

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

State and Federal Law Compliance

Meetings of the Desert Trails Board will comply with the Brown Act. 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 San Bernardino County, 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, a Board teleconferenced member must timely post the meeting agenda in plain sight to the public at their teleconference location which is open to the public.

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 and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations..

A copy of the Conflict of Interest Code will be provided to the County upon request. The Conflict of Interest Code is attached within the Appendix D.

Local Control and Accountability Plan

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 LCAPs in the same manner as governing boards of school districts, superintendents of school districts, and county superintendents of schools.

D. 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.

E. 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. Parents serve in through opportunities such as fundraising coordination, volunteering opportunities, and school-wide committee participation.

Volunteer opportunities are made available to parents throughout the year, from assisting on campus for school activities to helping teachers in school field trips. 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 Education 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 Charter School functions or meetings
- All families earn their first two hours by attending Orientation
- Volunteering at the Charter 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

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 hours 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 ensure 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.

F. School Leadership

The Leadership Team at Desert Trails Preparatory Academy consists of the CEO, School Administrators, and Dean of Scholars. While the Administrators report directly to the CEO, the position of the CEO is accountable to the Desert Trails Board. The CEO, in conjunction with the Administrators, 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 Charter School in a timely manner
- Evaluate the responsibilities and performance of all certificated and classified employees
- Serve as the liaison to the County Board 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 Charter 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 Administrators' primary focus is to:

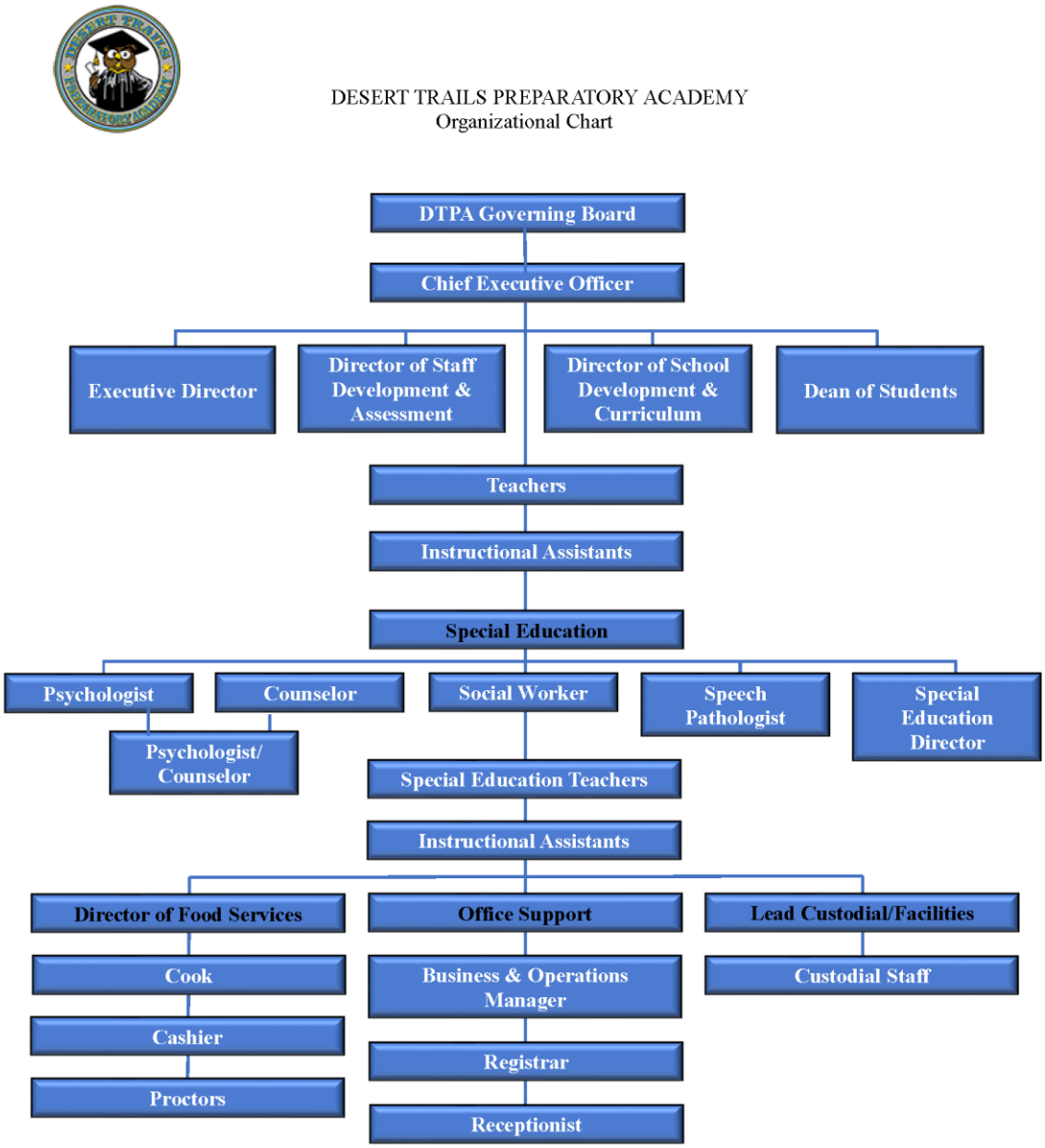
- Embody, advocate and lead the mission, vision, and strategic direction of the Academy
- Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way 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

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

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 Administrators. 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. **Please note, as of the submission of this renewal petition, the position of Executive Director is vacant. However, DTPA reserves the right to fill this position if needed in the future.*

Desert Trails Preparatory Academy Organizational Chart:



G. Responsibilities to the County

Desert Trails Preparatory Academy will continue to work cooperatively with the County to permit requested visitation to the Charter School in order to validate the school's compliance with the terms of this charter. Desert Trails Preparatory Academy

acknowledges that the County 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 County or the State Superintendent of Public Instruction. The CEO of the Charter School will continue to serve as the Charter School liaison to the County.

Element 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E)

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, sex and 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 applicable California or federal law. Equal employment opportunities 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 qualifications. The Charter School complies with Section 47605(l) which states:

> *"Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. A governing body of a direct-funded 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. A 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."*

Desert Trails shall adhere to all requirements of Every Student Succeeds Act that are applicable to teachers and paraprofessional employees in charter schools. We shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code Section 47605(l) and EL Authorization as required for the assignment. Desert Trails shall maintain current copies of all teacher credentials and make them readily available for inspection.

The CEO and administration of the Charter 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 Charter 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.

Credentialed teachers assigned to a transitional kindergarten classroom must have one of the following pursuant to Education Code Section 48000(g)(4):

a. at least 24 units in early childhood education, childhood 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 described in subparagraph (a); or
c. a Child Development Teacher Permit, or an early childhood education specialist credential, issued from the Commission on Teacher Credentialing.

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 Charter 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 Charter 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, Administrators,

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 Charter School.

B. Key Personnel Qualifications

Chief Executive Officer

Reports to:	Desert Trails Governing Board
Qualifications:	Minimum three years successful administrative experience; experience as a successful educator or non-profit manager. Visionary leader; excellent verbal and communication skills; strong background in management, budgeting, strategic planning and school leadership; knowledge of local, state and federal laws that apply to the Charter School.
Objectives:	(a) Ensure all scholars in the school achieve significant improvement in academic performance yearly; (b) Complete ongoing implementation of the educational program

Responsibilities:

- Serve as an ex-officio, non-voting member of the Board
- Communicate Board actions to staff, scholars, parents, and the general public
- Develop policy recommendations for the Board's consideration and action
- Share the development and execution of the vision and policies established by Board of Directors
- Oversee all operations of the school and report to the Board of Directors
- Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board
- In partnership with the back-office services provider, develop an annual budget, including federally funded programs, as required by state guidelines
- Work with the back-office services provider to develop and implement the school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budget process and rely on cost-benefit analysis for budgetary decisions
- Develop new funding streams including fundraising, capital campaigns, and private and public grants
- Oversee all aspects of the school related to personnel
- Recommend hiring, supervision, professional development, evaluation, and dismissal of all personnel to the board

- Assign staff and set job performance standards
- Determine the scope and sequence of educational programs according to the Charter's objectives
- Implement programs and solutions to increase and maintain academic excellence for all scholars in the Charter
- Provide leadership, vision, and strategic direction for the Charter School
- Represent the Charter at local, state, and national events
- Develop and maintain positive relationships with local school districts
- Structure the organization of the Charter to achieve the vision, philosophy, and mission
- Develop effective staff and professional development programs that will improve performance and model continuous professional improvement
- Maintain knowledge of school law, including the implications of the educational program and on liability
- Stay abreast of developments and consult with the Board and counsel in times of uncertainty
- File required reports with local, state and federal education agencies and the Board
- Perform other duties and responsibilities as are customary for the office of the Chief Executive Officer (School Leader) and as assigned by the Board

Executive Director

Reports to: The Executive Director reports to the CEO and serves as the Chief Operating Officer providing leadership of the Charter School. The Executive Director works closely with the CEO execute the long-term, strategic growth of the organization. As of the submission of this renewal petition, the Executive Director position is vacant. However, the Charter School reserves the right to seek a qualified individual to fill the role in the future.

Objectives: (a) Ensure all scholars in the Charter 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 Charter 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 Charter School.
- Supervise and support Charter 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 Learners, and native English speakers.
- 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 County Board, local leadership, and 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 DTPA's mission/vision and have extensive management experience with a record of success in strategic implementation and fund development; effectively leading Charter 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 Charter 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, the Director of Staff Development 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 Charter 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 Charter School or State assessment as assigned.
- Coordinate with SPED department to administer any Charter 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, performs and/or participates in a variety of moderate to complex research, studies, data analysis, metrics reporting, facilitation, and training relative to Charter School performance and strategic planning. Collaborate with administrative team to review, develop, appraise, and conduct orientation for existing curriculum and prospective new programs and Charter 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 Charter 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 provide 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 Charter 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 Charter School assets
- Monitor deliverables and track usage of Charter 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 the State Standards. Prepare applicable reports County 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 Scholars

Basic Functions:

Under the direction of the CEO works in a leadership role to support scholars, teachers, parents/guardians to enforce positive behaviors on the Charter 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 school's 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 Success Teams.
- Liaison to the afterschool programs in collaboration with Charter School staff,
- Liaison to student counsel, extracurricular activities, athletics program, and other competitive or performance programs and events.
- Participates in interviewing, selecting, hiring, and supervision 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 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 Charter 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 Charter School's 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.

Element 6: HEALTH AND SAFETY PROCEDURES

Governing Law: 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, and the annual review and update of the plan, pursuant to Section 47606.3.
Education Code Section 47605(c)(5)(F)

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 Charter 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 Charter 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 Charter School as a zero-tolerance zone for sexual harassment for all employees, students, and parents
- A policy establishing an adherence to Healthy Schools Act- Education Code Section 17608, which details pest management requirements for schools.

These policies are incorporated into the Charter School's handbooks as necessary and are reviewed on an ongoing basis by the Desert Trails Board, insurance carrier, and as part of the Charter School's staff development. A current School 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 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 School Safety Plan, which it shall review and update annually by March 1, pursuant to the requirements of Education Code Section 47606.3, including the safety topics listed in subparagraphs Education Code Section 32282(a)(2)(A)-(N):

a) child abuse or neglect reporting procedures
b) routine and emergency disaster procedures
c) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e) a discrimination and harassment policy consistent with Education Code Section 200
f) provisions of any schoolwide dress code that prohibits students from wearing "gang-related" apparel, if applicable
g) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h) a safe and orderly environment conducive to learning
i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j) procedures for conducting tactical responses to criminal incidents
k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n) procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to KPS and, if there is merit to the concern, KPS shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

B. Procedures for Background Checks

Employees and contractors of DTPA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. DTPA will comply with all applicable state and federal laws regarding background checks, clearance of all personnel, and maintenance and disclosure of employee records. All applicants for employment must successfully complete the live scan process through the California Department of Justice for the purpose of obtaining a criminal record summary. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony or sex offense except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. DTPA will monitor compliance with this policy. Volunteers or contractors who will work outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to working without the direct supervision of a credentialed employee.

C. Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and follow all applicable reporting laws. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. Desert Trails Preparatory Academy has developed a process for these employees and other individuals 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 mandated employee or other person who works on behalf of the Charter School will undergo training in accordance with Education Code Section 44691.

D. Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

E. Vision, Hearing, and Scoliosis

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. The Charter School adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School. DTPA maintains student immunization, health examination, and health screening records on file.

F. Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

G. Immunizations

All students enrolled in the Charter School will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

H. Medication in School

Desert Trails Preparatory Academy adheres to Education Code Section 49423 regarding administration of medication in school. DTPA adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 Charter School staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate 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.

I. Emergency Preparedness and Extreme Weather Policy

Desert Trails Preparatory Academy has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The Charter School trains, or contracts a service provider to train, all instructional and administrative staff in basic first aid. Additionally, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

J. 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 workplace. 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.

K. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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 has developed 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. All supervisors are required to participate in regular training detailing their legal responsibilities.

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 new and continuing students as part of any orientation program conducted for new or continuing students at the beginning of each quarter, semester, or summer session and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

L. Drug Free/Alcohol Free/Smoke Free Environment

Desert Trails Preparatory Academy is a drug, alcohol and smoke-free environment.

M. 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 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 either the Field Act or

the California Building Standards Code. Desert Trails Preparatory Academy conducts fire inspections to test sprinkler systems, fire extinguishers, and fire alarms at least annually to ensure they are maintained in an operable condition at all times. DTPA shall conduct fire drills as required under Education Code Section 32001.

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 Charter School may contract with the District for such services. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

N. Parent/Scholar 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 County Board. 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 County Board and parents with any amendments made to the handbook. A current copy of the Parent and Scholar Handbook can be found in Appendix J.

O. 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 Charter 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 County Board'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 County Board

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 County Board as named additional insured and shall provide specifically that any insurance carried by the County Board 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 County Board 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 Charter School within a nonprofit public benefit corporation (Desert Trails, Inc.) pursuant to Education Code Section 47604, the District (or other County Board) will be insulated from civil liabilities arising out of the operations of the Charter School, provided it carries out the oversight duties prescribed by Education Code Section 47604.32.

P. Evidence of Insurance

Desert Trails Preparatory Academy shall furnish to the County Board 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 County Board 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 County Board and its purchase shall be the responsibility of Desert Trails Preparatory Academy.

Q. School Meals

As required by law, the Charter School shall provide breakfast and lunch 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. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

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 non-reimbursed meals.

Desert Trails Preparatory Academy reserves the right to examine all potential food service providers to ensure that its students receive the highest quality food service. The Charter 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.

R. Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access

prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

S. Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the CDE's model policy, as revised.

T. Menstrual Products

The Charter School 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. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education 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.

U. Safe Place to Learn Act

Desert Trails Preparatory Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234, *et seq*.

V. 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, 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 Section 48205, 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 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 Charter School shall comply with all applicable requirements of the CDE's plan to expand mental health instruction in California public schools.

Pursuant to the requirements of Education 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. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of the school year.

As required by Education Code Section 49428.5, the Charter School offers one or more courses in health education to pupils in middle 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.

W. 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

Desert Trails Preparatory Academy has adopted procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated employees and all other employees who have regular interaction with children an online training module developed by the California Department of Education regarding bullying and bullying prevention, pursuant to Education Code Section 32283.5(a).

Y. Prevention of Human Trafficking

The Charter School identifies and implements the most appropriate methods of informing parents and guardians of students in grade 6 of human trafficking prevention resources
.

Z. 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.

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.

AA. Diabetes Information

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

BB. 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.

CC. Athletics

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but

not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. 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 participates in any an interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest and other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator ("AED") for the school, and make the AED available at on-campus athletic activities or events. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

DD. Seizure Safe Schools Act

The Charter School shall comply with the requirements of the Seizure Safe Schools Act. (Education Code, Sections 49468 *et seq*.). The 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, and the federal Individuals with Disabilities Education Act, and assist the parent/guardian in exploring that option.

EE. Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals and entities providing transportation services for students.

FF. Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, in compliance with Education 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.

GG. All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

HH. Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

II. SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

JJ. Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Element 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: 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. Education Code Section 47605(c)(5)(G)

It is the goal of Desert Trails Preparatory Academy to serve the student population of Adelanto, and the Charter School will continue to strive to achieve a balance that mirrors the demographics of the local schools and general population in Adelanto.

Demographic Comparison 2025-26 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
AESD	68.9%	0.4%	0.9%	0.4%	17.2%	4.9%	3.2%
DTPA	81.2%	0.3%	1.3%	0.6%	10.1%	0.6%	N/A

Data is from the Dashboard

Demographic Comparison 2025-26 School Year ~ Enrollment Data: SEPD, ELL, RFEP

	DTPA Demographics	AESD Demographics
Special Education	4.6%	14.5%
English Learners	29.3%	17.2%
Redesignated EL	8.9%	8.85%

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. DTPA also serves a diverse population of scholars, with a high percentage of English Learners. Redesignation rates at DTPA closely match that of Adelanto Elementary School District.

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 population balance of our students is identified, the Leadership Team will initiate dialogue and meetings with community leaders from the underrepresented demographic 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.

The Charter School anticipates that its Classical Model will continue to attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the District, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, and ability backgrounds. Our Classical Model program emphasis will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. Charter School is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. Charter School will maintain an accurate accounting of the demographic balance of students enrolled in the school and will use this information to determine where additional outreach efforts are needed.

DTPA will continue to engage in the following outreach activities:

Recruitment Strategies

A. 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 demographic 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 County Board upon request.

B. 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 Charter 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 elementary schools that request access or an opportunity to inform parents about Desert Trails Preparatory Academy.

The Charter School budget includes financial resources allocated to outreach efforts. The Charter School will furnish the District annual documentation of ongoing recruitment and outreach efforts.

Element 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

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.

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 Charter 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, existing students are exempt from any lottery, and admission preferences will be granted to the following categories of students:

- Siblings of students admitted to or attending the Charter School.
- Students who reside in the Adelanto Elementary School District attendance boundaries.

No other admission preferences will be utilized without County Board approval. The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

B. Application and Enrollment Process

Because Desert Trails Preparatory Academy is a public school committed to equal opportunity, the Charter School is nonsectarian and employs no admission 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 the characteristics identified in Education Code Section 220.

DTPA 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 Education Code Section 220. Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of their parent or legal guardian, within the State. DTPA shall admit all grade-level eligible pupils residing in California who wish to attend the Charter School, to the extent that space allows. No test or assessment shall be administered to students prior to

acceptance and enrollment in the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), 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 Education Code Section 47605(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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, birthdate, 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 Charter 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 March of the same year. Families interested in enrolling a child in the Charter School will be required to submit a completed Admission Application Form directly to the Charter School before 4:30 pm on the date of the annual deadline. The submission deadline will be clearly indicated on the forms and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. All admission applications will be date stamped and student names will be added to the application roster to track receipt. Applications received after the enrollment deadline will be held in abeyance for a subsequent lottery, as needed.

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 Charter School will hold a single public

random drawing (or “lottery”) to determine enrollment for those particular impacted grade levels.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO and/or Administrators). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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 admitted to Desert Trails Preparatory Academy.

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 Administrators of the Charter School will assist in the process to make sure that all Charter School, state, and federal guidelines are followed. Desert Trails Preparatory Academy intends for proceedings to be held in English and Spanish, and the Charter 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. 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 Charter 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 Charter School is unable to offer families admission for the current school year.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

Element 9: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES

Governing Law: 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 are 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 an 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)(I)

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 their conduct, reveals their 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 and Procedures have been drafted in order to promote learning and protect the safety and well-being of all students at the Desert Trails Preparatory Academy. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating this policy, Desert Trails Preparatory Academy has reviewed Education Code Section 48900 *et. seq.*, which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. 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, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

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 and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request by the CEO of the Charter 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 or who is qualified for services under Section 504 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 Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

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

school days, in accordance with Education Code Section 47606.2(a). If a homework assignment that is requested and turned into 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, in accordance with Education Code Section 47606.2(b).

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.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Administrators or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with the Charter School's Attendance and Unexcused Absence Policy and/or Independent Study Policy, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Administrator or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Administrator or designee shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, the Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

The Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses,

understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

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; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or expelled when an Administrator or designee determines that 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
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, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
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 their own prescription products by the pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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.Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
11. 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.
12. 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.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in, or attempted to engage in hazing.
15. Made terroristic 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
16. 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 6, inclusive.
17. 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 4-6 inclusive.
18. 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 4-6 inclusive.

19. 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 their age, or for a person of their 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 their physical or mental health.
    c. Causing a reasonable student to experience substantial interference with their academic performance.
20. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. 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. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.
21. 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 an Administrator or designee's concurrence.

Non-Discretionary Suspension and Expulsion 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 destructive device 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 an Administrator or designee's concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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 "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

A student may be suspended by the Charter School Administrators or designees. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO, Administrator or designee with the student and their 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, Administrator or designee determines that an emergency situation exits. 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 their version and evidence in their 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 applicable state 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 their parents shall be given a written statement of the reasons for suspension. The scholar and their parents shall also be given an opportunity to meet with a school Administrator 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.

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, Administrator, 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 their 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 their 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 Section 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

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing. 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 and recommends the student for expulsion.

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 confidential 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing; and
8. An explanation of 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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their 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 they 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 their discretion to remove a person from the hearing whom they believe 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 hearing room 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 circumstances 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 their 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 their 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 school district of residence. 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 Charter School. Such records shall be made available to the County Board 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 Charter 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 their determination. The pupil's readmission is also contingent upon Desert Trails Preparatory Academy's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. 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).

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 that 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 IDEA 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 IDEA-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 10: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(J)

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.

CalSTRS Contribution

Desert Trails Preparatory Academy's eligible certificated employees participate in the State Teachers' Retirement System ("CalSTRS"). Employees of the Charter School accumulate service credit years in the same manner as all other members of CalSTRS. Any full-time certificated employees who are eligible may elect to participate in CalSTRS. Participating employees contribute the required percentage of salary, and Desert Trails Preparatory Academy contributes the employer's portion required by CalSTRS. Retirement data will be reported and payments will be made to San Bernardino County Office of Education in accordance with procedures established by CalSTRS.

CalPERS Contribution

Desert Trails Preparatory Academy's eligible non-certificated staff participate in the California Public Employees' Retirement System ("CalPERS"). Any full-time non-certificated employees who are eligible may elect to participate in CalPERS. Participating employees contribute the required percentage of salary, and Desert Trails Preparatory Academy contributes the employer's portion required by CalPERS. Retirement data will be reported and payments will be made to San Bernardino County Office of Education in accordance with procedures established by CalPERS.

It is the responsibility of Desert Trails Preparatory Academy to ensure that appropriate arrangements for retirement coverage have been made for all employees. A copy of the contracts governing the participation of Desert Trails Preparatory Academy certificated employees in CalSTRS and CalPERS will be made available to the County Board 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, loan repayments, and related data to the San Bernardino County Office of Education as required by Education Code Sections 47611.3 and 41365.

Element 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: 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)(K)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 12: EMPLOYEE RETURN RIGHTS

Governing Law: 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)(L)

Employee Rights

No public school district employee shall be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at Desert Trails Preparatory Academy shall have ***no automatic rights of return*** to the County after employment at Desert Trails Preparatory Academy, unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in a school district after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

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. Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 13: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M)

Disputes between County Board and Desert Trails Preparatory Academy

In the event that: (1) the County Board believes Desert Trails Preparatory Academy has violated this charter, the law, or any MOU between the parties; or (2) the County Board has been notified or observed that a problem has arisen related to the operation of the Desert Trails Preparatory Academy or the County Board's oversight obligations; or (3) in the event any other dispute arises between the County Board and Desert Trails Preparatory Academy related to this charter, the following procedures shall be followed to resolve the dispute:

1. Should the County Board 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 County Board believes it is a revocable violation, the County Board 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 County Board:
   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 and a representative of the County Board, or their respective 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 County Board 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 County Board 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.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members,

volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 14: CLOSURE PROCEDURES

Governing Law: 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 Section 47605(c)(5)(N)

Term and Renewal

In the original charter, the County 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 County's Charter School Liaison (if designated) or to the chief executive or governing board of the County if no liaison has been identified. At the time the charter renewal is submitted, Desert Trails Preparatory Academy and the County shall follow provisions and timelines articulated in Education Code and regulations for renewal decisions.

Closure Procedures

The following are closure procedures that adhere to Title 5, California Code of Regulations, Section 11962, should the Charter School close for any reason. The decision to close the Charter School will be documented in a Closure Action. The Closure Action will identify the reason for the closure.

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 County 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 student records to the receiving schools shall be in accordance with the County'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. Desert Trails Preparatory Academy will prepare and provide a master list of all students to the County. This list will include the students" 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 County will coordinate with Desert Trails Preparatory Academy for the pickup of the student's records, and the County will make all determinations for maintenance of the files after school closure.
4. Desert Trails Preparatory Academy will provide to the County 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 Charter 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 Charter 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 County. 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 the Charter School's SELPA, and other restricted categorical funds will be returned to the source of those funds.
7. Upon closure of the Charter School all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.
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 Charter 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 Charter 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 County, and the San Bernardino County Superintendent of Schools in the form and timeframe required.
11. Desert Trails Preparatory Academy will provide the County, within fourteen (14) calendar days of closure action, prior written notice of any outstanding payments to staff and the method by which the Charter School intends to make the payments.
12. Prior to dissolution, the Desert Trails, Inc. shall do all of the following on behalf of the Charter School, the Charter 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).
13. As the Charter School is operated as or by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
14. As specified by the Financial Documents in the Appendix A, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by/as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

The Bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

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.

Budgeting and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Included in Appendix A, please find DTPA's budget, cash flow, and multi-year financial projections.

The Charter School shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System, actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33, the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. [ICON]

Appendices

4902-1033-3117, v. 8