Dehesa Elementary

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	4612 Dehesa Rd. El Cajon, CA , 92019-2922	**Principal:**	Dr. Elizabeth Carzoli, Principal
Phone:	(619) 444-2161	**Grade Span:**	K-8

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 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.

About This School

Dr. Elizabeth Carzoli, Principal

📍 Principal, Dehesa Elementary

About Our School

Originally established in 1876 as a small school house. Dehesa Elementary School has experienced numerous transformations, innovations and expansions while continuing to
embrace its century old history. My name is Elizabeth Carzoli and as principal, I am committed to ensuring that students have a safe and nurturing learning environment, high quality instruction, access to technology and relevant learning opportunities that prepare our students to be lifelong learners. Our teachers, staff and parents are committed to the core values that serve as the foundation upon which we execute our mission, which is to integrate science, technology, math, and the arts across all content areas while providing the appropriate platforms and social emotional supports for every child to be a successful learner.

Contact

Dehesa Elementary
4612 Dehesa Rd.
El Cajon, CA 92019-2922

Phone: (619) 444-2161
Email: elizabeth.carzoli@dehesasd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Johnson, Bradley
Email Address	bradley.johnson@dehesasd.net
Website	www.dehesasd.net/

School Contact Information (School Year 2023–24)

School Name	Dehesa Elementary
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, CA , 92019-2922
Phone Number	(619) 444-2161
Principal	Dr. Elizabeth Carzoli, Principal
Email Address	elizabeth.carzoli@dehesasd.net
Website	https://dehesasd.net/
County-District-School (CDS) Code	37680496038095

Last updated: 1/8/24

School Description and Mission Statement (School Year 2023–24)

Dehesa School District is a one-school district, located in El Cajon, California in what was once known as the Upper Sweetwater Valley. The second oldest school in San Diego County, Dehesa School was established on April 4, 1876 with approximately a dozen local children in a 16'X14' one-room schoolhouse. As the

number of students grew, a succession of one room schools followed. Since then Dehesa School has added a state of the art, two story, six classroom building that includes a new science lab, locker rooms, a conference room and two new sets of bathrooms. Dehesa School is a K-8 school with small class sizes for student success.

Dehesa School District strives to build long-term relationships with families and community. Together, we are committed to providing a nurturing, inspiring and rigorous educational program for all students. Dehesa School is proud to employ highly qualified teachers, and inspiring support staff. Our school exemplifies the dynamic collaboration of strong leadership, community partnership, student achievement and inspired teaching.

The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives. The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners.

Dehesa School prides itself offering low class sizes and innovation engagement opportunities for pupils, including 1:1 laptops for students in Transitional Kindergarten, and Kindergarten through eighth grade, monthly digital citizenship lessons; Lego engineering; and robotics for all students. Additionally, as a part of improving school culture, we utilize MTSS and PBIS programs designed to develop the characteristics of responsibility, trustworthiness, citizenship, caring, fairness, and respect; monthly award assemblies, attendance incentives; and after school enrichment classes.

Dehesa's Mission Statement:

Dehesa school provides a challenging curriculum and equips each student with the tools necessary to excel academically, socially, emotionally and culturally in a competitive world as a lifelong learner.

We believe in:

• safe, secure environments that foster confident and engaged learners.

• consistency and fairness that creates equality for all.

• respect, kindness, honesty, and integrity as a foundation for building trust, and friendship.

• striving to produce quality work with attention to detail that leads to success.

• challenging a child's mind to enable him/her to achieve their greatest potential.

• a genuinely caring staff who has the power to create opportunities for all children to learn.

Last updated: 1/8/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	14
Grade 1	5
Grade 2	10
Grade 3	15
Grade 4	7
Grade 5	6
Grade 6	8
Grade 7	11
Grade 8	8
Total Enrollment	84
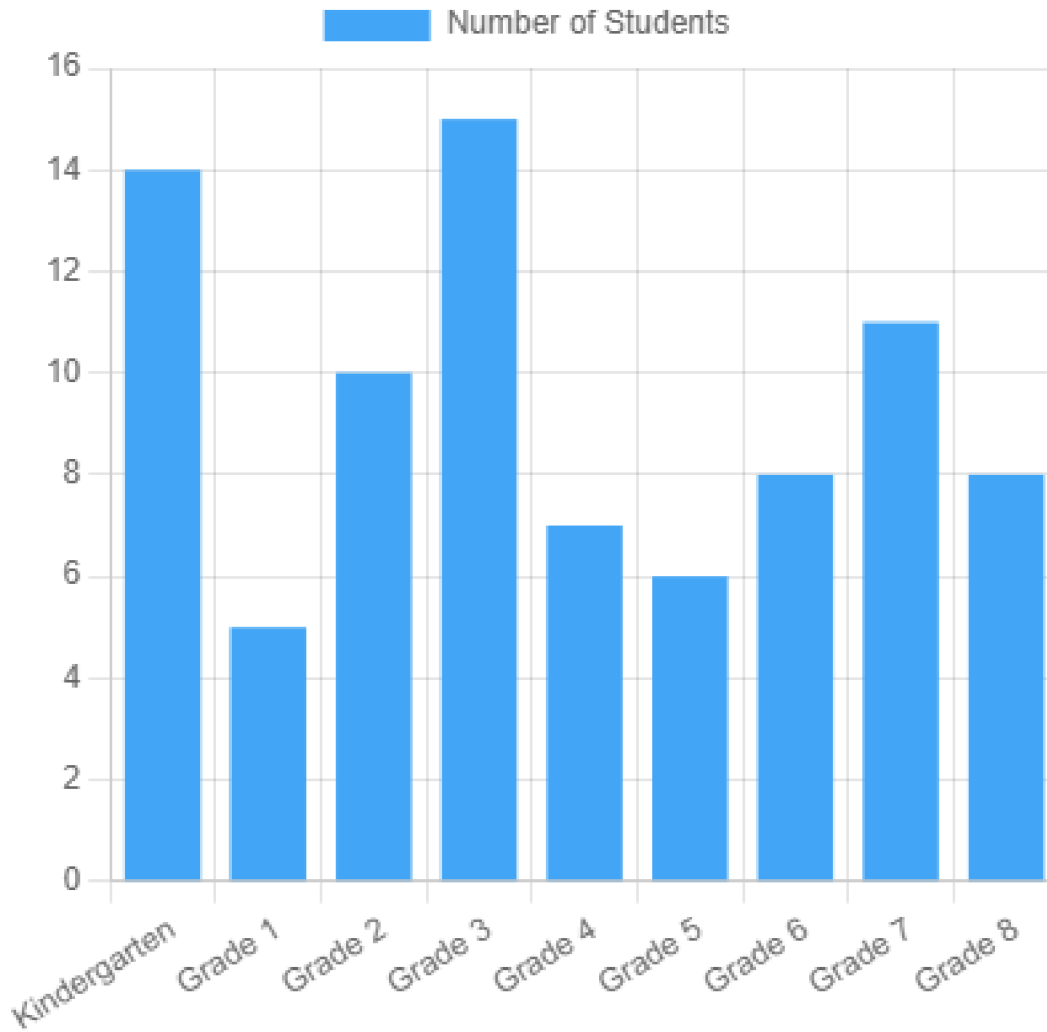
Last updated: 1/8/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.20%
Male	54.80%
Non-Binary	0.00%
American Indian or Alaska Native	11.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.70%
Foster Youth	0.00%
Homeless	1.20%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	0.00%
Black or African American	2.40%
Filipino	1.20%
Hispanic or Latino	40.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	20.20%
White	22.60%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	38.10%
Students with Disabilities	22.60%

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 Preparation and Placement (School Year 2020–21)

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)	7.00	100.00%	232.00	55.47%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.50	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.50	0.37%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	166.20	39.75%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	16.90	4.04%	18854.30	6.86%
Total Teaching Positions	7.00	100.00%	418.20	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.

Last updated: 1/8/24

Teacher Preparation and Placement (School Year 2021–22)

uthorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Perce
lly (Preliminary or Clear) edentialed for Subject d Student Placement roperly assigned)	7.00	100.00%	271.40	63.09%	234405.20	84.00
tern Credential Holders operly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
achers Without edentials and isassignments neffective" under ESSA)	0.00	0.00%	1.40	0.34%	12001.50	4.30%
edentialed Teachers signed Out-of-Field out-of-field" under ESSA)	0.00	0.00%	156.00	36.27%	11953.10	4.28%
known/Incomplete/NA	0.00	0.00%	1.20	0.30%	15831.90	5.67%
tal Teaching Positions	7.00	100.00%	430.20	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.

Last updated: 1/8/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK/K: McGraw-Hill Wonders Student Textbooks, Reading Companions, and Practice Books Grades 1-6: McGraw-Hill Wonders Readers/Writers Workshop Student Textbooks Literature Anthology, Reading Companions, Practice Books Grade 7-8: McDougal Littell, 2009 Literature Anthology and Studysync	No	0
Mathematics	TK-6th Grade: GO Math CPM Math (College Preparatory	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Mathematics Program)		
Science	Tk-8th Grade: McGraw Hill Inspire Science	No	0
History-Social Science	Tk-8th Grade: McGraw Hill, Impact	No	0
Foreign Language		No	0
Health	TK - 8th Grade: Physical Education: Spark PE	No	0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 5/16/24

School Facility Conditions and Planned Improvements

The condition of the school as documented on the September 3, 2021 FIT report was 94.42% which is rated as GOOD.

Items of planned improvements are fixing doors that are damaged, fixing plumbing problems (minor)?

Last updated: 5/16/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

Last updated: 1/8/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.

  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.

  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completed state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	32%	22%	49%	49%	47%	46%
Mathematics (grades 3-8 and 11)	23%	19%	34%	35%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100.00%	0.00%	22.41%
Female	25	25	100.00%	0.00%	24.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Male	33	33	100.00%	0.00%	21.21%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	38.46%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	20.83%
Students Receiving Migrant Education	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Services					
Students with Disabilities	16	16	100.00%	0.00%	0.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/8/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100.00%	0.00%	18.97%
Female	25	25	100.00%	0.00%	24.00%
Male	33	33	100.00%	0.00%	15.15%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00%	0.00%	13.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	15.38%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	0.00%	0.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/8/24

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	50.00%	21.43%	50.00%	21.43%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%	21.43%
Female	--	--	--	--	--
Male	12	12	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Dehesa Elementary believes it is important to provide family and community engagement opportunities to
support and improve student achievement and to promote a positive school climate. Dehesa has many
opportunities for Parental Involvement. Parents are encouraged to volunteer for our schoolwide events and in
the classroom when needed. Every 1st Friday of the month families are encouraged to come on campus for
coffee/hot chocolate, participate in the morning walk and assembly and accompany their student to their class.
All parents are invited to join our Safety Committee or School Site Council.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

dicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	Sta 202 2
opout te				27.70%	17.40%	8.0%	9.4%	7.8%	8.2
aduation te				54.10%	70.80%	73.6%	83.6%	87.0%	86.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Dropout Rate   Graduation Rate
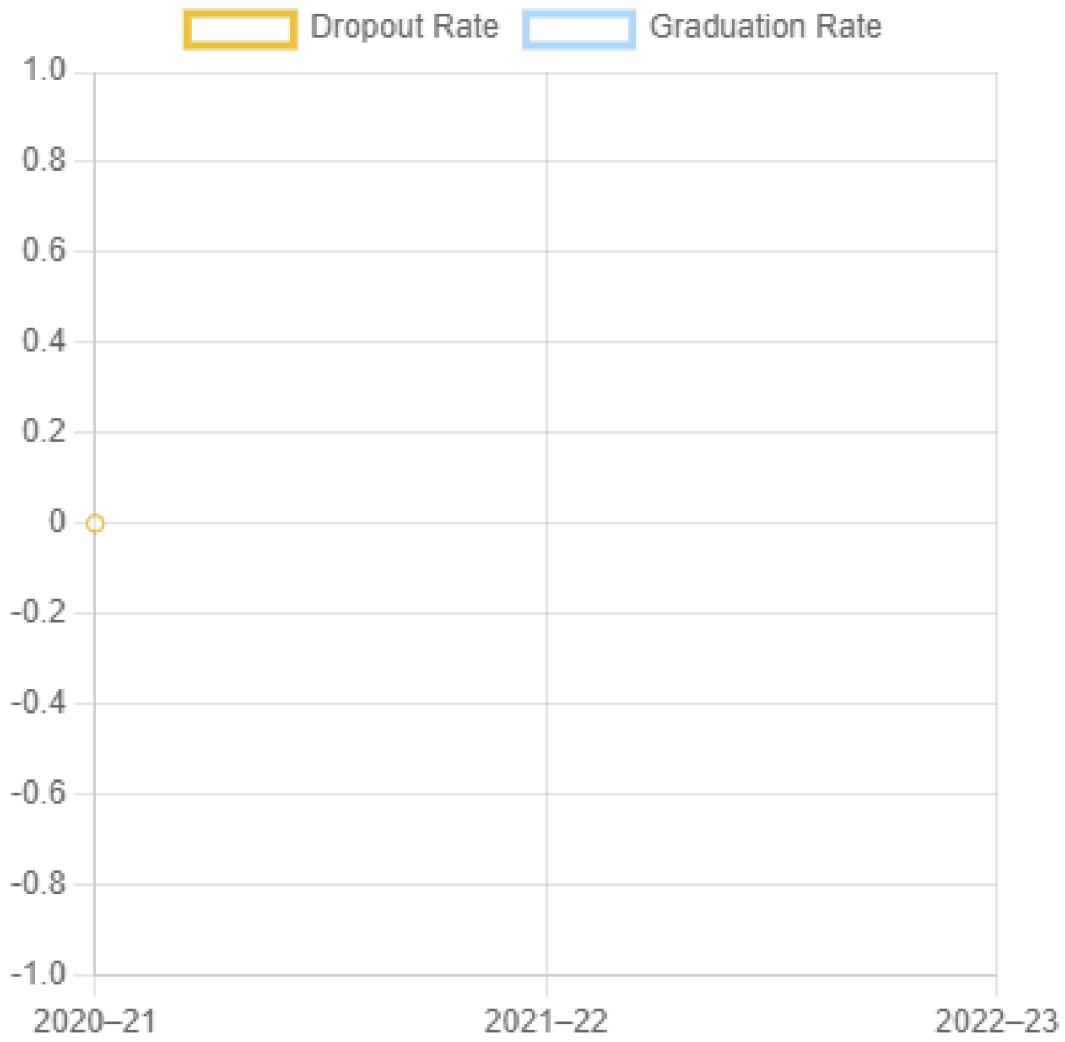
Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	110	97	31	32.0%
Female	52	47	19	40.4%
Male	58	50	12	24.0%
Non-Binary	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
American Indian or Alaska Native	14	14	9	64.3%
Asian	0	0	0	0.0%
Black or African American	4	2	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	44	42	12	28.6%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	20	17	7	41.2%
White	26	20	3	15.0%
English Learners	11	10	2	20.0%
Foster Youth	2	2	1	50.0%
Homeless	3	3	0	0.0%
Socioeconomically Disadvantaged	46	40	15	37.5%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	32	26	9	34.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	St: 20; 2
pensions	0.00%	0.00%	3.64%	0.00%	0.00%	0.04%	0.20%	3.17%	3.6

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	Sta 20: 2
ulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.64%	0.00%
Female	0.00%	0.00%
Male	6.90%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.27%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.00%	0.00%
White	7.69%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.17%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	9.38%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

Dehesa Elementary has a comprehensive Safety School Plan which our staff updates and reviews annually. It was last Board Approved on February 15, 2023. The next review and Board approval is set for February 21, 2024. It is based on the California Standardized Emergency Management System (SEMS) to centralize and coordinate emergency response through the use of standardized terminology and processes. The school has developed a safety committee to assist with continually improving the safety of the site and the needed improvements in the areas of general safety and disaster preparedness.

Last updated: 1/8/24

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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	6.00	2		
1	17.00	1		
2				
3				
4	17.00	1		
5				
6	11.00	1		
Other**	22.00	1	1	

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	2		
1	9.00	1		
2	16.00	1		
3	10.00	1		
4	10.00	1		
5	14.00	1		
6	12.00	1		
Other**	9.00	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	0	0
1	5.00	1	0	0
2	10.00	1	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
3	15.00	1	0	0
4	7.00	1	0	0
5	6.00	1	0	0
6	8.00	1	0	0
Other**	19.00	2	0	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information

is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	2		
Mathematics	8.00	2		
Science	8.00	2		
Social Science	8.00	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	2	0	0
Mathematics	10.00	2	0	0
Science	10.00	2	0	0
Social Science	10.00	2	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	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.

Last updated: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.00

* 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.

Last updated: 1/12/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	$20592.00	$64174.00
District	N/A	N/A	$20592.00	$64174.00
Percent Difference –	N/A	N/A	--	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and District				
State	N/A	N/A	$7606.62	$75753.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/24

Types of Services Funded (Fiscal Year 2022–23)

A variety of supplemental services are available at Dehesa School, funded by the school's LCFF, state and federal sources: Title I, II, IV, COVID related funding (ESSER, GEER, CRF, LLM, ELOG), REAP, Indian Education and Special Education. Classroom assistance, intervention groups and supports through Sycuan Learning Center. In addition to the classroom teacher, instructional services are supported by instructional aides.
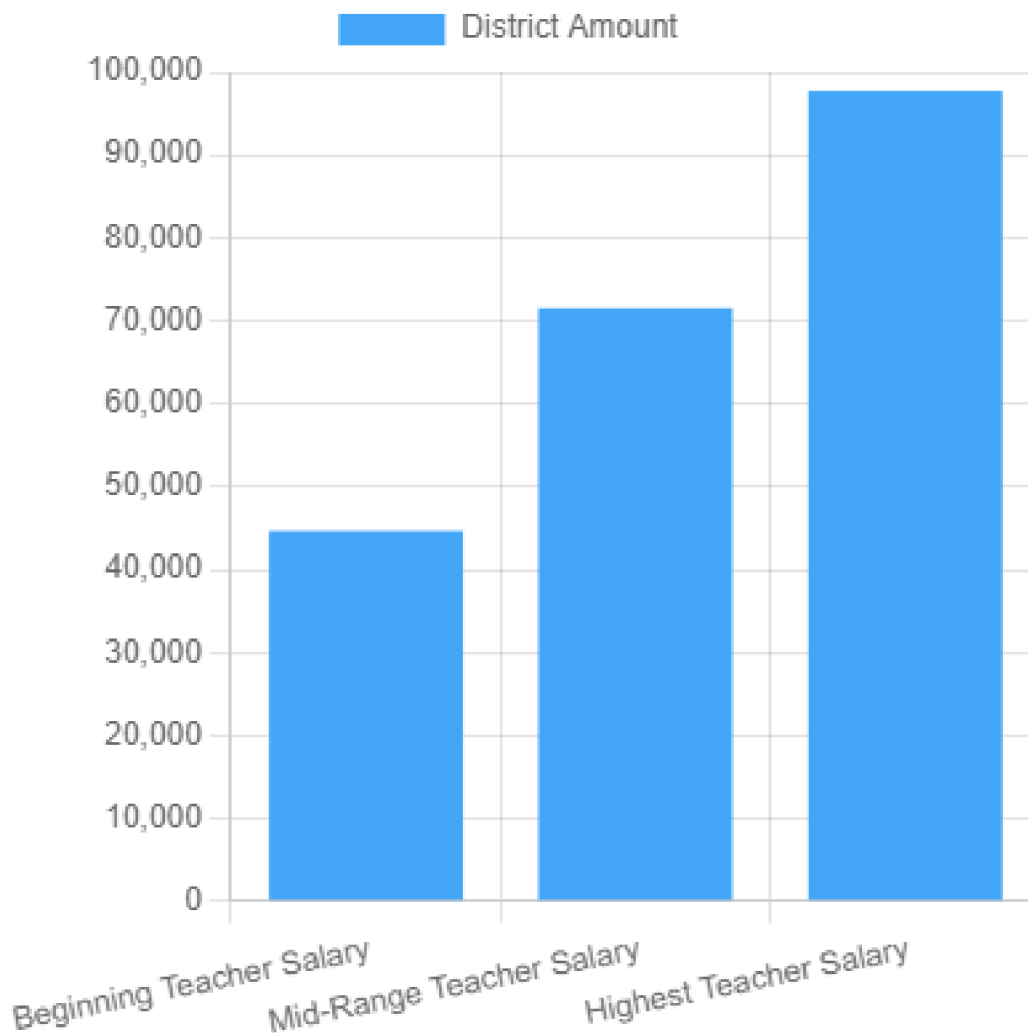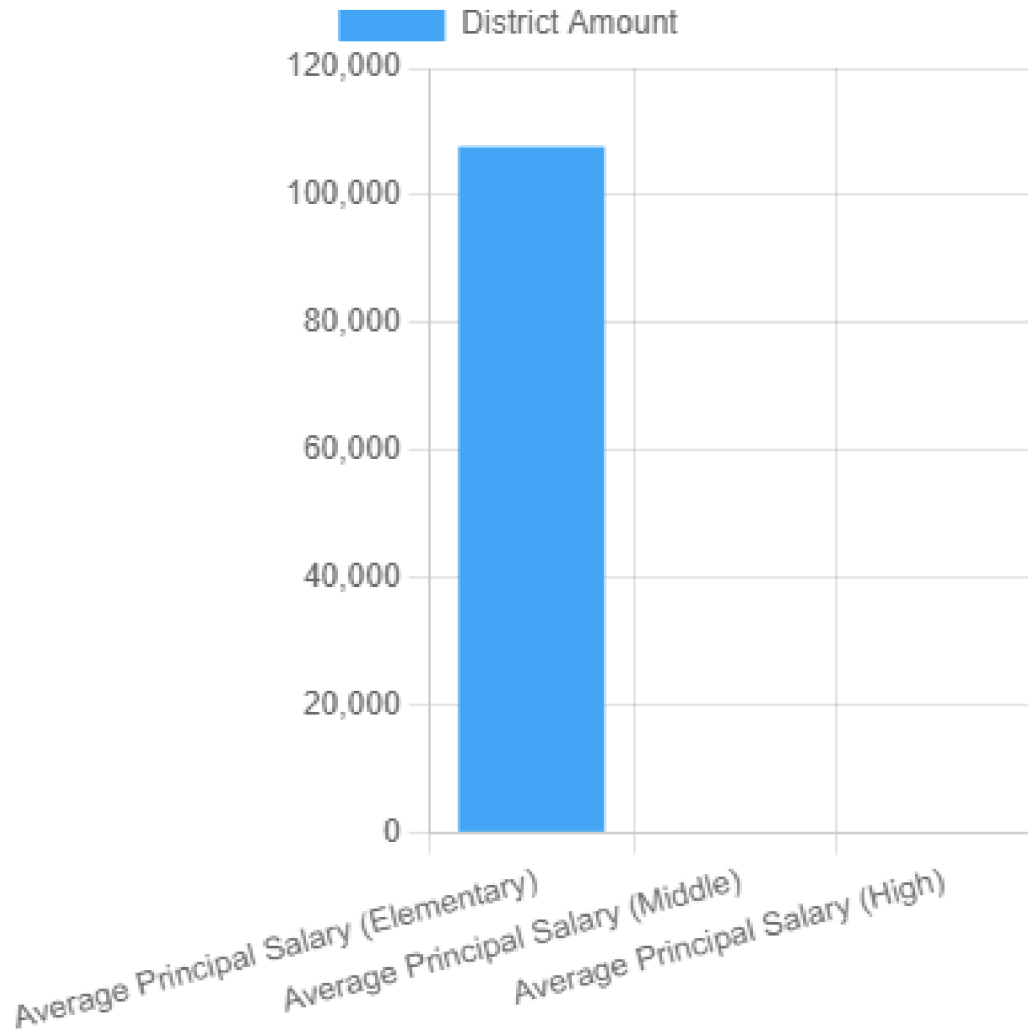
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44657.00	$48480.69
Mid-Range Teacher Salary	$71499.00	$73129.10
Highest Teacher Salary	$97736.00	$99406.48
Average Principal Salary (Elementary)	$107625.00	$117381.01
Average Principal Salary (Middle)	$0.00	$128157.93
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$185812.00	$138991.00
Percent of Budget for Teacher Salaries	14.97%	29.34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	8.54%	5.99%

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

Last updated: 1/12/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/12/24

Professional Development

Ensure teachers have been trained, and receive support, to implement new curriculum and programs, provide high quality instruction and personalized learning, and in how to differentiate to meet the needs of specific student groups such as services for unduplicated students. This also includes technology training, appropriate training for maintenance and operations; transportation, nutrition, business and paraprofessional training. High quality PD includes collaboration time to practice and analyze strategies learned.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 5/16/24