

Desert Sands Unified School District Harry S. Truman Elementary School

Grades TK through 5
Carol Bishop, Principal
carol.bishop@desertsands.us



78-870 Avenue 50
La Quinta, CA 92253
PH: (760) 777-4230 FAX: (760) 238-9783
CDS #: 33670586106082

2022-23 School Accountability Report Card *Published January 2024*

Desert Sands Unified School District
47-950 Dune Palms Road
La Quinta, CA 92253-4000
(760) 777-4200
www.dsusd.us

2023-24 Board of Education

Kailee Watson, OD
President

Tricia Pearce
Vice President/Clerk

Humberto Alvarez
Member

Michael Duran
Member

Linda Porras
Member

District Administration

Kelly May-Vollmar, Ed.D.
Superintendent

Marcus Wood, Ed.D.
Assistant Superintendent,
Educational Services

Jordan Aquino
Assistant Superintendent,
Business Services

Laura Fisher
Assistant Superintendent,
Student Support Services

Joseph Hyde, Ed.D.
Assistant Superintendent,
Personnel Services

Contents

Principal's Message
Mission
Vision
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Welcome to Harry S. Truman Elementary School where our motto of "Soaring to Excellence" describes the atmosphere of high expectations for student success. I am extremely proud of the school and staff and I am excited to be associated with such "Terrific Truman Tigers." Recognized as a California Distinguished School in 2006 and 2012, and a leader in STEM Education, Truman creates a strong foundation of reading, writing, mathematics, and science through the use of technology, direct instruction, and hands-on lessons. One of our goals is to provide students with a caring and safe learning environment, one that positively enhances and maximizes their learning capacity.

Truman teachers and support staff are highly trained professionals who go "above and beyond" for children. We all know that a key element to a child's education lies in the role of the parent. Thus, ongoing parental contact and communication is critical between parent and teacher. School communications involve the annual Parent/Student Handbook, monthly principal's newsletter ("Tiger Tales") teacher letters, PeachJar, and many other materials sent home to keep families updated on school and classroom activities. Parents also have the opportunity to meet monthly for PTO meetings and SSC to discuss student progress, school goals and objectives, fundraising projects, and to address any questions that they may have. Parents are encouraged to use the school website found at www.dsusd.us.

If parents have any questions or concerns regarding the classroom, we encourage you to please contact the teacher involved with your child. Without direct input to the teacher, questions or concerns may take longer to clarify. I, of course, am available, as is our counselor, Ms. Carde. We must all work as a "Truman Tiger Team" to oversee the safe educational journey of our most precious cargo—our students and your children!

Carol E. Bishop
Proud Truman Tiger Principal

District Mission

To inspire and nurture every student ... one opportunity at a time.

District Vision

We will be the district of choice to successfully prepare every student for college, career, and life.

School Description

Harry S. Truman Elementary School is located in the northwestern region of La Quinta and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2022-23 school year, 666 students were enrolled, including 12.5% in special education, 23.9% qualifying for English Language Learner support, and 80% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	46.40%	Transitional Kindergarten	6
Male	53.60%	Kindergarten	112
Non-Binary	0.00%	Grade 1	105
Amer. Indian or Alaska Native	0.50%	Grade 2	93
Asian	1.40%	Grade 3	105
Black or African-Amer.	2.10%	Grade 4	126
Filipino	0.30%	Grade 5	119
Hisp. or Latino	74.50%	Ungraded	0
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	1.80%		
White	12.20%		
English Learners	23.90%		
Foster Youth	0.30%		
Homeless	0.80%		
Students Receiving Migrant Ed. Services	0.20%		
Socioeconomically Disadvantaged	80.00%		
Students with Disabilities	12.50%		
Total Enrollment			666

Student Achievement

Physical Fitness

In the spring of each year, Harry S. Truman Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99.16%	100%	100%	100%	100%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	39.0	37.0	40.0	40.0	47.0	46.0
Mathematics (grades 3-8 and 11)	29.0	32.0	25.0	26.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	341	341	100.00	0.00	37.24
Female	164	164	100.00	0.00	39.02
Male	177	177	100.00	0.00	35.59
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	236	236	100.00	0.00	33.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	29.73
White	49	49	100.00	0.00	59.18
English Learners	81	81	100.00	0.00	13.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	37.50
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	280	280	100.00	0.00	29.29
Students with Disabilities	56	56	100.00	0.00	17.86

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	341	341	100.00	0.00	32.35
Female	164	164	100.00	0.00	33.74
Male	177	177	100.00	0.00	31.07
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	236	236	100.00	0.00	29.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	21.62
White	49	49	100.00	0.00	48.98
English Learners	81	81	100.00	0.00	16.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	37.50
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	280	280	100.00	0.00	26.16
Students with Disabilities	56	56	100.00	0.00	10.71

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 fewer, 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						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	16.3	21.9	22.3	23.3	29.5	30.3

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	119	119	100.00	0.00	21.85
Female	61	61	100.00	0.00	27.87
Male	58	58	100.00	0.00	15.52
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	84	84	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	20.00
White	14	14	100.00	0.00	28.57
English Learners	27	27	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	101	101	100.00	0.00	16.83
Students with Disabilities	22	22	100.00	0.00	9.09

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, and School Messenger (automated telephone message delivery system). Contact the school office at (760) 777-4230 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Adult Reading Mentors
Parent Teacher Organization

Committees

English Learner Advisory Council
GATE Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Family Night
Spelling Bee
Student Leadership
Student of the Month Assemblies
Science Fair
Martha's Village
Math Field Day
Reading Stars Celebration Day
Extended Learning Opportunities Program (ELOP)
Walk-a-thon
Breakfast with Santa
PTO Activities

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harry S. Truman Elementary School's original facilities were built in 1987; the site is currently undergoing modernization and is scheduled to be completed December 2023. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Harry S. Truman Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1987
Acreage	17
Square Footage	74709
Quantity	
Permanent Classrooms	45
Portable Classrooms	0
Restrooms (sets)	11
Teacher Lounge(s)	1
Cafeteria	1
Multipurpose Room(s)	1
Library/Media Center	1
Resource Room(s)	1
Administrative Offices	1

Facilities Inspection

The district's maintenance department inspects Harry S. Truman Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Harry S. Truman Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 20, 2023. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, October 20, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: school site monitors. During recess, teachers and school site monitors supervise playground activity. School site monitors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and school site monitors monitor student behavior to ensure a safe and orderly departure.

Harry S. Truman Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Harry S. Truman Elementary School in collaboration with local agencies and the

district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2024.

Classroom Environment

Discipline & Climate for Learning

Harry S. Truman Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.0	0.0	1.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	0.1	3.5	4.5
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.0	0.0
Female	0.6	0.0
Male	1.3	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	1.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	1.1	0.0
English Learners	0.6	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	1.1	0.0
Students with Disabilities	2.1	0.0

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	17.0	6		
1	21.0	1	4	
2	23.0		5	
3	19.0	2	4	
4	21.0	1	4	
5	27.0	1		3
2021-22				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	16.0	2	5	
1	18.0	1	4	
2	20.0	1	4	
3	20.0	1	5	
4	18.0	1	4	
5	25.0	1	4	
2022-23				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	1	5	
1	21.0	1	4	
2	19.0	1	4	
3	21.0	1	4	
4	21.0	1	4	
5	24.0	1	4	
6			4	

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Harry S. Truman Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	688	259	37.6
Female	323	318	100	31.4
Male	376	370	159	43.0
Amer. Indian or Alaska Native	3	3	0	0.0
Asian	9	9	1	11.1
Black or African-Amer.	15	14	4	28.6
Filipino	2	2	0	0.0
Hisp. or Latino	517	508	207	40.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	15	15	5	33.3
White	88	87	24	27.6
English Learners	163	161	53	32.9
Foster Youth	4	4	2	50.0
Homeless	6	6	3	50.0
Students Receiving Migrant Ed. Services	1	1	0	0.0
Socioeconomically Disadvantaged	573	565	222	39.3
Students with Disabilities	96	96	44	45.8

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Harry S. Truman Elementary School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Harry S. Truman Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies and Best Practices
- Interventions
- English Learner Development & Core Instruction
- Common Core State Standards
- Science, Technology, Engineering, Mathematics (STEM)
- MTSS Positive School Climate

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Harry S. Truman Elementary School supports ongoing professional growth throughout the year on during staff meetings and on collaboration days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Harry S. Truman Elementary School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2021-22 Training:

- i-Ready
- AVID Strategies
- Synergy Assessment
- Digital Citizenship
- Mystery Science
- Coding
- Elementary Math - Cognitively Guided Instruction

2022-23 Training:

- TK Training (Phonological Awareness, Science, Math Numeracy and Play)
- i-Ready Math Curriculum Support
- ICLE - Rigor, Relevance, Relationships and Engagement
- TK Training (Differentiation and Learning Environments)
- Cognitively Guided Instruction (CGI) - Elementary Math
- Process Writing
- Neurodiversity Training
- Digital Citizenship
- Integrated ELD
- Universal Design for Learning (UDL)
- Measuring Student Outcomes
- Elementary Science & Math Curriculums
- Educational Technology
- Early Literacy
- Dual Language Immersion
- Phonics for Reading

2023-24 Training:

- TK Training (including phonological awareness, science, math numeracy and play)
- Digital Citizenship, Student Data & Privacy, DSUSD Digital Resources
- Integrated ELD (including data, ELPAC levels, ELlevation, academic supports)
- Universal Design for Learning
- Positive Behavioral Interventions & Supports (PBIS)
- SPSA and Strategic Planning
- Tier I Site Leadership
- Elementary Science Curriculum and Planning Support
- Elementary Math Curriculum Training
- Educational Technology (Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools, Classified Google Training)
- Tier II Site Team Training and Coaching
- Early Literacy - Foundational Skills and Planners
- Dual Language Immersion
- Reclassification for Dually Identified Students
- MTSS Training
- Phonics for Reading
- Social Science - DBQ, Newsela

Harry S. Truman Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Harry S. Truman Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 03, 2023, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08/2023-2024 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or

instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
Health		
2006	McGraw, <i>Health & Wellness</i>	0 %
History-Social Science		
2020	Studies Weekly, <i>Studies Weekly History</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2015	Pearson, <i>EnVision Math</i>	0 %
Science		
2020	Saavas Learning Company, LLC, <i>Elevate Science</i>	0 %

Professional Staff

Counseling & Support Staff

Harry S. Truman Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Harry S. Truman Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Instructional Coach	1	1.0
Library Media Technician	1	0.8
Nurse	1	*
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	1.0

* as needed

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

Teacher Preparation and Placement

The charts below identify the number of teachers at Harry S. Truman Elementary School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Harry S. Truman Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.0	93.4	1038.9	89.9	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	8.9	0.8	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.3	13.9	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	43.6	3.8	11953.1	4.3
Unknown	0.9	3.3	50.4	4.4	15831.9	5.7
Total Teaching Positions	30.0	100.0	1156.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.0	96.8	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	42.6	3.8	12115.8	4.4
Unknown	0.9	3.2	60.1	5.3	18854.3	6.9
Total Teaching Positions	31.0	100.0	1139.3	100.0	274759.1	100.0

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 to 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 (2021-22)	Number
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,526	\$55,550
Mid-Range Teacher Salary	\$89,938	\$80,703
Highest Teacher Salary	\$111,847	\$109,418
Superintendent Salary	\$297,882	\$319,443
Average Principal Salaries:		
Elementary School	\$146,275	\$137,703
Middle School	\$154,132	\$143,760
High School	\$176,448	\$159,021
Percentage of Budget:		
Teacher Salaries	30.71%	30.35%
Administrative Salaries	4.04%	4.87%

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

Expenditures Per Student

For the 2021-22 school year, Desert Sands Unified School District spent an average of \$17,444 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds

- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
			% Diff. School & Dist.	% Diff. State	% Diff. School & State
	School	District			
Total**	\$9,851	N/A	N/A	N/A	N/A
Restricted	\$1,876	N/A	N/A	N/A	N/A
Unrestricted	\$7,975	\$7,522	106.02	\$7,607	104.84
Average Teacher Salary	\$88,198	\$94,276	93.55	\$87,885	100.36

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Harry S. Truman Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2023. Data to prepare the school facilities section were acquired in January 2024.