

# Dehesa Elementary

## 2021–22 School Accountability Report Card

### Reported Using Data from the 2021–22 School Year

#### California Department of Education

**Address:** 4612 Dehesa Rd.  
El Cajon, CA , 92019-2922

**Principal:** Elizabeth Carzoli

**Phone:** (619) 444-2161

**Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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# About This School

## Elizabeth Carzoli

📍 Principal, Dehesa Elementary

## About Our School

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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

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

Phone: (619) 444-2161

Email: [elizabeth.carzoli@dehesasd.net](mailto:elizabeth.carzoli@dehesasd.net)

## Contact Information (School Year 2022–23)

## District Contact Information (School Year 2022–23)

<b>District Name</b>	Dehesa Elementary
<b>Phone Number</b>	6194442161
<b>Superintendent</b>	Johnson, Bradley
<b>Email Address</b>	<a href="mailto:bradley.johnson@dehesasd.net">bradley.johnson@dehesasd.net</a>
<b>Website</b>	<a href="http://www.dehesasd.net">www.dehesasd.net</a>

## School Contact Information (School Year 2022–23)

<b>School Name</b>	Dehesa Elementary
<b>Street</b>	4612 Dehesa Rd.
<b>City, State, Zip</b>	El Cajon, CA , 92019-2922
<b>Phone Number</b>	(619) 444-2161
<b>Principal</b>	Elizabeth Carzoli
<b>Email Address</b>	<a href="mailto:elizabeth.carzoli@dehesasd.net">elizabeth.carzoli@dehesasd.net</a>
<b>Website</b>	<a href="http://www.dehesasd.net">www.dehesasd.net</a>
<b>County-District-School (CDS) Code</b>	37680496038095

*Last updated: 1/23/23*

## School Description and Mission Statement (School Year 2022–23)

Dehesa School District is a one-school district, located in El Cajon, California in what was once known as the Upper Sweetwater Valley. The second oldest school in San Diego County, Dehesa School was established on April 4, 1876 with approximately a dozen local children in a 16'X14' one-room schoolhouse. As the number of students grew, a succession of one room schools followed. Since then Dehesa School has added a state of the art, two story, six classroom building that includes a new science lab, locker rooms, a conference room and two new sets of bathrooms. Dehesa School is a K-8 school with small class sizes for student success.

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

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

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

Dehesa's Mission Statement:

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

We believe in:

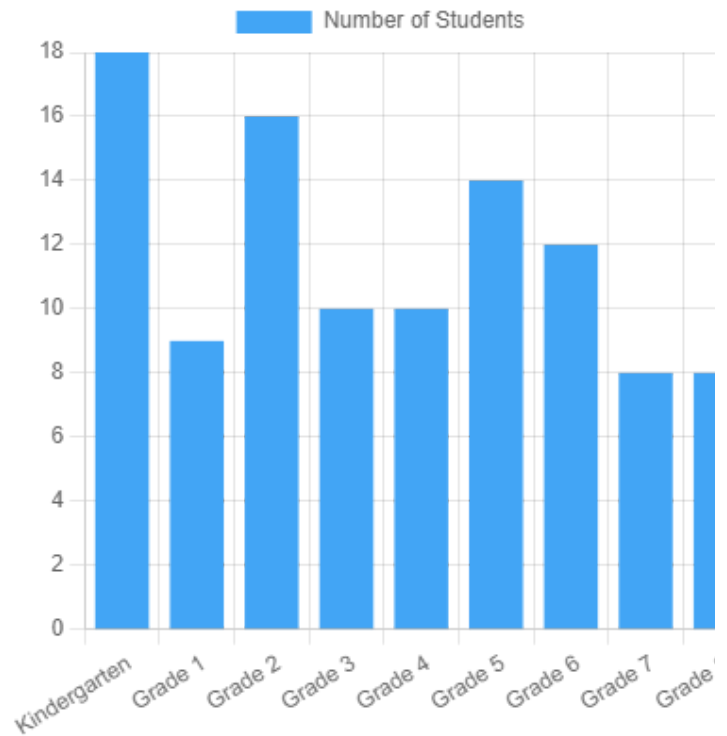
- safe, secure environments that foster confident and engaged learners.
- consistency and fairness that creates equality for all.
- respect, kindness, honesty, and integrity as a foundation for building trust, and friendship.
- striving to produce quality work with attention to detail that leads to success.

- challenging a child's mind to enable him/her to achieve their greatest potential.
- a genuinely caring staff who has the power to create opportunities for all children to learn.

*Last updated: 1/23/23*

## Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	18
Grade 1	9
Grade 2	16
Grade 3	10
Grade 4	10
Grade 5	14
Grade 6	12
Grade 7	8
Grade 8	8
Total Enrollment	105



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/23/23*

## Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	37.00%
Male	63.00%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.00%
Foster Youth	1.00%
Homeless	0.00%
Migrant	0.00%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
American Indian or Alaska Native	9.00%
Asian	0.00%
Black or African American	3.00%
Filipino	1.00%
Hispanic or Latino	36.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	20.00%
White	28.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	41.00%
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 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	100.00	232.00	55.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.36	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.50	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	166.20	39.75	12115.80	4.41
Unknown	0.00	0.00	16.90	4.04	18854.30	6.86
Total Teaching Positions	7.00	100.00	418.20	100.00	274759.10	100.00

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

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	100.00	271.40	63.09	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.40	0.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	156.00	36.27	11953.10	4.28
Unknown	0.00	0.00	1.20	0.30	15831.90	5.67
Total Teaching Positions	7.00	100.00	430.20	100.00	279044.80	100.00

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

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

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 1/11/23*

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

*Last updated: 1/11/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

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 1-6: McGraw-Hill Wonders Readers/Writers Workshop Student Textbooks Literature Anthology, Reading Companions, Practice Books</p> <p>Grade 7-8: McDougal Littell, 2009 Literature Anthology and Studysync</p>	Yes	0%
Mathematics	TK-6th Grade: GO Math CPM Math (College Preparatory Mathematics Program)	Yes	0%
Science	Tk-8th Grade: McGraw Hill Inspire Science	Yes	0%

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 1/23/23*

## 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: 1/16/23*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/16/23*



## 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).

- **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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	32%	N/A	49%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	23%	N/A	34%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/16/23*

**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 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	66	65	98.48	1.52	32.31
Female	21	21	100.00	0.00	38.10
Male	45	44	97.78	2.22	29.55
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	20	20	100.00	0.00	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	19	18	94.74	5.26	16.67

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: 1/16/23*

**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 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	66	65	98.48	1.52	23.08
Female	21	21	100.00	0.00	23.81
Male	45	44	97.78	2.22	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	12.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	25.00
White	20	20	100.00	0.00	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	19	18	94.74	5.26	11.11

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: 1/16/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/16/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	24	24	100.00	0.00	50.00
Female	--	--	--	--	--
Male	16	16	100.00	0.00	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/16/23*

## Career Technical Education (CTE) Programs (School Year 2021–22)

N/A

*Last updated: 1/16/23*

## 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 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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: 1/16/23*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2022–23)

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

## State Priority: Pupil Engagement

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

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

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

<b>Indicator</b>	<b>School 2019– 20</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2019– 20</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2019– 20</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Dropout Rate					27.70%	17.40%	8.9%	9.4%	7.8%
Graduation Rate					54.10%	70.80%	84.2%	83.6%	87.0%

*Last updated: 1/17/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	122	115	29	25.2
Female	45	44	16	36.4
Male	77	71	13	18.3
American Indian or Alaska Native	11	11	6	54.5
Asian	0	0	0	0.0
Black or African American	5	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	45	42	12	28.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	6	28.6
White	34	30	4	13.3
English Learners	15	15	2	13.3
Foster Youth	1	1	1	100.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	52	49	18	36.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	33	8	24.2



## 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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.42%	0.08%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

### Suspensions and Expulsions (data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.00%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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 by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/17/23*

Dehesa Elementary has a comprehensive Safety School Plan which our staff updates and reviews annually. It was last Board Approved on February 16, 2022. The next review and Board approval is set for February 15, 2023. 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: 1/17/23*

## 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 2019–20

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.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

\*\* "Other" category is for multi-grade level classes.

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

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

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

\*\* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

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

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

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

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

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

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

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

*Last updated: 1/17/23*

## Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	0

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/17/23*

## Student Support Services Staff (School Year 2021–22)

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

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/17/23*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$61925.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$74053.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/17/23*



## Types of Services Funded (Fiscal Year 2021–22)

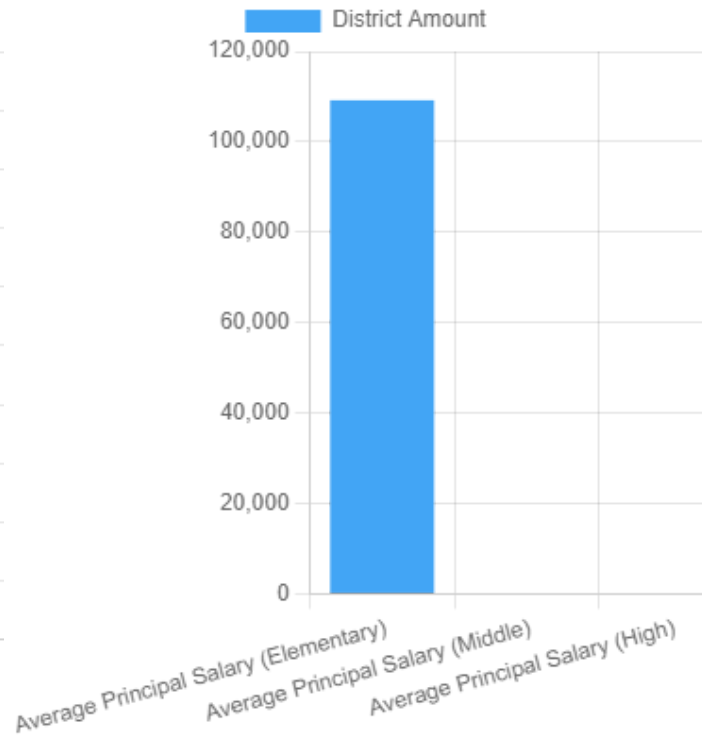
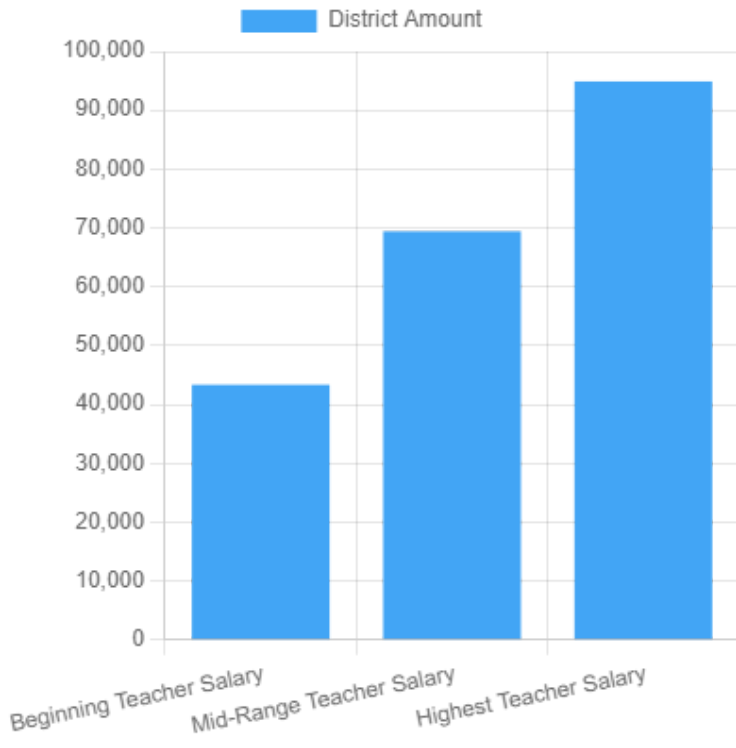
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*Last updated: 1/17/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$43356.00	\$46843.81
Mid-Range Teacher Salary	\$69416.00	\$73398.10
Highest Teacher Salary	\$94889.00	\$93345.17
Average Principal Salary (Elementary)	\$109200.00	\$116456.68
Average Principal Salary (Middle)	\$0.00	\$122114.81
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$180400.00	\$136295.61
Percent of Budget for Teacher Salaries	16.41%	29.92%
Percent of Budget for Administrative Salaries	9.46%	6.44%

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 2021–22)

### 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: 1/17/23*

### Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

*Last updated: 1/24/23*

