2019–2020 School Accountability Report Card

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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.

Mrs. Jholei Evans, Principal

- Principal, Dehesa Elementary
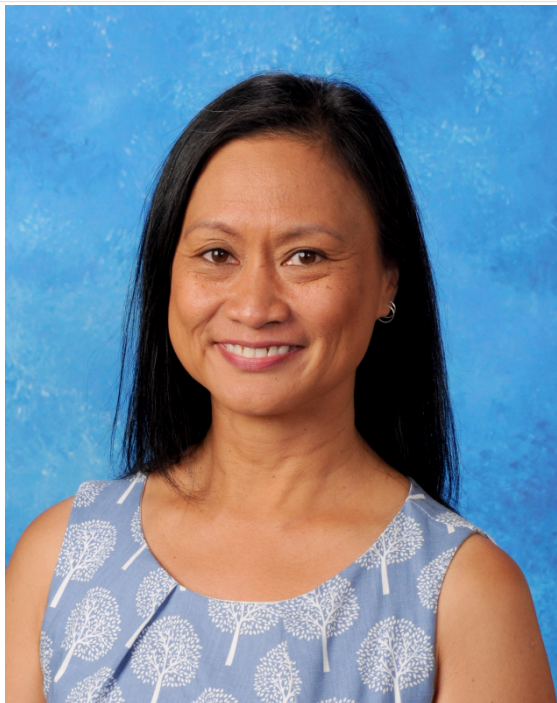
About Our School

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.

Contact

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

Phone: 619-444-2161
Email: jholei.evans@dehesasd.net

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Bradley Johnson
Email Address	bradley.johnson@dehesasd.net
Website	www.dehesasd.net

| School Contact Information (School Year 2020–2021)	
School Name	Dehesa Elementary
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	619-444-2161
Principal	Mrs. Jholei Evans, Principal
Email Address	jholei.evans@dehesasd.net
Website	www.dehesasd.net
County-District-School (CDS) Code	37680496038095

Last updated: 1/29/2021

School Description and Mission Statement (School Year 2020–2021)

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 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 145 years.

Last updated: 1/29/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	21
Grade 1	11
Grade 2	16
Grade 3	20
Grade 4	17
Grade 5	18
Grade 6	11
Grade 7	15
Grade 8	15
Ungraded Elementary	12
Total Enrollment	156
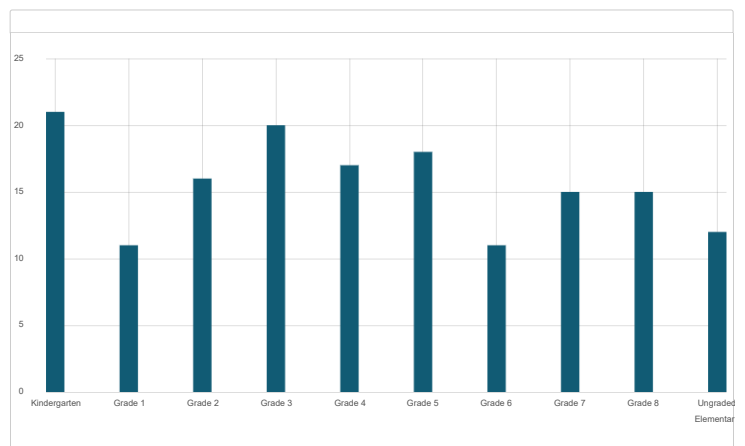
Last updated: 1/29/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	7.00 %
Asian	0.00 %
Filipino	1.00 %
Hispanic or Latino	29.00 %
Native Hawaiian or Pacific Islander	0.00 %
White	40.00 %
Two or More Races	17.00 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.00 %
English Learners	8.00 %
Students with Disabilities	16.00 %
Foster Youth	0.00 %
Homeless	0.00 %

## 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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	10	7	8	
Without Full Credential	1	4	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
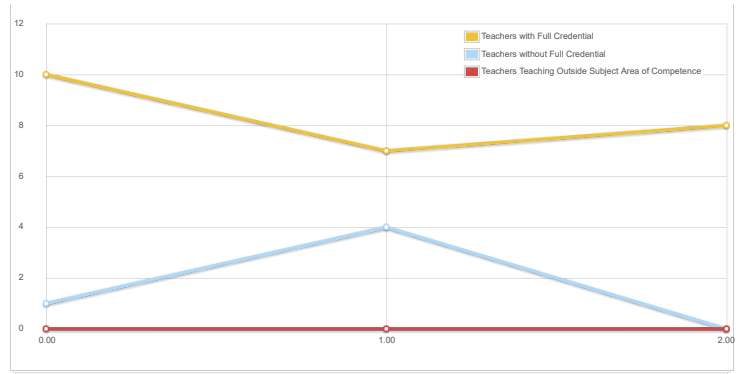
Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
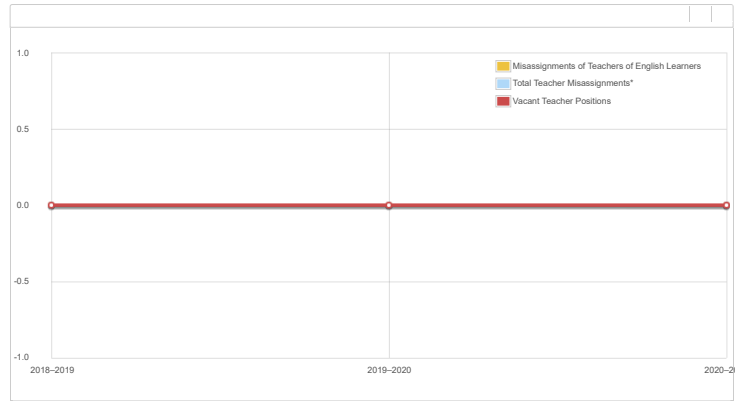
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/27/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

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 6th Grade: Houghton-Mifflin Literature Anthology and StudySync. 7th-8th Grade: McDougal Littell, 2009 Literature Anthology and Studysync	Yes	0.00 %
Mathematics	Kinder- 6th Grade: Go Math 7th & 8th Grade: CPM Math	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) 7th Grade: McDougal Littell, World History Medieval and Early Modern Times (2006) 8th Grade: McDougal Littell, Creating America (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: 1/27/2021

School Facility Conditions and Planned Improvements

Site is very clean and well maintained with short term maintenance.

Last updated: 1/27/2021

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: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained Ceilings and paint peeling in some areas.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2020

Overall Rating	Good

Last updated: 1/27/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	N/A	44.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	32.0%	N/A	23.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/27/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	23	N/A	25	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

State Priority: Other Pupil Outcomes

Last updated: 1/27/2021

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 2019–2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/27/2021

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 2020–2021)

Dehesa continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During this pandemic, connecting families to the school and community resources is a critical component of a successful school program. Teachers continuously connect with parents and students to assess immediate needs. The administrators set aside time to meet with parents with immediate concerns. The administrators maintain friendly relationships with parents as the families' comfort is essential in the school's continued effort to collaborate with our community members.

We welcome parent volunteers to support our classroom teachers, students, and to help organize and implement school-wide events. Dehesa Parents' Club help our school thrive through fundraisings and enrichment events. Parent members of the School Site Council help develop, review, and evaluate improvement programs for the benefit of the students of Dehesa. Neighboring institutions, businesses and service providers afford us with help whenever needed. Parents also volunteer to be members of the Safety Committee to ensure that safety and emergency plans are in place.

Last updated: 1/29/2021
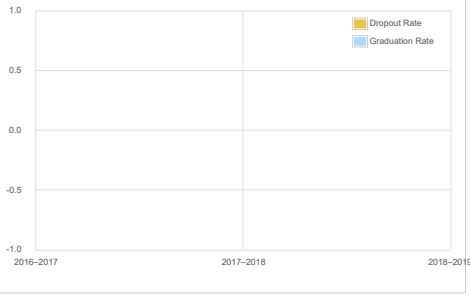
State Priority: Pupil Engagement

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 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	--	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	--	--	--	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	1.70%	3.10%	--	--	3.50%	3.50%
Expulsions	0.00%	0.00%	--	--	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

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 though 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. The safety committee meets in September, November, January, March, and May.

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 (2017–2018)

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 (2018–2019)

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	1		
1	14.00	1		
2	19.00	1		
3	21.00		1	
4	17.00	1		
5	19.00	1		
6	12.00	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: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	15.00	2		
Mathematics	15.00	2		
Science	15.00	2		
Social Science	15.00	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 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	2		
Mathematics	13.00	2		
Science	13.00	2		
Social Science	13.00	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 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	15.00	2		
Mathematics	15.00	2		
Science	15.00	2		
Social Science	15.00	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.

Last updated: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/29/2021

Student Support Services Staff (School Year 2019–2020)

	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	0.00
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: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20333.00	$5315.00	$15018.00	$63666.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$71448.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/29/2021*

Types of Services Funded (Fiscal Year 2019–2020)

Due to Covid-19 pandemic, the many variety of supplemental services available to Dehesa had been put on hold.

Last updated: 1/29/2021

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
	$20333.00	$5315.00	$15018.00	$63666.00
	N/A	N/A	--	--
	N/A	N/A	--	--
	N/A	N/A	$7750.12	$71448.00

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,754	$46,965
Mid-Range Teacher Salary	$60,207	$67,638
Highest Teacher Salary	$84,392	$88,785
Average Principal Salary (Elementary)	$86,920	$112,524
Average Principal Salary (Middle)	--	$117,471
Average Principal Salary (High)	--	--
Superintendent Salary	$124,926	$128,853
Percent of Budget for Teacher Salaries	28.00%	30.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/29/2021
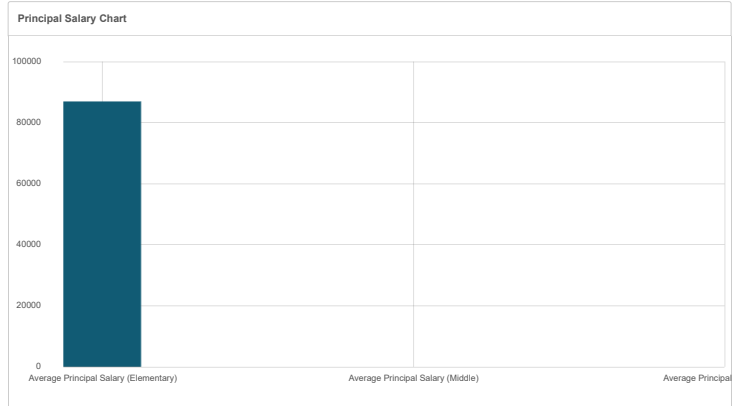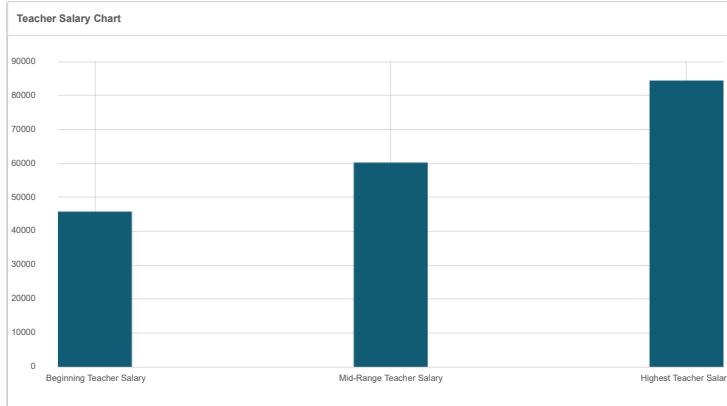
Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

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: 1/28/2021

Professional Development

During the pandemic, Dehesa is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students while continuing to enhance their skills to teach onsite. To develop teachers' skills, in-depth training in the use of the Nearpod learning management system (LMS) and Google applications is provided. Nearpod and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Nearpod and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Teachers are also supported through Guided Language Acquisition Design (GLAD) training opportunities that took place before the pandemic. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the trainings benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills. In addition to Nearpod, Google apps, and GLAD trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in SDCOE's Distance Learning Units of Study. Through this workshop, Dehesa teachers have access to resources that have been created by curriculum experts and to a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the distance learner. Additional workshop on how to use the county's units of study materials gave teachers efficient strategies to access the additional tools and upload them to the teachers' GoogleClassroom.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4