Desert Rose Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
|---|---|
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

2022-23 School Contact Information

School Name	Desert Rose Elementary School
Street	37730 27th Street East
City, State, Zip	Palmdale, CA 93550-5580
Phone Number	(661) 272-0584
Principal	Melanie Pagliaro
Email Address	mjpagliaro@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4458
County-District-School (CDS) Code	19648576105621

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

The vision of Desert Rose Elementary School is that stakeholders will:
* Create and maintain a climate of collaboration
* Develop intrinsic learners through inquiry based instruction
* Instill high expectations and embrace risk-taking
When these are established, all will be prepared to be successful to meet the demands of the future.

At Desert Rose Elementary School, highly trained and dedicated educators will offer a rigorous and relevant standards based curriculum. School staff will also develop positive working relationships with their students and families. Teaching strategies will capitalize on varied learning styles of students to develop academic, social, emotional, and higher level critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with classmates of varied backgrounds through cooperative learning. School leadership, teachers, students, and parents will work together to create a community of successful learners. Students will also develop high self-esteem through character education programs.. Teaching and learning will be supported by a campus that is safe, clean, and well maintained to provide an environment where students and teachers can succeed at the highest levels.

School Programs at Desert Rose include:
- Latino Family Literacy Project
- Dual Immersion (K-3)
- Parent Involvement Programs
- Cyberquest
- Makerspace
- After School Programs
- Academies (Intervention Time)
- Student Council

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	107
Grade 2	102
Grade 3	81
Grade 4	107
Grade 5	115
Total Enrollment	610

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.5
Asian	0.7
Black or African American	12.8
Filipino	0.7
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.1
White	3.0
English Learners	29.3
Foster Youth	4.9
Homeless	0.0
Migrant	0.7
Socioeconomically Disadvantaged	97.4
Students with Disabilities	7.5

A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	94.56	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.17	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.17	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	0.20	1.09	50.10	5.56	18854.30	6.86
Total Teaching Positions	22.90	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	95.45	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.55	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	21.90	100.00	902.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area. For the 2020-2021 school year, students had access to a hard copy and a digital copy of the core curriculum, as all learning was virtual/online.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0

Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

Desert Rose is able to provide all students in regular classrooms. The campus of Desert Rose includes 29 classrooms, a library, a computer lab, and a multipurpose room.
The Safe School Plan was developed by the Desert Rose Safety Committee and is continually updated.
We take pride in keeping our school grounds and buildings consistently clean. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis.
The district policy is to make necessary repairs as quickly as possible, to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.
For the 2020-2021 school year, Desert Rose had several of it's portables removed and is currently working on making sure the fire alarms and burglar alarm is working as it should.
Desert Rose is also having new playground equipment installed and the old play equipment has been removed from the playground.
Lastly, a track is currently being installed, following all the necessary guidelines and building codes.

Year and month of the most recent FIT report	June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	305	98.71	1.29	23.93
Female	158	157	99.37	0.63	23.57
Male	151	148	98.01	1.99	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	32	31	96.88	3.12	22.58
Filipino	--	--	--	--	--
Hispanic or Latino	251	249	99.20	0.80	23.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	96	95	98.96	1.04	8.42
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	288	286	99.31	0.69	23.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	7.41

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	306	99.03	0.97	11.76
Female	158	157	99.37	0.63	10.19
Male	151	149	98.68	1.32	13.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	32	30	93.75	6.25	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	251	251	100.00	0.00	10.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	96	96	100.00	0.00	3.13
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	288	286	99.31	0.69	12.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.27	NT	13.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	110	99.1	0.9	17.27
Female	57	57	100	0	14.04
Male	54	53	98.15	1.85	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	90	90	100	0	18.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100	0	2.94
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	104	100	0	16.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.09	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Desert Rose parents are active and involved in our school program. We believe that school, family, and community relationships are very important. Parents and community members are encouraged to actively participate on various committees that plan, implement, and evaluate the curricular programs. The following committees are established at Desert Rose: School Site Council, Parent Academy, Parenting Partners, AAPAC, PTA, ELAC and Family Nights. For the 2022-2023 school year, meetings this school year are in person.

There are many activities that are scheduled for parents and families to attend; Parent Academy classes, Parenting Partners, Back-To-School Night which acquaints parents with the instructional programs, grade level standards, classroom policies and procedures, Parent Conferences which are held two times per year (or by request) to set goals, determine student needs, and assess student progress. For the 2022-2023 school year, activities are in person.

Desert Rose parents have access to our Parent Room, in which parents have access to computers and valuable support from our Program Liaison. We also offer the Latino Literacy Project classes, GATE parent nights, and other parent trainings to keep them informed of curricular areas and school information. Our school also communicates frequently with parents through weekly classroom letters and periodic call-outs to parents, using several modes of communication, included, but not limited to phone calls, email, Remind, and ParentSquare.

We value and appreciate the support of our parent volunteers at Desert Rose and look forward to accepting more parent volunteers as Covid restrictions are lifted

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	728	673	187	27.8
Female	357	334	83	24.9
Male	371	339	104	30.7
American Indian or Alaska Native	3	3	1	33.3
Asian	4	4	0	0.0
Black or African American	96	91	23	25.3
Filipino	7	4	1	25.0
Hispanic or Latino	573	532	147	27.6
Native Hawaiian or Pacific Islander	3	2	1	50.0
Two or More Races	17	16	6	37.5
White	25	21	8	38.1
English Learners	205	192	56	29.2
Foster Youth	39	35	5	14.3
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	698	652	181	27.8
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	68	62	23	37.1

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.53	4.30	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.71	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.71	0.00
Female	1.40	0.00
Male	5.93	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.42	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	16.00	0.00
English Learners	0.49	0.00
Foster Youth	12.82	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.41	0.00

2022-23 School Safety Plan

Desert Rose updates its disaster plan annually to accommodate for personnel and/or facility changes. Community input is also sought in the development of the plan.

Monthly Safety Committee meetings are held at Desert Rose. In 2022, the Safety Plan was reviewed and updated on October 29th and will be reviewed with staff members in January 2022. A member of the Desert Rose Safety Committee also represents our school at the monthly district Safety Committee meetings. In addition, staff members are encouraged to report safety hazards to committee members and at weekly faculty meetings. Monthly and weekly inspections are also conducted by Desert Rose's custodians and noon-duties to ensure that our campus is safe and that all systems are in proper working order. Items needed to be repaired are put on a work order which is submitted to district personnel. Staff is informed of changes in the safety plan via staff meetings and emails.

To make certain that we are prepared, disaster supplies are checked annually to ensure proper quantities of supplies are available. Staff members and students also participate in monthly practice drills for fires, earthquakes, and lockdowns, as well as the Southern California Great Shake Out disaster drill.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	7	26	
1	28		21	
2	23	7	28	
3	23	7	28	
4	30		28	
5	31		22	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	17	16	
1	24	7	23	
2	29		21	
3	28		28	
4	30		28	
5	28		28	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	10	2	
1	27	7	23	
2	26	7	23	
3	27		21	
4	27		28	
5	29		28	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.6
Nurse	0.5
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	0.2
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,474	$532	$7,942	$81,100
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	82.7	-3.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	18.5	-7.3

2021-22 Types of Services Funded

- Supplemental instructional materials
- Technology, equipment, and software
- School wide Benchmark Universe Language Arts practice
- Footsteps to Brilliance (District provided)
- Extended Learning Opportunities
- Intervention programs
- Family Literacy Nights
- Clerical assistance
- STEAM materials and activities
- Full time Music Teacher

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey guides site professional development and in-service decisions. Student data is also used to determine professional development needs. Sites design professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays. Trainings are also offered during the summer months on content specific and professional areas such as Thinking Maps, SIOP, AVID, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, intervention programs, STEAM activities and meeting the needs of GATE students. Administration training focuses on the development of professional learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers are given opportunities to observe other professionals, engage in peer coaching, and to work with mentors and grade level colleagues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	8