

Dehesa Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

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

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 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.

About This School

Dr. Elizabeth Carzoli

📍 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](tel:6194442161)

Email: elizabeth.carzoli@dehesasd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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

School Contact Information (School Year 2021—2022)

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
Email Address	elizabeth.carzoli@dehesasd.net
Website	https://dehesasd.net/
County-District-School (CDS) Code	37680496038095

Last updated: 1/19/22

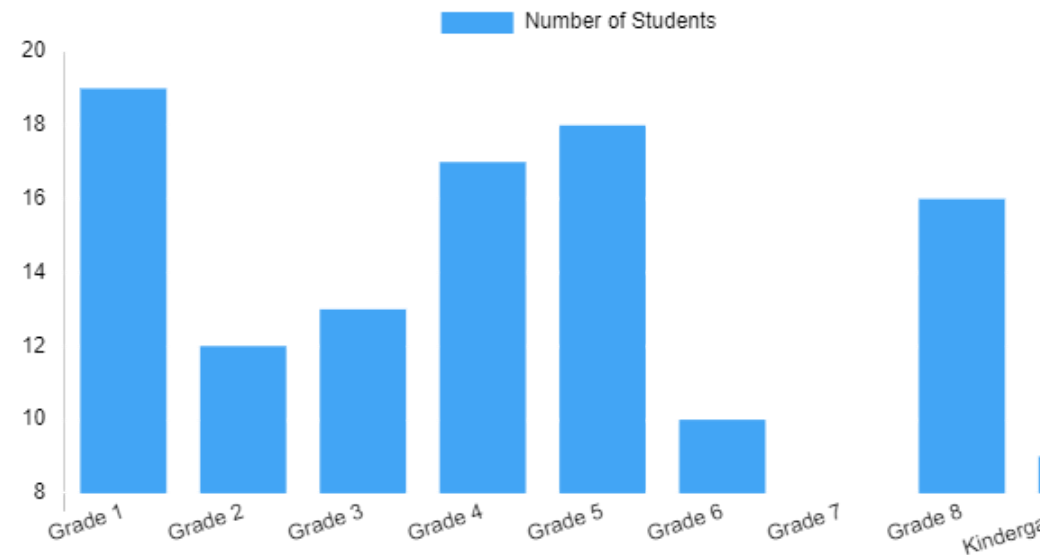
School Description and Mission Statement (School Year 2021—2022)

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: 1/17/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	19
Grade 2	12
Grade 3	13
Grade 4	17
Grade 5	18
Grade 6	10
Grade 7	8
Grade 8	16



Grade Level	Number of Students
Kindergarten	9
Total Enrollment	122

Last updated: 1/17/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	33.90%
Male	66.10%
Non-Binary	0.00%
American Indian or Alaska Native	7.30%
Asian	0.00%
Black or African American	2.40%
Filipino	1.60%
Hispanic or Latino	30.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	22.60%
White	35.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.70%
Foster Youth	0.80%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disadvantaged	39.50%
Students with Disabilities	25.00%

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—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>TK/K: McGraw-Hill Wonders Student Textbooks, Reading Companions, and Practice Books</p> <p>Grades 1-5: McGraw-Hill Wonders Readers/Writers Workshop Student Textbooks Literature Anthology, Reading Companions, Practice Books</p> <p>Grade 6: Houghton-Mifflin Literature Anthology and Studysync</p> <p>Grade 7-8: McDougal Littell, 2009 Literature Anthology and Studysync</p>	Yes	0%
Mathematics	<p>TK-5th Grade: GO Math</p> <p>CPM Math (College Preparatory Mathematics Program)</p>	Yes	0%
Science	Tk-8th Grade: McGraw Hill Inspire Science	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Tk-8th Grade: McGraw Hill, Impact	Yes	0%
Foreign Language	N/A		0%
Health	TK - 8th Grade: Physical Education: Spark PE	Yes	0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/19/22

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), Replacing slide on playground that has crack on it (Currently have a climber ordered to replace the slide), Electrical minor fixes and repairs.

Last updated: 1/19/22

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 2021

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	Fixing loose light fixtures and replacing light covers Electrical Outlets tightened Junction Box cover plate replaced

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Repair toilet and urinal leaks. Repair sink in Girls Restroom that is not functioning. Sink faucets shut off too fast and need to repair those.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair doors Slide has crack in it. Reorder new one or replace. (Have on order a climber to replace the slide.)

Overall Facility Rate

Year and month of the most recent FIT report: September 2021

Overall Rating	Good
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Last updated: 1/19/22

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 [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and

- Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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 completing a state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/17/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	78	93.98	6.02	33.33
Female	23	18	78.26	21.74	55.56
Male	60	60	100.00	0.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	50.00
White	31	26	83.87	16.13	38.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantages	32	31	96.88	3.12	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	20.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/17/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	79	95.18	4.82	21.52
Female	23	19	82.61	17.39	26.32
Male	60	60	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	25.00
White	31	27	87.10	12.90	29.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/17/22

Local Assessment Test Results in ELA by Student Group**Assessment Name(s): N/A****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/19/22

**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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	17.65	N/A	17.65	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/17/22

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	34	97.14	2.86	17.65
Female	11	10	90.91	9.09	--
Male	24	24	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

N/A

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/17/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/17/22

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 2021-2022)

undefined

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
- Chronic Absenteeism

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

Indicator	School 2018- 2019 2020	School 2019- 2020 2021	School 2020- 2021 2022	District 2018- 2019 2020	District 2019- 2020 2021	District 2020- 2021 2022	State 2018- 2019 2020	State 2019- 2020 2021	State 2020- 2021 2022
Dropout Rate	--	--	--	35.00%	27.70%	18.90%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	38.70%	54.10%	66.00%	84.50%	84.20%	83.60%

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	131	131	23	17.6
Female	46	46	10	21.7
Male	85	85	13	15.3
American Indian or Alaska Native	0	0	0	15.3
Asian	10	10	1	10.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	42	42	8	19.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	5	17.9
White	46	46	9	19.6
English Learners	12	12	3	25.0
Foster Youth	1	1	0	0.0

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Homeless	5	5	1	20.0
Socioeconomically Disadvantages	56	56	15	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	31	8	25.8

Last updated:

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 2018- 2019	School 2020- 2021	District 2018- 2019	District 2020- 2021	State 2018- 2019	State 2020- 2021
Suspensions	3.07%		0.07%		3.47%	
Expulsions	0.00%		0.00%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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	2.42%	0.08%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/17/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantages	0	0

Student Group	Suspensions Rate	Expulsions Rate
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Dehesa Elementary 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.

Last updated: 1/17/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	11.00	1		
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**				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 (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		

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
1	14.00	1		
2	19.00	1		
3	21.00	1	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	9.00	1		
1	9.00	1		
2	19.00	1		
3	12.00	1		
4	13.00	1		
5	17.00	1		
6	18.00	1		
Other**	5.00	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 (Secondary) (School Year 2018—2019)

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

* 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	13.00	1		
Math	13.00	1		
Science	13.00	1		
Social Science	13.00	1		

* 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 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	2		
Math	12.00	2		
Science	12.00	2		
Social Science	12.00	2		

Last updated: 1/17/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
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)	0.00
Other	1.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19578.00	\$3981.00	\$15597.00	\$57917.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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. These extra support services include COVID safety and supports, 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: 1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45754.00	\$47265.00
Mid-Range Teacher Salary	\$60207.00	\$69813.00
Highest Teacher Salary	\$84392.00	\$91237.00
Average Principal Salary (Elementary)	\$98000.00	\$113466.00
Average Principal Salary (Middle)	--	\$115186.00
Average Principal Salary (High)	--	--
Superintendent Salary	\$176000.00	\$131359.00
Percent of Budget for Teacher Salaries	16.00%	30.00%
Percent of Budget for Administrative Salaries	12.00%	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:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

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*	0.00%

Last updated: 1/17/22

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

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	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	83	78	93.98	6.02	33.33
Female	23	18	78.26	21.74	55.56
Male	60	60	100.00	0.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	50.00
White	31	26	83.87	16.13	38.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	20.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Last updated: 1/19/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	83	79	95.18	4.82	21.52
Female	23	19	82.61	17.39	26.32
Male	60	60	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	25.00
White	31	27	87.10	12.90	29.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	0.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/19/22

LEA-Level Assessment Test Results in Mathematics by Student Group**Assessment Name/s:****Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/19/22