Dehesa Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Heather Griffiths

📍 Principal, Dehesa Elementary

About Our School

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 is San Diego County, Dehesa School was established on April 5, 1876 with approximately a dozen local children in a 16' x 14' one-room schoolhouse. As the number of students grew, a succession of one-room schools followed, and in 1892 a bell was ordered from a foundry on the east coast, with a belfry added to the most recent structure. Today, the iconic Dehesa School Bell is displayed proudly in a custom made tower ready to greet all who enter our historic district and school office building built in 1951.

Since then, thanks to a 2014 community passed bond, Dehesa School was able to build 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. It also allowed for numerous other school improvements as well. On April 16, 2016, Dehesa celebrated the opening of its new building alongside staff, community members, Dehesa School Board members, and local dignitaries in a ribbon cutting ceremony. 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 142 years.

Dehesa School District strives to build long standing relationships with its 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 the highest qualified teachers and most inspiring support staff around. Our school has continued to excel for over a century through the dynamic collaboration of strong leadership, community partnership, student achievement, inspired 21st century teaching practices that strive to prepare students to be the leaders of tomorrow, and we are proud to be a No Excuses University School whose educational foundation is based on the Six Exceptional Systems of collaboration, standards alignment, assessment, data management, and interventions.

In addition to the Six Exceptional Systems at Dehesa, beginning in the 2017-2018 school year we will offer 1:1 laptops for students K-8th grade, computer science immersion technology, digital citizenship classes, STEAM programs for all grades, engaging online learning programs, and archery and golf for our middle school students. Dehesa students also participate in monthly off-site cultural learning opportunities through our community partnership with the Sycuan Band of the Kumeyaay Nation Native American tribe. And, finally, to ensure that we are educating the whole child, we teach and celebrate the Six Pillars of Character with our school wide Character Counts program.

Principal's Comment

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

Contact

Dehesa Elementary
4612
El Cajon, CA 92019

Phone: 619-444-2161
E-mail: heather.griffiths@dehesasd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Dehesa School District
Phone Number	(619) 444-2161
Superintendent	Nancy Hauer
E-mail Address	nancy.hauer@dehesasd.net
Web Site	www.dehesasd.sdcoe.net

School Contact Information (School Year 2017-18)	
School Name	Dehesa Elementary
Street	4612
City, State, Zip	El Cajon, Ca, 92019
Phone Number	619-444-2161
Principal	Heather Griffiths
E-mail Address	heather.griffiths@dehesasd.net
Web Site	www.dehesasd.sdcoe.net
County-District-School (CDS) Code	37680496038095

Last updated: 5/30/2018

School Description and Mission Statement (School Year 2017-18)

Our single-school district has proudly lived up to our motto "what a great school should be". Dehesa School is located approximately 25 miles east of San Diego and five miles east of El Cajon. The school is in the Dehesa Valley fronting on Dehesa Road. Within a mile of the Sycuan Resort and the Reservation of the Sycuan Band of the Kumeyaay Nation. Dehesa is bordered by the Alpine, Jamul Dulzura, and Cajon Valley School Districts.

Mission Statement:

Dehesa School provides a challenging curriculum in a supportive, family-oriented, country environment.

Dehesa equips each student to excel academically, socially, emotionally, and culturally in a competitive world as a lifelong learner.

We believe.....

- A safe, secure environment fosters relaxed, confident and happy learners.

- Consistency and fairness creates equality.

- Respect, kindness, honesty and integrity build trust and friendship.

- Striving to produce quality work with attention to detail leads to sucess.

- Challenging a student's mind enables him/her to achieve their greatest potential.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	17
Grade 1	19
Grade 2	14
Grade 3	16
Grade 4	20
Grade 5	22
Grade 6	19
Grade 7	11
Grade 8	18
Total Enrollment	156
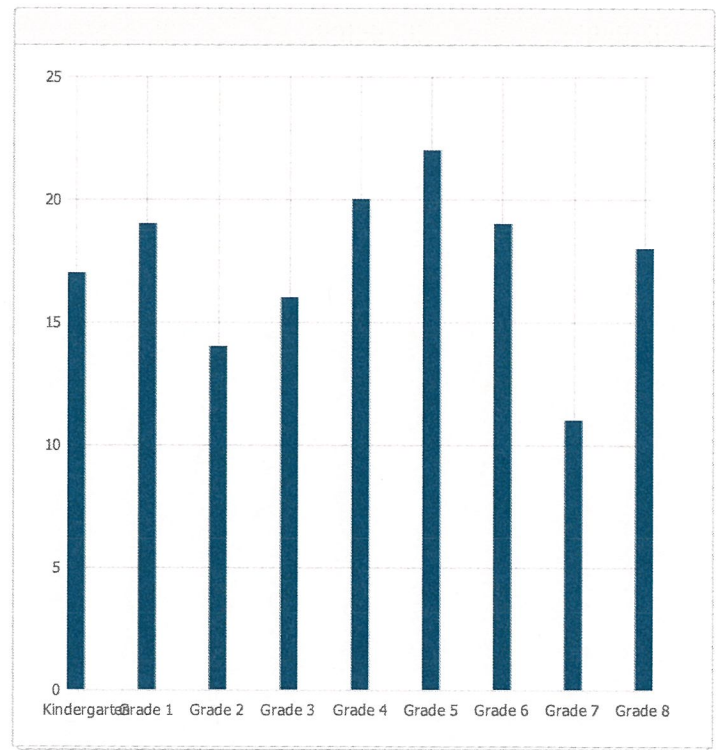
Last updated: 5/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	9.0 %
Asian	0.0 %
Filipino	1.9 %
Hispanic or Latino	28.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	45.5 %
Two or More Races	14.7 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.8 %
English Learners	16.7 %
Students with Disabilities	17.3 %
Foster Youth	0.0 %

Last updated: 5/30/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers		School		District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	12	10	
Without Full Credential	1	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
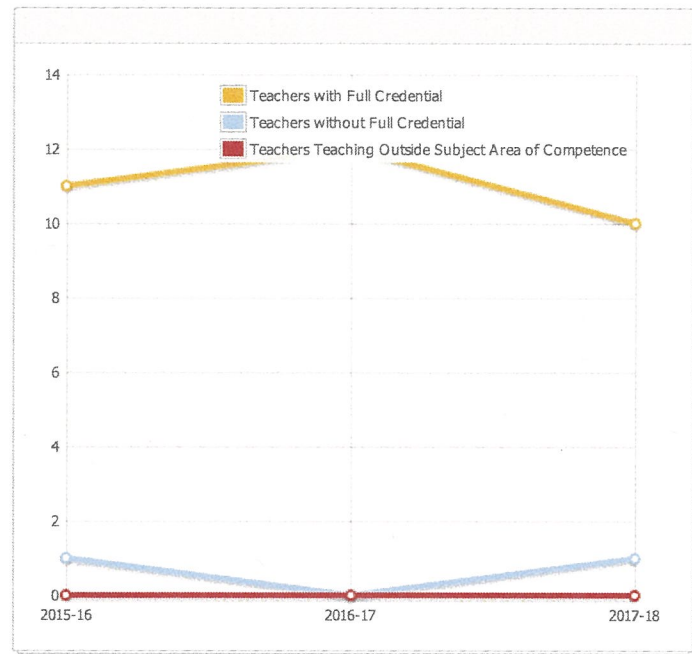
Last updated: 5/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
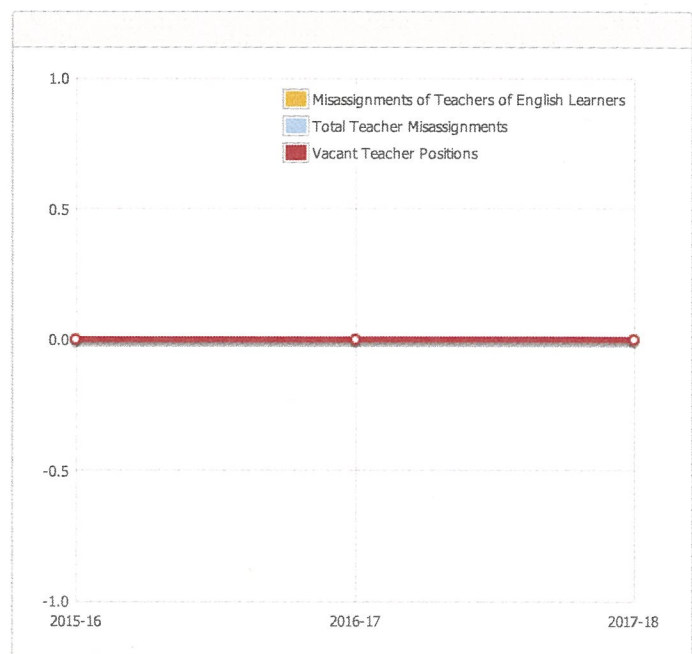
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders-Grades K-5 Houghton Mifflin- Grade 6 McDougal Littell, 2009-Grades 7-8	Yes	0.0 %
Mathematics	Go Math- Grades K-5 CPM Math (College Preparatory Mathematics Program) Grades 6-8	Yes	0.0 %
Science	MacMillan/McGraw-Hill, California Science (2008) Grades K-6 McDougal Littell, CA Science, 2008 Grades 7-8	Yes	0.0 %
History-Social Science	MacMillan/McGraw-Hill, CA Vistas, 2007 Grades K-6 McDougal Littell, World History Medieval and Early Modern Times-CA Edition, 2006 Grades 7-8	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	K-6 Too Good for Drugs-State Approved Positive Prevention Plus	Yes	0.0 %
Visual and Performing Arts	N/A		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: 5/30/2018

School Facility Conditions and Planned Improvements

The district provides students with a safe and orderly campus. Our facility consists of about 13,000 square feet of buildings situated on 13 acres. Efforts are made to keep graounds and buildings well maintened. The graounds and maintenance staff consists of two full time mebers and one part time member. New Bootle Filler stations have been installed, Painting of exterier buildings on campus. Flooring replaced in MPR, Office, and Staff Lounge have been replaced.

Last updated: 5/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	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 2017

Overall Rating	Good

Last updated: 5/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	42%	35%	42%	39%	48%	48%
Mathematics (grades 3-8 and 11)	26%	32%	21%	22%	36%	37%

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.

Last updated: 5/22/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	105	98.13%	35.24%
Male	56	55	98.21%	30.91%
Female	51	50	98.04%	40.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	29	29	100.00%	13.79%
Native Hawaiian or Pacific Islander				
White	53	51	96.23%	39.22%
Two or More Races	15	15	100.00%	66.67%
Socioeconomically Disadvantaged	55	55	100.00%	36.36%
English Learners	16	16	100.00%	
Students with Disabilities	33	32	96.97%	12.50%
Students Receiving Migrant Education Services				
Foster Youth				

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: 5/22/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	105	98.13%	32.38%
Male	56	55	98.21%	27.27%
Female	51	50	98.04%	38.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	29	29	100.00%	13.79%
Native Hawaiian or Pacific Islander				
White	53	51	96.23%	35.29%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	55	55	100.00%	30.91%
English Learners	16	16	100.00%	
Students with Disabilities	33	32	96.97%	12.50%
Students Receiving Migrant Education Services				
Foster Youth				

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: 5/22/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66.0%	78.0%	60.0%	48.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 5/22/2018

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 5/30/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

We believe that parent participation in the overall educational program is essential. We recognize the value of our dedicated parent volunteers. Volunteering is beneficial for the children and very satisfying for the volunteer. We encourage participation at any level that is comfortable for parents. There are many ways ways to particpate. A partial list includes:

- Parents Club
- Halloween Carnival
- Fun Run
- Talent Show
- End-of-the-Year Picnic
- School Site Council
- Room Parent
- Volunteering in classroom
- Volunteering for Campus Beautification
- Volunteering in the Computer Lab
- Volunteering for Field Trips
- Volunteering to tutor reading students
- Volunteering on the playground
- DLAC

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)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
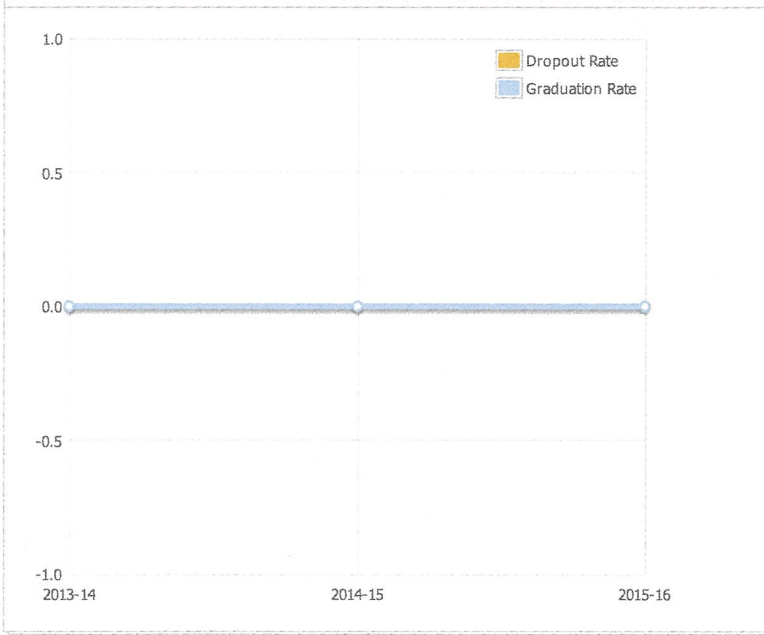
Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	--	46.6%	87.1%
Black or African American	--	52.4%	79.2%
American Indian or Alaska Native	--	20.0%	80.2%
Asian	--	70.4%	94.4%
Filipino	--	42.9%	93.8%
Hispanic or Latino	--	36.8%	84.6%
Native Hawaiian or Pacific Islander	--	50.0%	86.6%
White	--	68.0%	91.0%
Two or More Races	--	55.3%	90.6%
Socioeconomically Disadvantaged	--	39.5%	85.5%
English Learners	--	18.4%	55.4%
Students with Disabilities	--	56.8%	63.9%
Foster Youth	--	--	--

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3%	8.9%	3.2%	0.5%	0.5%	0.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
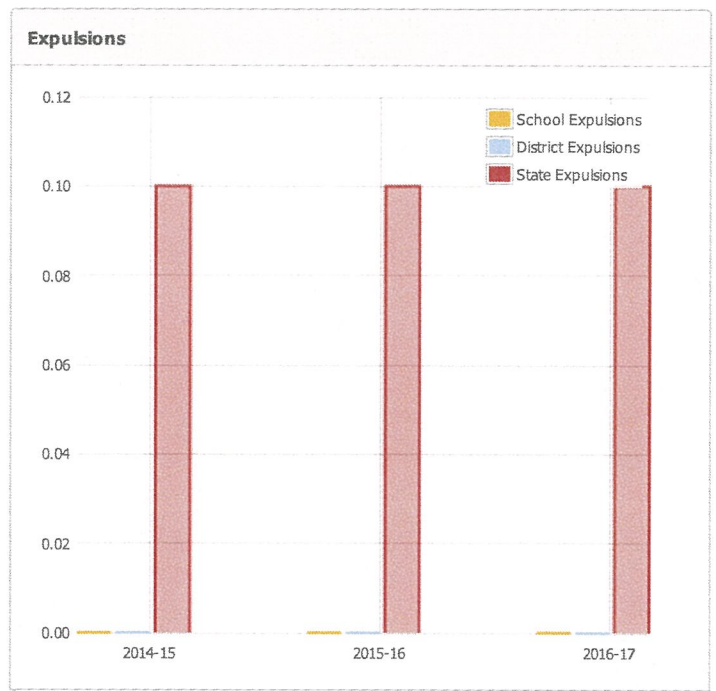
Last updated: 5/30/2018

School Safety Plan (School Year 2017-18)

The School Safety Plan details appropriate responses for a variety of emergency situations. Through the efforts of school administration, maintenance and operations, transportation, office, teaching and support staff, and local emergency response organizations, including the Sycuan Fire Department. Our plan describes steps necessary to ensure the safety of our students and staff in the event of an emergency situation. Emergency response materials and supplies have been secured and are stored on school grounds. The school has video surveillance in common areas and walkways. Security Gates have been installed and all visitors will be required to check in at the front office. Our staff has been trained for an active intruder situation.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 5/30/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	17.0	1	0	0	19.0	1	0	0	17.0	1	0	0
1	0.0	0	0	0	18.0	1	0	0	19.0	1	0	0
2	23.0	0	2	0	0.0	0	0	0	14.0	1	0	0
3	19.0	1	0	0	22.0	1	1	0	16.0	1	0	0
4	21.0	0	1	0	24.0	0	1	0	20.0	1	0	0
5	18.0	1	0	0	20.0	1	0	0	22.0	0	1	0
6	16.0	1	1	0	17.0	1	0	0	16.0	1	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 5/30/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 5/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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: 5/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5043.0	$1040.0	$4001.0	$61554.0
District	N/A	N/A	$4001.0	$61554.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6574.0	$61939.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 5/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Mid-Range Teacher Salary	$	$62,232
Highest Teacher Salary	$	$80,964
Average Principal Salary (Elementary)	$	$102,366
Average Principal Salary (Middle)	$	$104,982
Average Principal Salary (High)	$	$
Superintendent Salary	$	$117,868
Percent of Budget for Teacher Salaries	17.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

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

Teacher Salary Chart

1.0	
0.5	
0.0	
-0.5	
-1.0	

Beginning Teacher Salary   Mid-Range Teacher Salary   Highest Teacher Salary

Principal Salary Chart

1.0	
0.5	
0.0	
-0.5	
-1.0	

Average Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)
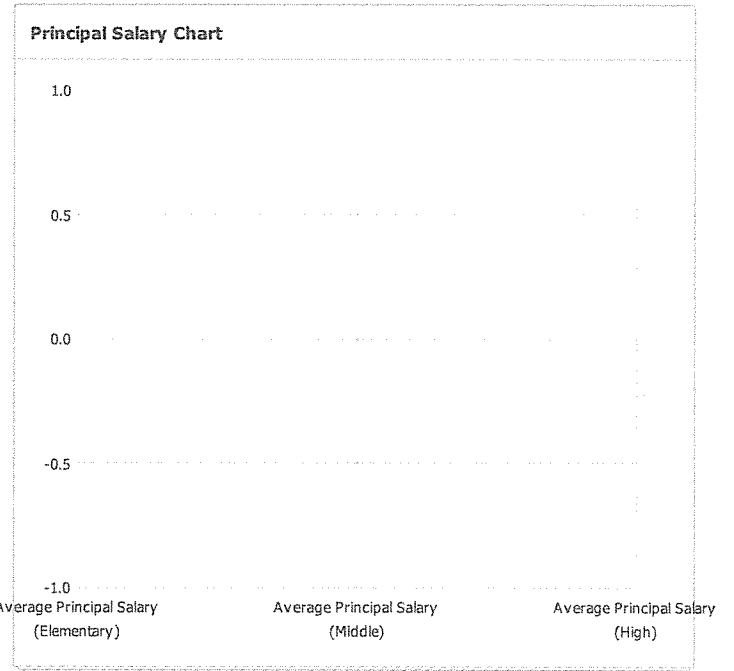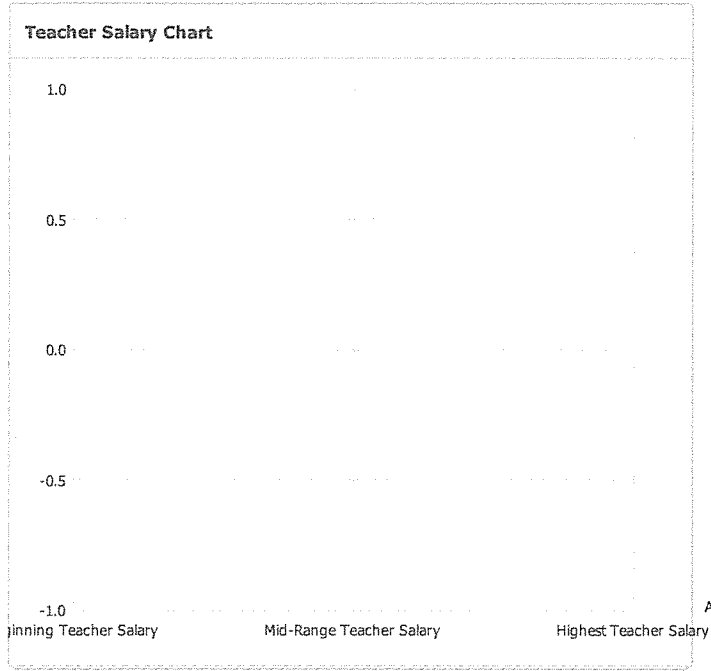
Last updated: 5/30/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 5/30/2018

Professional Development

Dehesa staff receive two full days of professional development prior to the start of the school year as well as a full day of training in February. Throughout the school year, teachers and staff also participate in approximately 30 weekly professional development trainings on Wednesdays which are early release days for our students. This year, professional development for staff members has centered around the theme of equity for all and improving school climate through trainings on Positive Behavior Intervention Support (PBIS) and Restorative Practices, and Growth Mindset. Teachers have also participated in the specific trainings and workshops on our new Board adopted English/Language Arts curriculum (Wonders/StudySync), Middle school math curriculum (CPM), improving writing instruction through Learning Headquarters Writing, data collection and analysis, and student goal setting. Finally, our staff has also benefited from trainings in CPI/Non violent Crisis Intervention provided by the East County Special Education Local Plan Area (SELPA) and Option Based Response training by the San Diego County Office of Education.

Last updated: 5/30/2018