

Desert Center Unified School District

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Desert Center Unified School District
Street	PO Box 6; 1434 Kaiser Rd.
City, State, Zip	Desert Center, CA
Phone Number	760-413-2646
Principal	Susan E. Scott
Email Address	suescott@eaglemtnschool.com
Website	https://dcusd.schoolblocks.com
County-District-School (CDS) Code	33-67041-6031900

Entity	Contact Information
District Name	Desert Center Unified School District
Phone Number	760-413-2689
Superintendent	Susan E. Scott
Email Address	suescott@eaglemtnschool.com
Website	https://dcusd.schoolblocks.com

School Description and Mission Statement (School Year 2019-20)

Eagle Mountain Elementary is the single site in the Desert Center Unified School District and serves children in grades K-8. Curriculum is focused on state standards. The school supports cultural awareness on a daily basis through its diverse literature selections and cultural awareness activities.

During the 2018-2019 school year, 24 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Eagle Mountain School is dedicated to empowering all students for the challenges of the twenty-first century.

Students, staff and community work collaboratively to ensure high expectations with an academic focus, a staff, an orderly environment, and the opportunity to develop responsibility through involvement.

Change is viewed as an on-going, positive challenge.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	3
Grade 1	7
Grade 2	2
Grade 3	2
Grade 4	4
Grade 5	1
Grade 6	2
Grade 7	7
Grade 8	1
Total Enrollment	29

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	55.2
White	34.5
Two or More Races	6.9
Socioeconomically Disadvantaged	75.9
English Learners	3.4
Students with Disabilities	10.3
Homeless	31

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	3	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

All curriculum development in the Desert Center Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent/Principal and Certificated Staff, to align with the state standards, district goals, and the statewide assessment program.

Desert Center Unified held a Public Hearing in October 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. The Board voted to purchase the California Core State Standards approved ELA/ELD in 2015-2016 school year, Math curriculum for the 2016-2017 school year and Social Studies in 2017-2018. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill K - 6 CA Wonders ELA/ELD. 2016 7 -8 CA Study Sync ELA/ELD	Yes	0
Mathematics	McGraw Hill CA My Math K-5 2017 McGraw Hill CA Math 6-8	Yes	0
Science	McGraw Hill CA Inspire Science K-6. 2018 McGraw Hill CA Inspire Science Integrated 6-8	Yes	0
History-Social Science	McGraw Hill K-5 Impact California Social Studies. 2018 McGraw Hill 6-8 Impact California World History & Geography,	Yes	0
Health	Merrill K-4 2003 Meeks/Heit 5-6 2003 Glencoe 7-8 2003	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Eagle Mountain Elementary was originally constructed in 1969 and is comprised of 3 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 music room, 1 art room, 1 staff lounge, and 1 playground.

Cleaning Process: The Superintendent/Principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for the school in the district.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: June 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire sprinkler systems are tested every 5 years and the fire extinguishers are serviced annually. The fire alarms are tested periodically and at the time of the inspection, the alarm system read "system normal".
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Staff is trained annually on playground supervision. The district does have a checklist inspection in place that is performed monthly by the maintenance supervisor. There are no new equipment plans at this time, although the district might be putting in some shade structures in the future. During inspection, the playground was in good condition.
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	38	57	38	50	50
Mathematics (grades 3-8 and 11)	36	31	36	31	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	16	94.12	5.88	37.50
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	15	14	93.33	6.67	28.57
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	16	94.12	5.88	31.25
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	6.67	28.57
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Eagle Mountain Elementary benefits greatly from its supportive parents who are invited to visit the classrooms at any time. Eagle Mountain School Site Council offers opportunities for parent input and participation. The School Site Council allows increased involvement with the LCFF and other school activities. Parents are encouraged to serve on the school's committee and actively participate in the growth and improvement process of their student and the school. Because of our small size our SSC and ELAC are combined into a single group with staff and volunteers available to assist with translation when needed to help students and parents learning English feel welcome at all school functions.

Regular school-to-home communication, provided in both English and Spanish, keeps parents up-to-date on student progress and school issues. Teachers have developed regular communication with parents through agendas and online communication resources through email, text and our school website. The office uses text and email to keep parents informed of any administration announcements, a school monthly calendar is sent home with students to keep parents up-to-date on school activities and public meetings. Parents may also monitor student work and grades as well as communicate with teachers through Parent Portal. Parents are always welcome to contact the office at 760-413-2646 or email secretary@eaglemtnschool.com if they have any questions.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.5	0.0	9.1	9.5	0.0	9.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Eagle Mountain Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 14, 2020 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Earthquake drills are held two times a year. Students are supervised before, during, and after school by certificated staff, and classified staff supervise students during lunch and recess. Certificated staff help with supervision during lunch periods. There is a designated area for student drop off and pick up. Visitors signs are posted at all entrances to the school requiring all visitors to check in at the office to state their business and receive a visitor's pass if appropriate. Parents or community members who volunteer on a regular basis are required to have TB tests, be fingerprinted and have a background check.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	8	1			10	1			14	1		
6	4	1			1	1						
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

*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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	43,246.00	5252.00	37,994.00	81,522.00
District	N/A	N/A	37,994.00	81,522.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	134.0	23.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Desert Center Unified School District is not in Program Improvement (PI) status. Interventions for students are provided within the school day. Each classroom is staffed with a highly qualified credentialed teacher and an Instructional Aide. Technology is integrated within the classroom as each student has their own Chrome Book and ipads are also available for student use. Core Lexia, ALEKS Math, ST MATH are used for interventions, and Accelus for Science.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,569	\$43,574
Mid-Range Teacher Salary	\$74,487	\$63,243

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$96,169	\$86,896
Average Principal Salary (Elementary)	\$0	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$115,000	\$136,125
Percent of Budget for Teacher Salaries	11%	30%
Percent of Budget for Administrative Salaries	8%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated (15) fifteen days to staff development annually for the past three years. Topics for staff development during the 2017-2018 school year included: The entire professional staff trained prior to the beginning of school by Keenan & Associates, the district's insurance carrier. They covered a wide variety of topics from a safety and liability point of view. CCCSS Training was a priority with the passing of California Core Standards for Math Curriculum and ELA Curriculum. Training was provided for Illuminate Ed which is the district's student information system and DNA(data and assessment) system. The certificated staff at Eagle Mountain School are highly qualified.