Dehesa Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Mrs. Heather Griffiths, Principal

📍 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 in 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 partnerships, 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.

We 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. Starting in the 2018-2019 School Year we are participating in the Chinese Foreign Exchange program. Kumeyaay language classes are being offered after school one day a week.   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 Dehesa Rd.
El Cajon, CA 92019-2922

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Dehesa Elementary
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 2018—19)	
School Name	Dehesa Elementary
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	619-444-2161
Principal	Mrs. Heather Griffiths, Principal
E-mail Address	heather.griffiths@dehesasd.net
Web Site	https://dehesasd.sdcoe.net/
County-District-School (CDS) Code	37680496038095

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Our Mission

Our mission is to provide every student with meaningful and strategic learning opportunities in a supportive, family-oriented, country environment designed to equip them with the tools necessary to excel academically, socially, emotionally, and culturally in a competitive world as a lifelong learner ready to take their place as a 21st century leader of tomorrow.

Our Beliefs

- All children deserve a safe, secure, and supportive environment in which they learn and thrive.

- Consistency and fairness for all creates equality and unity.

- Mutual respect, kindness, honesty, and integrity builds trust and lasting relationships.

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

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

Our Commitment as we focus on lifelong achievement for all:

- To Provide professional development opportunities for all staff members.

- To encourage collaboration among school staff, community members, families, and students.

- To insist upon a school wide commitment to collegiality and professionalism.

- To offer a rigorous curriculum that supports the CCSS and National Standards.

- To Support staff by providing supplemental materials as needed.

- To implement the newest technology to support 21st century learning for our students.

- To improve school climate in an effort to better support student engagement and parent involvement.

- To increase average student daily attendance.

- To solicit stakeholder input from school staff, board members, community leaders, students, and parents.

- To hold fast to our NEU commitment, college readiness, and school spirit.

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Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	18
Grade 1	16
Grade 2	14
Grade 3	16
Grade 4	16
Grade 5	21
Grade 6	14
Grade 7	16
Grade 8	13
Total Enrollment	144
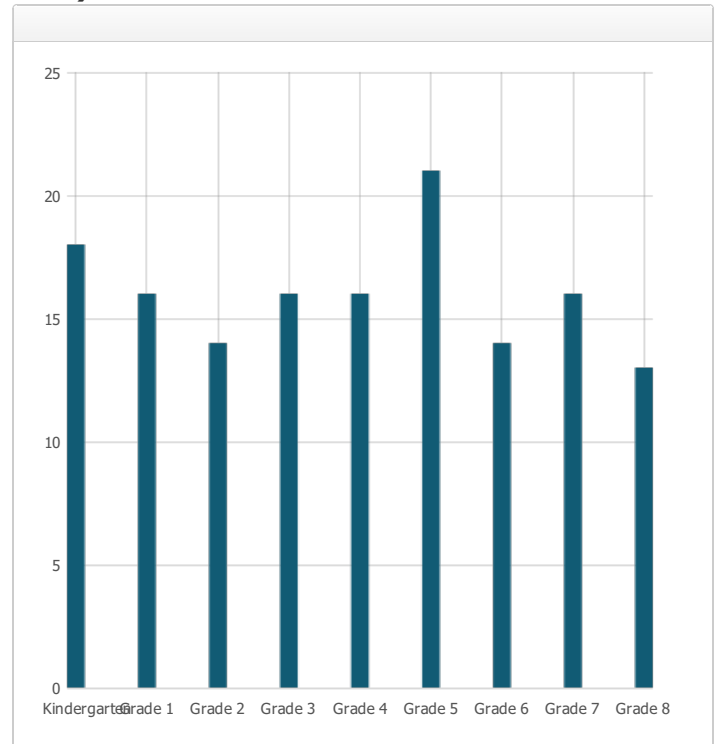
Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	6.9 %
Asian	%
Filipino	1.4 %
Hispanic or Latino	30.3 %
Native Hawaiian or Pacific Islander	%
White	41.4 %
Two or More Races	17.2 %
Other	1.4 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.0 %
English Learners	13.1 %
Students with Disabilities	17.9 %
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	10	11	11
Without Full Credential	0	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
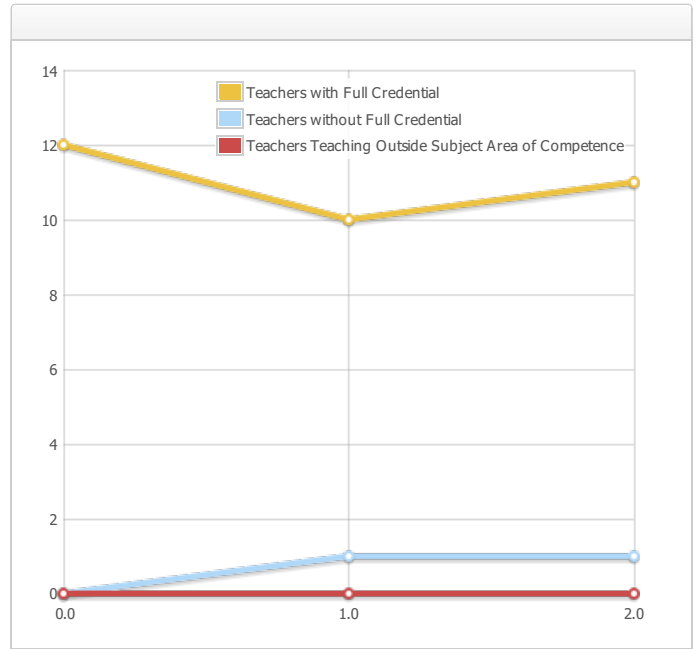
Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
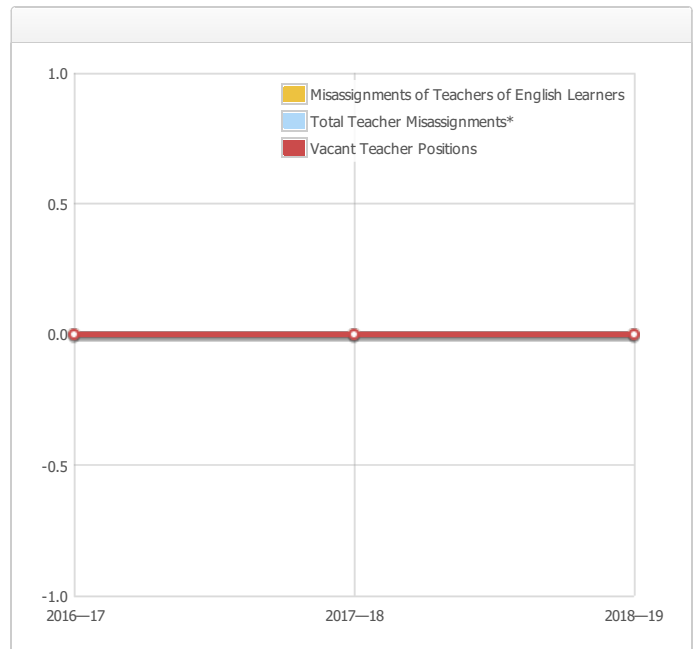
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

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

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

The latetest FIT report was conducted on Sept 6, 2018. The overall school rating was fair. Dehesa has fixed all the repairs that were noted as needing to be done.

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	**Concerns/Repair Needed** 1. Ramp to counseling Center severely rusted and partially covered by unsecured plywood creating safety concern. 2. Severely rotted wood beam on exterior of multi-purpose room is also a safety concern. **Corrective Action** 1. All Items were fixed and are no longer an issue *No structural issues were discovered during the fascia repair work; therefore, the buildings are structurally sound.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	28.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	37.0%	22.0%	23.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	95	97.94%	28.42%
Male	53	52	98.11%	23.08%
Female	44	43	97.73%	34.88%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	29	28	96.55%	7.14%
Native Hawaiian or Pacific Islander				
White	40	40	100.00%	42.50%
Two or More Races	16	16	100.00%	43.75%
Socioeconomically Disadvantaged	48	48	100.00%	27.08%
English Learners	15	14	93.33%	
Students with Disabilities	25	25	100.00%	12.00%
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: 2/1/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	95	97.94%	36.84%
Male	53	52	98.11%	40.38%
Female	44	43	97.73%	32.56%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	29	28	96.55%	21.43%
Native Hawaiian or Pacific Islander				
White	40	40	100.00%	40.00%
Two or More Races	16	16	100.00%	50.00%
Socioeconomically Disadvantaged	48	48	100.00%	35.42%
English Learners	15	14	93.33%	14.29%
Students with Disabilities	25	25	100.00%	20.00%
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: 2/1/2019

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

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 2017—18)

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	23.8%	19.0%	19.0%
7	28.6%	7.1%	--

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: 1/31/2019

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 2018—19)

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 to participate. A partial list includes:

- Parents Club

- Halloween Carnival

- Talent Show

- End-of-the-year Picnic

- Parent Advisory Commision

- Room Parent

- Volunteering in Classroom

- Volunteering for Campus Beautification

- Volunteering for Field Trips

- Volunteering to tutor reading students

- Volunteering on the playground

- District English Learners' Advisory Committee

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	8.9%	3.2%	2.1%	0.5%	0.1%	0.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
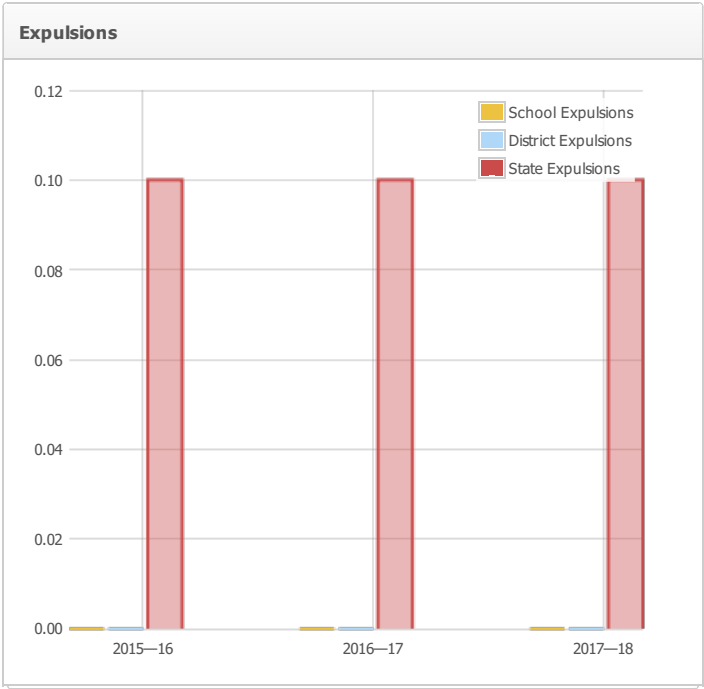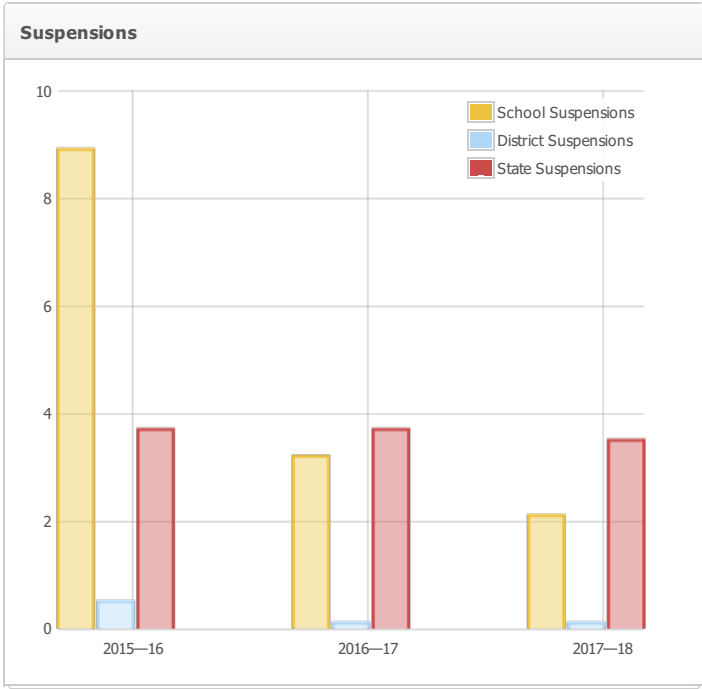
School Safety Plan (School Year 2018—19)

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1		
1	18.0	1		
2				
3	22.0	1	1	
4	24.0		1	
5	20.0	1		
6	17.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	1		
1	19.0	1		
2	14.0	1		
3	16.0	1		
4	20.0	1		
5	22.0		1	
6	16.0	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	1		
1	16.0	1		
2	14.0	1		
3	15.0	1		
4	16.0	1		
5	23.0		1	
6	14.0	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
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.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5043.0	$1040.0	$4001.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

## Types of Services Funded (Fiscal Year 2017—18)

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

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$44,375
Mid-Range Teacher Salary	$47,303	$65,926
Highest Teacher Salary	$71,394	$82,489
Average Principal Salary (Elementary)	$82,231	$106,997
Average Principal Salary (Middle)	--	$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	--	$121,894
Percent of Budget for Teacher Salaries	13.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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

Teacher Salary Chart	Principal Salary Chart
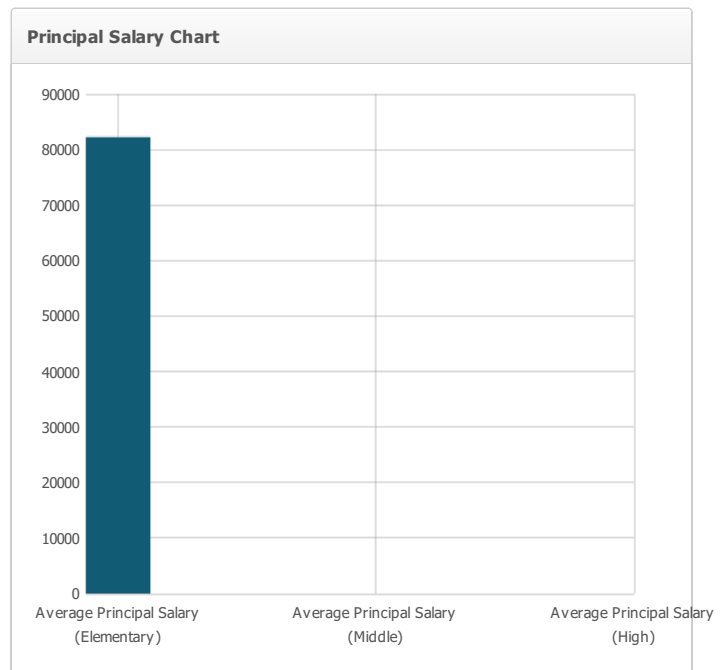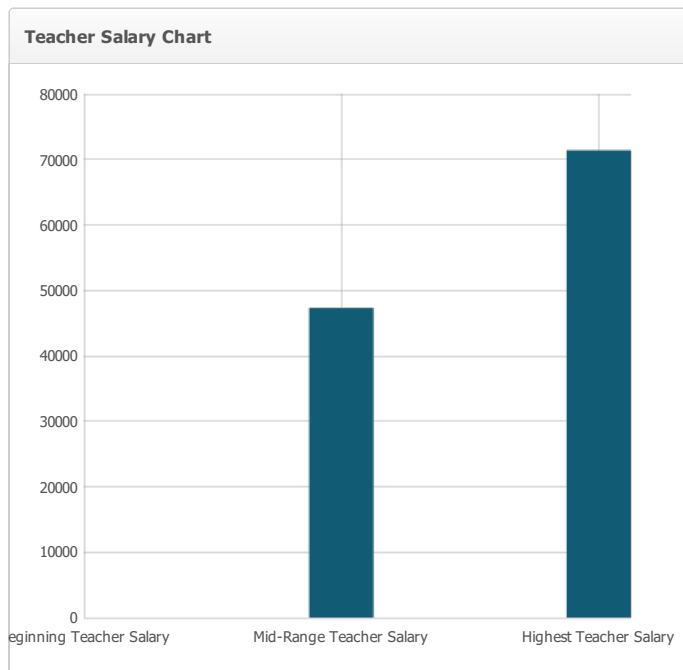
Last updated: 2/1/2019

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 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 and Restorative Practices, and Growth Mindset. Teachers have also participated in the specific trainings and workshops on Board Adopted Core Curriculum. Our staff has also benefited from trainings in CPI/Non Violent Cri8sis 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.

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