

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Janet Wilson

Principal, Dehesa Elementary

About Our School

First established in 1876, the Dehesa School District sits in the rural and picturesque Dehesa Valley which is located 20 miles east of downtown San Diego. As the second oldest school district in San Diego County, we have evolved, over the past 136 years, into a public school that offers the amenities of a large school and the personal touch usually found in private schools. Our students enjoy a rural upbringing within easy driving distance of many museums and attractions.

We enjoy rich history and traditions which link our students to their heritage. Many of these traditions are what make our school so special. Our students often work together on school projects designed to make our school more attractive or to help make learning fun and meaningful for each other. Each day we offer our students the type of attention that can only be found in a private school setting. Our 190 PreK thru eighth grade students, in addition to up to 16 Early Admission Kindergarten students, enjoy class sizes that are rare in public schools with our largest class topping out at 25. We also offer intensive reading intervention groupings and Gifted and Talented programs designed to enhance learning.

We offer a one-on-one laptop/iPad program to all students.

As part of our PE program we offer golf, archery and swimming to our middle school students.

We are very proud of our school and proud of what we can offer to families and children in our community.

The Board of Trustees is committed to ensuring a quality education for all Dehesa students. I hope this report card will enhance our communication and understanding with the school, the district, and the community.

Sincerely,

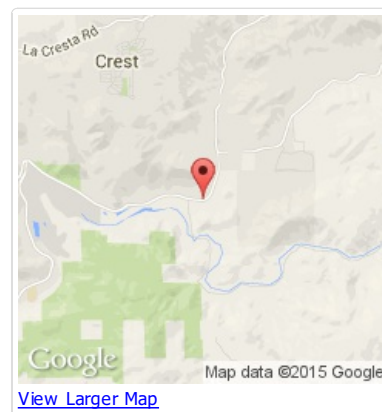
Janet Wilson

Superintendent/Principal

Contact

4612 Dehesa Rd.
El Cajon, CA 92019-2922

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



About This School

Contact Information - Most Recent Year

School	
School Name	Dehesa Elementary
Street	4612 Dehesa Rd.
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	619-444-2161
Principal	Janet Wilson
E-mail Address	dehasaschool@dehasasd.net
Web Site	www.dehasasd.net/
County-District-School (CDS) Code	37680496038095

District	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Web Site	www.dehasasd.net
Superintendent First Name	Janet
Superintendent Last Name	Wilson
E-mail Address	janet.wilson@dehasasd.net

Last updated: 1/30/2015

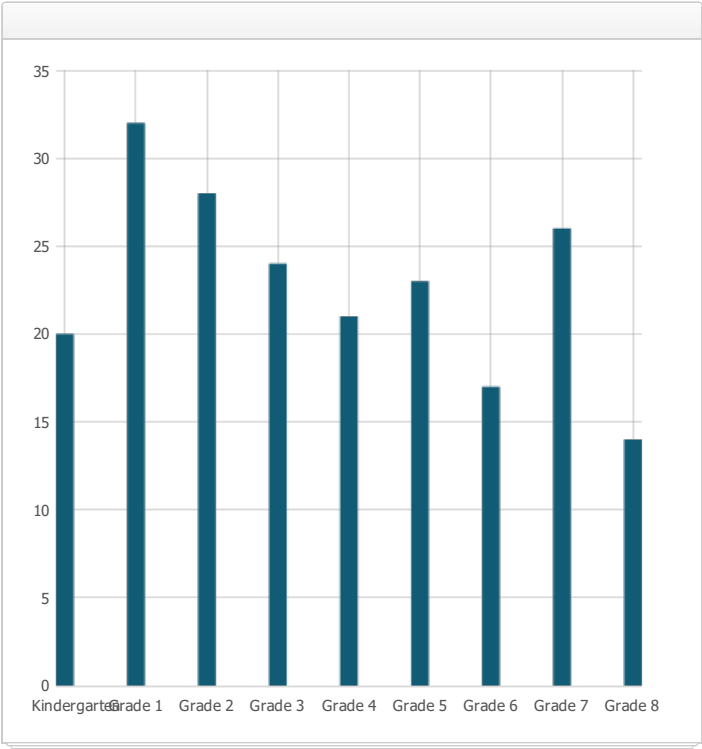
School Description and Mission Statement (Most Recent Year)

<p>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.</p> <p>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 . . .</p> <ul style="list-style-type: none"> ~ a safe, secure environment fosters relaxed, confident, and happy learners. ~ consistency and fairness creates equality. ~ respect, kindness, honesty, and integrity builds trust, and friendship. ~ striving to produce quality work with attention to detail leads to success. ~ challenging a child's mind enables him/her to achieve great potential. ~ a genuinely caring staff creates opportunities for all children to learn.

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

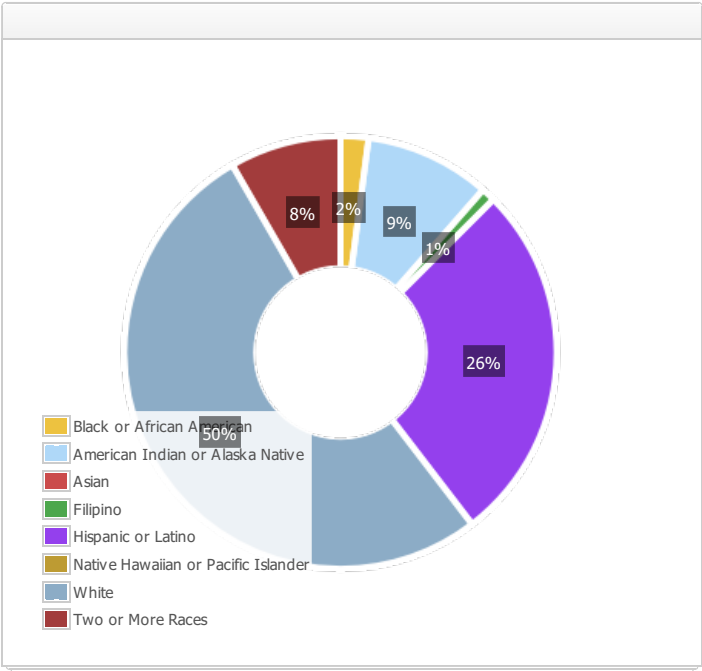
Grade Level	Number of Students
Kindergarten	20
Grade 1	32
Grade 2	28
Grade 3	24
Grade 4	21
Grade 5	23
Grade 6	17
Grade 7	26
Grade 8	14
Total Enrollment	190



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	9.6
Asian	0.0
Filipino	1.4
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.5
White	50.7
Two or More Races	8.6
Socioeconomically Disadvantaged	50.7
English Learners	15.8
Students with Disabilities	16.7



Last updated: 1/29/2015

A. Conditions of Learning

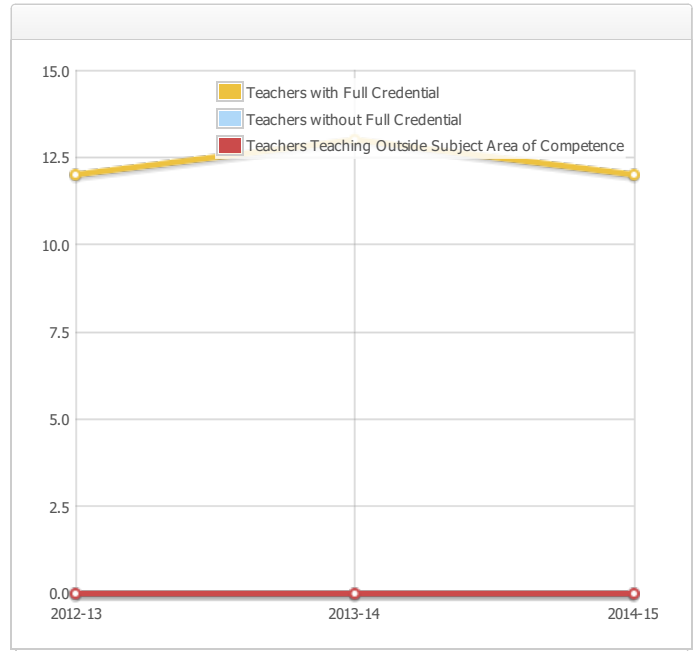
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

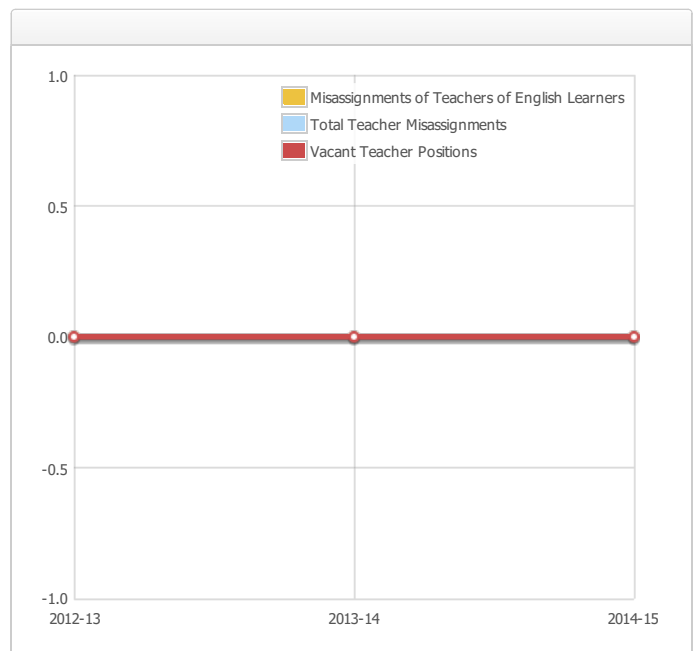
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	13	12	12
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	86	14
High-Poverty Schools in District	82	18
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: 2010

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Houghton Mifflin California Reading 2003-State Approved (Received State Board of Education Waiver in 2009 to not adopt new materials in 2009 7th & 8th McDougal Littell Literature 2009 State Approved - Adopted in 2010 when Dehesa Middle School opened.	Yes	0.0
Mathematics			0.0
Science	K-6/Macmillan/McGraw-Hill Science California 2008 State Approved - Adopted in 2008 7th & 8th Grades McDougal Little Science 2008 State Approved Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0
History-Social Science	K-6/Macmillan/McGraw Hill California Vistas-2007 - State Approved Adopted in 2007 7th Grade McDougal Littell World History Medieval and Early Modern Times - California Edition 2006 State Approved 8th Grade McDougal Little Creating America - California Edition 2006 Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0
Foreign Language	We do not have a program at this time		0.0
Health	K-6/Too Good for Drugs - State Approved 5-6/Discover: Skills for Life	Yes	0.0
Visual and Performing Arts	We do not have Visual and Performing Arts Textbooks.		0.0
Science Lab Eqmpt(9-12)	N/A - We do not have grades 9-12		0.0

Last updated: 1/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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 grounds and buildings well maintained. The grounds and maintenance staff consists of two full time and staff and one part time members.

Last updated: 1/31/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Projects for fascia and trim need attention. Interior surfaces, common, mostly stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Building will be pressure washed. carpets cleaned and overall deep cleaning in the summer.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Hot water heater will be assessed. Alternative storage for PE equipment will be purchased so that Middle School Restroom will be available for use.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Kindergarten fencing replaced.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 9/8/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	33	44	38	39	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/31/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Students at the School	44
Male	54
Female	36
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	58
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/31/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50%	47%	46%	44%	47%	47%	54%	56%	55%
Mathematics	38%	33%	44%	26%	30%	33%	49%	50%	50%
History-Social Science	N/A	19%	17%	25%	27%	25%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/31/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	2	2
Similar Schools	1	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/31/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	18	-37	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-1	-28	12
Two or More Races			
Socioeconomically Disadvantaged			-17
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.0%	45.0%	30.0%
7	16.0%	20.0%	16.0%

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.

Last updated: 1/29/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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
- Fun Run
- Talent Show
- End-of-the-Year Picnic
- School Site Council
- Room Parent
- Volunteering in the classroom
- Volunteering in the Art Docent Program
- Volunteering for Campus Beautification
- Volunteering in the Computer Lab
- Volunteering for Field Trips
- Volunteering to assist with student paper work
- Volunteering to tutor reading students
- Volunteering on the playground

State Priority: Pupil Engagement

Last updated: 1/29/2015

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

- High school dropout rates; and
- High school graduation rates.

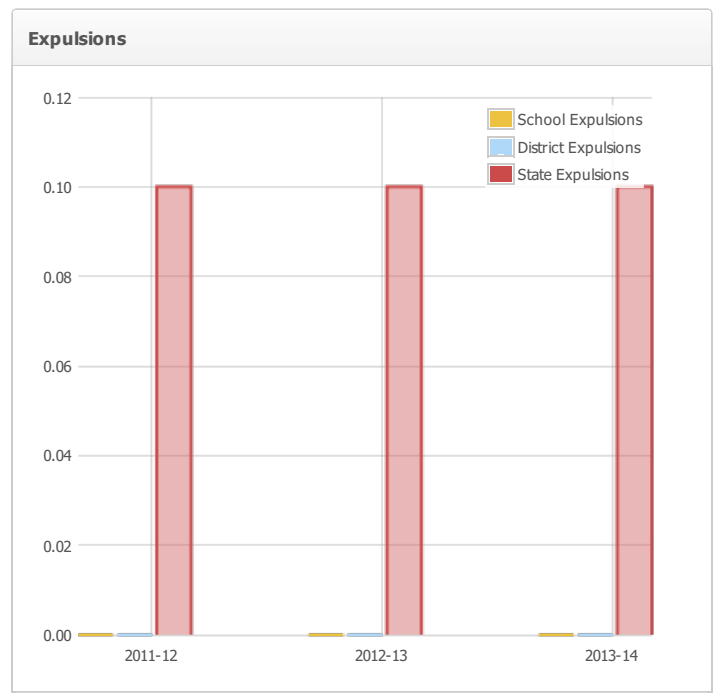
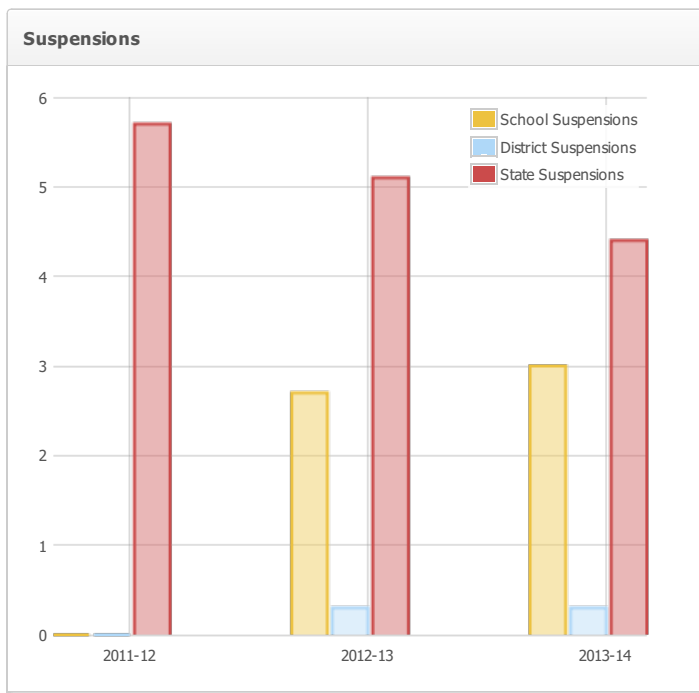
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	2.70	3.00	0.00	0.30	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/29/2015

School Safety Plan - Most Recent Year

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.

In an effort to create a positive, friendly, and productive environment where every child has the right to learn and every teacher has the right to teach, the staff developed a school wide behavior plan.

The school has installed video surveillance in common areas and walkways. Signage has been strategically placed throughout the school requiring visitors to sign in at the office. All visitors are required to wear a badge identifying them as a visitor while on campus.

Last updated: 1/29/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

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	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.5	2	0	0	18.0	2			21.0	0	1	
1	16.5	2	0	0	14.0	2			16.0	2		
2	18.5	2	0	0	13.0	2			14.0	2		
3	19.0	1	0	0	27.0		1		8.0	3		
4	25.0	0	1	0	23.0		1		11.0	2		
5	25.0	0	1	0	23.0		1		11.0	1	1	
6	22.0	1	0	0	24.0		1		17.0	1		
Other												

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

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	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: 1/29/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	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: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$54,613
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/29/2015

Types of Services Funded (Fiscal Year 2013-14)

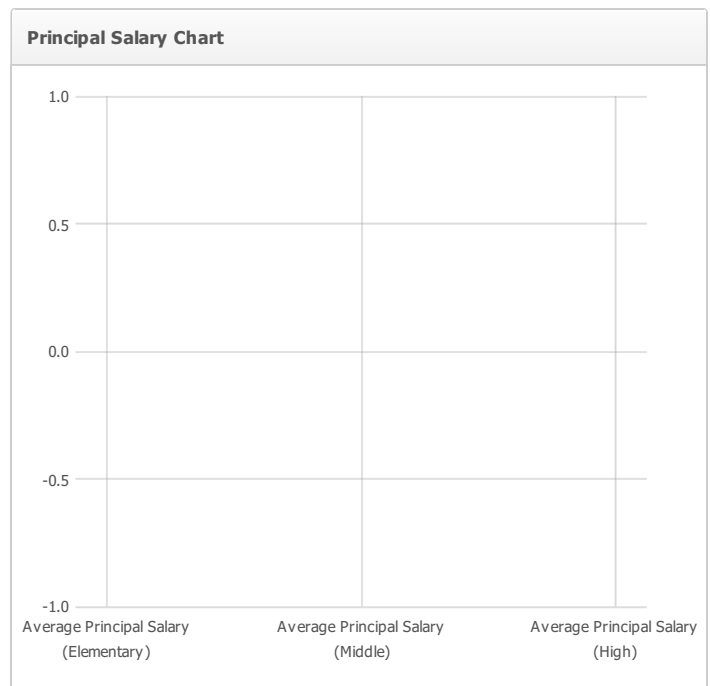
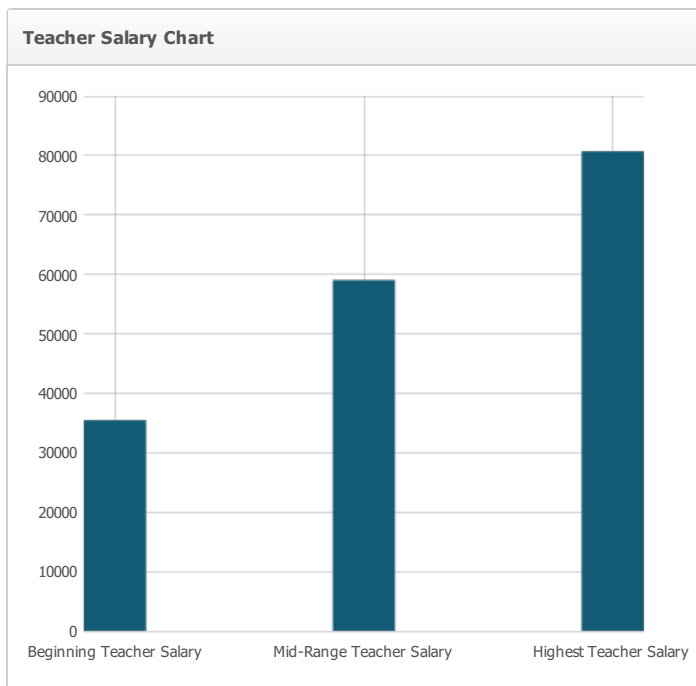
A variety of supplemental services are available at Dehesa School, funded by the school's categorical budgets: Title III, REAP, Indian Education, Special Education and GATE. These extra support services include after-school academic and performing arts classes as well as in classroom assistance, intervention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

Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,459	\$38,970
Mid-Range Teacher Salary	\$59,042	\$56,096
Highest Teacher Salary	\$80,708	\$71,434
Average Principal Salary (Elementary)	\$00	\$91,570
Average Principal Salary (Middle)	\$00	\$97,460
Average Principal Salary (High)	\$00	\$99,544
Superintendent Salary	\$123,000	\$107,071
Percent of Budget for Teacher Salaries	24.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 1/29/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/29/2015

Professional Development – Most Recent Three Years

There are currently 14 minimum days and 2 non-school days during the school year that are devoted to professional development. Teachers are released for additional school days as needed. This year's primary focus is to develop the No Excuses University philosophy and foundations for our school. Emphasis is placed on collaboration, increased student achievement through data analysis, all school behavior plan, district assessments, and data-driven interventions. In addition, there is staff training in PRO-ACT, and Common Core Math Standards. Teachers are supported by additional collaboration time, staff meetings dedicated to all staff collaboration, student data reporting, and additional support through the County Office of Education and local SELPA.

Last updated: 1/29/2015