

Dehesa Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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.



Mrs. Jholei Evans

Principal, Dehesa Elementary

About Our School

As principal of Dehesa, I intend to motivate students every time they enter campus. My foremost goal is to ensure that every step staff and community stakeholders take, benefits our students. I hope the social, emotional, and academic growth of our young Dehesa Hawks inspires them to realize their strengths. I cannot accomplish every goal on my own. My biggest assets are the staff, students and their caregivers. Together, we can enrich Dehesa's more than 100 years of history with 21st century skills.

Principal's Comment

Nancy Hauer was our Principal during the 2014/15 school year. She is now the Superintendent of Dehesa, effective May 2015

Contact

Dehesa Elementary
4612 DEHESA RD,
El Cajon, CA 92019

Phone: 6194442161
Email: jholei.evans@dehesasd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Dehesa Elementary
Phone Number	6194442161
Superintendent	Rich Thome
Email Address	Rich.Thome@dehesasd.net
Website	www.dehesasd.net/

School Contact Information (School Year 2019—20)	
School Name	Dehesa Elementary
Street	4612 DEHESA RD,
City, State, Zip	El Cajon, Ca, 92019
Phone Number	6194442161
Principal	Mrs. Jholei Evans
Email Address	jholei.evans@dehesasd.net
Website	https://dehesasd.net/
County-District-School (CDS) Code	37680496038095

Last updated: 1/27/2020

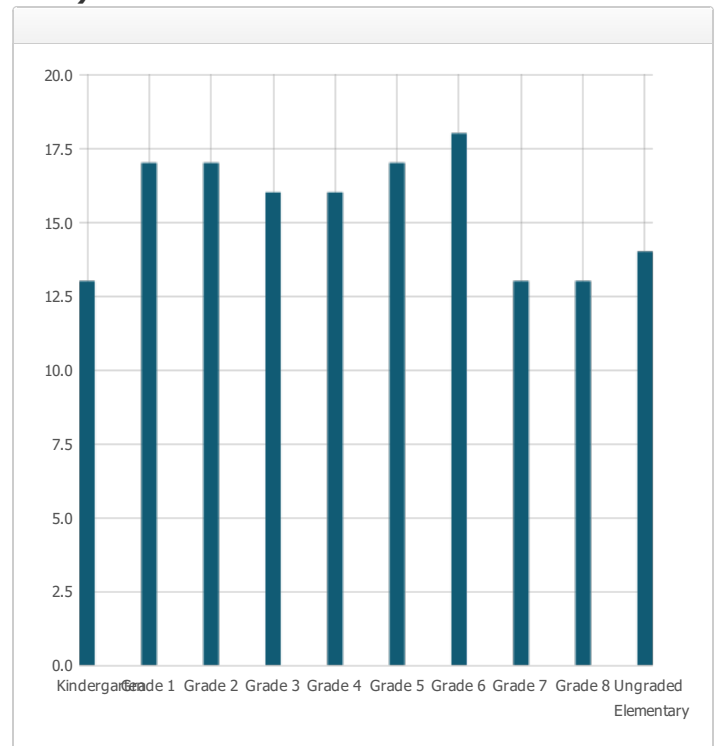
School Description and Mission Statement (School Year 2019—20)

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' X 14' 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 now proudly boasts at least one class for each grade (EAK-8), as it continues to follow a time honored tradition of excellence in education with small classes and a family atmosphere just as it has for the past 144 years.

Last updated: 1/27/2020

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

Grade Level	Number of Students
Kindergarten	13
Grade 1	17
Grade 2	17
Grade 3	16
Grade 4	16
Grade 5	17
Grade 6	18
Grade 7	13
Grade 8	13
Ungraded Elementary	14
Total Enrollment	154



Last updated: 1/27/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.95 %
American Indian or Alaska Native	5.84 %
Asian	%
Filipino	1.30 %
Hispanic or Latino	30.52 %
Native Hawaiian or Pacific Islander	%
White	39.61 %
Two or More Races	18.83 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.20 %
English Learners	10.90 %
Students with Disabilities	14.60 %
Foster Youth	%
Homeless	7.14 %

A. Conditions of Learning

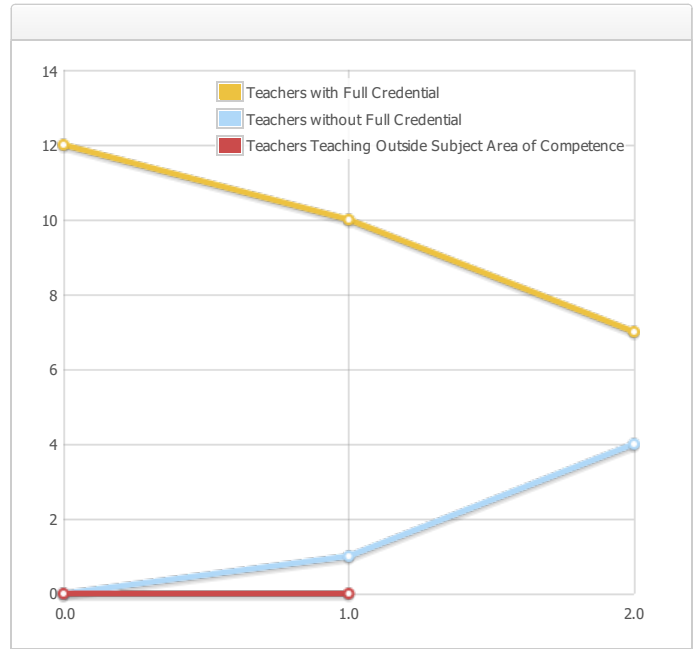
State Priority: Basic

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

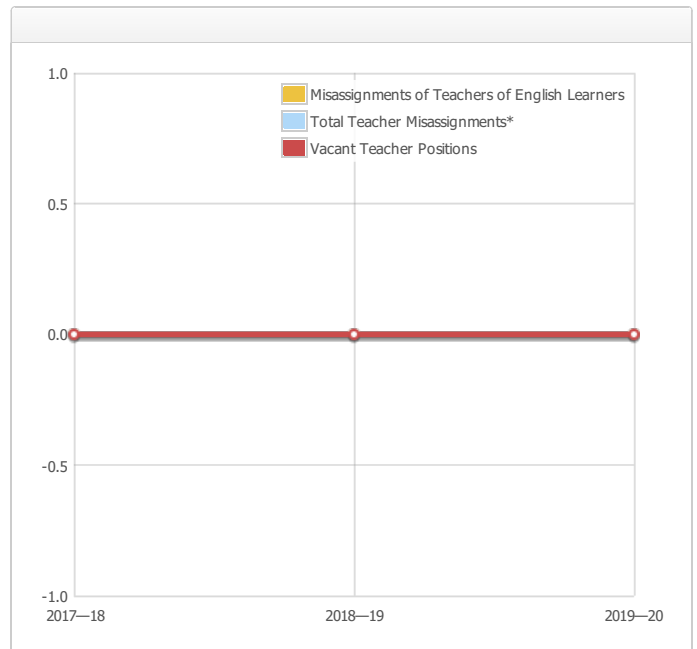
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	10	7	
Without Full Credential	0	1	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/31/2020

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.

Last updated: 1/31/2020

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

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kinder: McGraw Hill Wonders Student Textbooks 1st-5th Grade: McGraw-Hill Wonders Readers/Writers Workshop student Textbooks. Literature Anthology 6th Grade: Houghton-Mifflin Literature Anthology and Studysync. 7th-8th Grade: McDougal Littell, 2009 Literature Anthologies (Textbook) and StudySync	Yes	0.00 %
Mathematics	Kinder - 6th Grade: Go Math 7 & 8 th Grade: CPM Math (College Preparatory Mathematics Program) Books and Tool Kit Books	Yes	0.00 %
Science	K-6th Grade: MacMillan/McGraw-Hill, California Science (2008) 7th & 8th Grade: McDougal Littell, CA Science, 2008	Yes	0.00 %
History-Social Science	K-6 Grade: MacMillan/McGraw-Hill, California Vistas (2007) K-6 7th Grade: McDougal Littell, World History Medieval & Early Modern TimesCA Edition, 2006 8th Grade: McDougal Littell, Creating America, CA Edition, 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

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	
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: September 2019

Overall Rating	Good
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Last updated: 1/31/2020

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)	28.0%	32.0%	41.0%	44.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	32.0%	23.0%	23.0%	38.0%	39.0%

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.

Last updated: 1/16/2020

**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	95	92	96.84%	3.16%	31.52%
Male	52	51	98.08%	1.92%	19.61%
Female	43	41	95.35%	4.65%	46.34%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	26	25	96.15%	3.85%	16.00%
Native Hawaiian or Pacific Islander					
White	37	37	100.00%	0.00%	45.95%
Two or More Races	18	17	94.44%	5.56%	35.29%
Socioeconomically Disadvantaged	53	52	98.11%	1.89%	32.69%
English Learners	15	14	93.33%	6.67%	7.14%
Students with Disabilities	25	23	92.00%	8.00%	13.04%
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.

Last updated: 1/16/2020

**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	95	92	96.84%	3.16%	31.52%
Male	52	51	98.08%	1.92%	29.41%
Female	43	41	95.35%	4.65%	34.15%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	26	25	96.15%	3.85%	20.00%
Native Hawaiian or Pacific Islander					
White	37	37	100.00%	0.00%	45.95%
Two or More Races	18	17	94.44%	5.56%	29.41%
Socioeconomically Disadvantaged	53	52	98.11%	1.89%	30.77%
English Learners	15	14	93.33%	6.67%	14.29%
Students with Disabilities	25	23	92.00%	8.00%	17.39%
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.

Last updated: 1/16/2020

**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 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.

Last updated: 1/16/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 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
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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.

Last updated: 1/31/2020

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)

We believe parent participation in the overall educational program is essential. Dehesa fosters a close connection between families and the school setting. We believe that parents are the primary teachers of their children. Dehesa School recognizes the value of our dedicated parent volunteers. Volunteering is beneficial for the children and very satisfying for the volunteer. Parents and guardians volunteer in classrooms and various events. Parents are also encouraged to support student learning in the classes. Dehesa believes that the more adult help in the classroom, the more support for the students. We encourage participation at any level that is comfortable for parents. Dehesa is also proud of its dynamic Parents' Club. The club organizes many events that engage parents and various stakeholders to support enrichment programs such as field trips and camp, and to provide teachers with additional supplies and help meet their classroom needs.

Some of the activities and events Dehesa present that increase parent involvement include the following:

- Winter Program
- Code to the Future Epic Build Showcases
- Tri-annual Awards Assemblies
- Monthly Character Counts Awards Assemblies
- Spring Dance
- Grade Level ALL SCHOOL Presentations
- Fall Festival
- School Site Council
- Parent University
- School Spirit Days
- School Status Survey and Healthy Kids Survey
- Parent Advisory Committee
- School Wide End of the Year Picnic
- Talent Show
- Parent/Teacher Conferences
- Ice Cream Social
- Open House

State Priority: Pupil Engagement

Last updated: 1/27/2020

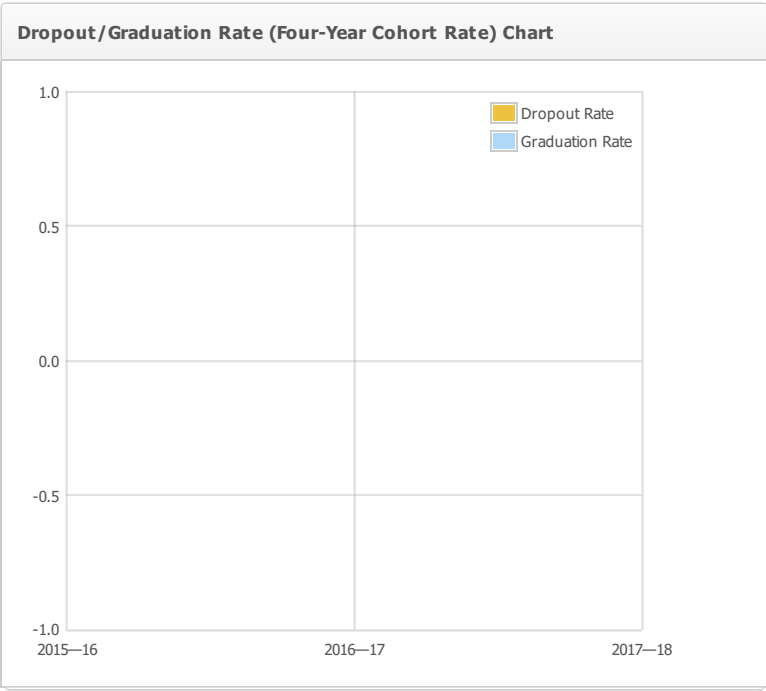
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016-17	School 2017-18	District 2016-17	District 2017-18	State 2016-17	State 2017-18
Dropout Rate	--	--	27.40%	32.10%	9.10%	9.60%
Graduation Rate	--	--	32.60%	34.90%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/27/2020

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	3.20%	1.70%	3.10%	0.10%	0.10%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

Dehesa has a Comprehensive Safety School Plan which our staff updates and reviews annually. 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 which meets on a triennial basis. The site performs monthly emergency drills such as fire, earthquake and lock down drills to practice evacuations and disaster procedures. Bus evacuation drills are practiced at the beginning of each school year.

The school also maintains a SafeSchools training program in which all employees must take online courses in subjects such as first aid, mandated reporter, and blood borne pathogens.

The campus is locked each morning at the start of each school day, and then unlocked for the dismissal of students at the end of each day. All visitors to Dehesa School enter through the front entrance, sign in and out, and wear visitor badges (that expire within 24 hours) while on campus. Staff members monitor our playground and campus before school, during nutritional breaks, and after school.

Last updated: 1/27/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	1		
1	19.00	1		
2	14.00	1		
3	16.00	1		
4	20.00	1		
5	22.00		1	
6	16.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	1		
1	16.00	1		
2	14.00	1		
3	15.00	1		
4	16.00	1		
5	23.00		1	
6	14.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	11.00	2		
1	16.00	1		
2	15.00	1		
3	18.00	1		
4	17.00	1		
5	16.00	1		
6	17.00	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.

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	1.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	

*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: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

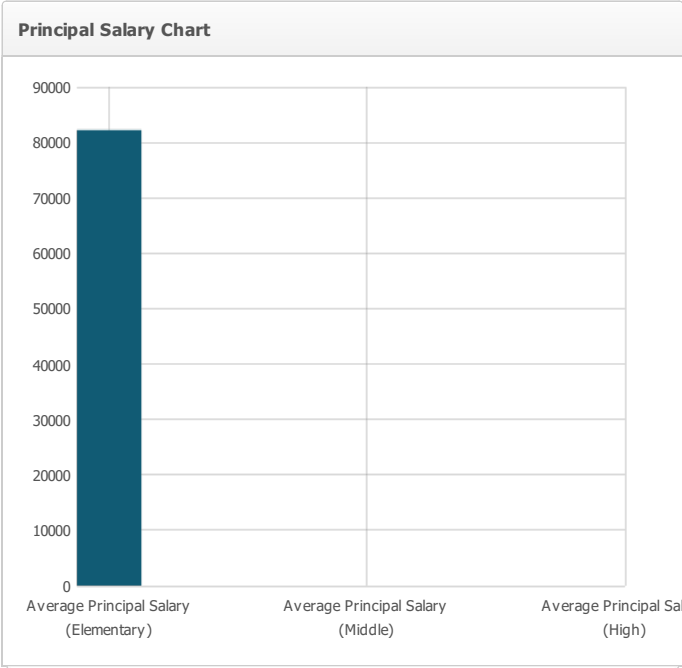
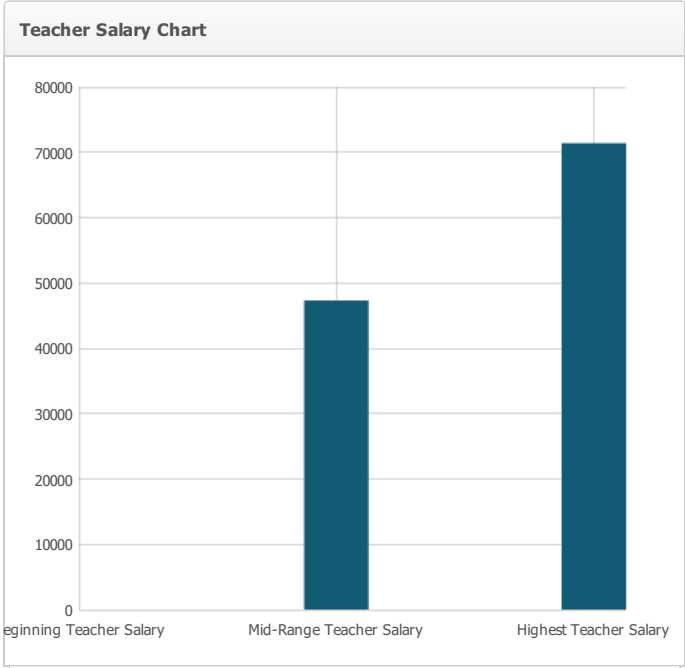
A variety of supplemental services are available at Dehesa School, funded by the school's categorical budgets: Title III, REAP, Indian Education and Special Education. These extra support services include after-school academic and performing arts classes as well as in classroom assistance, intervention groups, or smallgroup tutoring during the instructional day. In addition to the classroom teacher, instructional services are delivered by instructional aides.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$45,252
Mid-Range Teacher Salary	\$47,303	\$65,210
Highest Teacher Salary	\$71,394	\$84,472
Average Principal Salary (Elementary)	\$82,231	\$107,614
Average Principal Salary (Middle)	--	\$112,242
Average Principal Salary (High)	--	--
Superintendent Salary	\$111,295	\$124,686
Percent of Budget for Teacher Salaries	1.00%	31.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

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



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/31/2020

Professional Development

Dehesa is committed to on-going staff development that is embedded into the instructional culture of the school. We offer training throughout the year to our staff members. Each week all of our teachers meet together and in grade-level groups to review student progress, plan instruction, discuss instructional strategies, disaggregated data and plan for intervention. Teachers determine best practices in content areas and leadership curriculum through these teacher meetings. Teachers collaborate with one another to identify areas of need and design student intervention(s) and targeted goals using the professional learning communities model. This year, Instructional Leaders attended a 6-day ProjectGLAD training to acquire strategies in language acquisition and development. The Instructional Leaders in turn presented, modeled, and practiced their learning to other staff members.

In addition, staff members have options to attend workshops, conventions or conferences on a variety of topics to gain new knowledge, improve skills, and/or develop as Instructional Leaders.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		4	4