Dehesa Elementary

Janet Wilson, Superintendent/Principal

◉ 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 205 Kindergarten 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 interventiion groupings and Gifted and Talented programs designed to enhance learning.

We offer a one-on-one laptop program, golf, archery and swimming for PE 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 eduction for all Dehesa students. I hope this report card will enhance our communication and understanding with the school, the district, and the community.
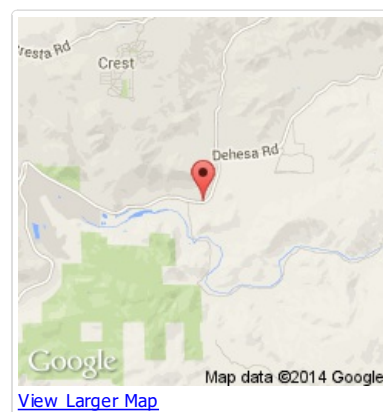
Sincerely,

Janet Wilson   Superintendent/Principal

Contact

4612 Dehesa Rd.
El Cajon, CA
92019-2922

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

View Larger Map

Data and Access

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

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, Superintendent/Principal
E-mail Address	dehesaschool@dehesasd.net
County-District-School (CDS) Code	37680496038095

District	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Web Site	https://sites.google.com/a/dehesasd.net/neu/
Superintendent First Name	Janet
Superintendent Last Name	Wilson
E-mail Address	janet.wilson@dehesasd.net

Last updated: 5/13/2014

School Description and Mission Statement (School Year 2012-13)

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 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: 5/13/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 in the Computer Lab

- Volunteering for Field Trips

- Volunteering to assist with student paper work

- Volunteering to tutor reading students

- Volunteering on the playground

Last updated: 5/13/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
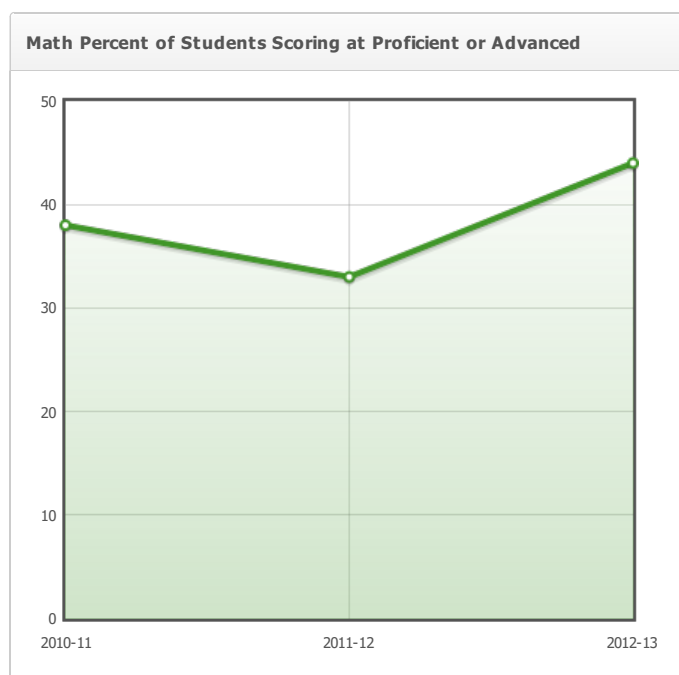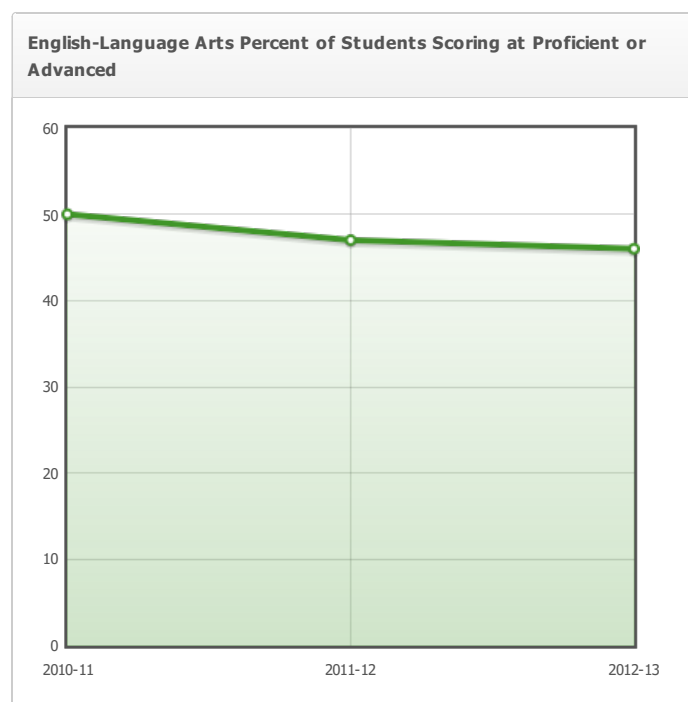
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	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%
Science	58%	56%	33%	31%	38%	39%	57%	60%	59%
History-Social Science	N/A	19%	17%	25%	27%	25%	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced
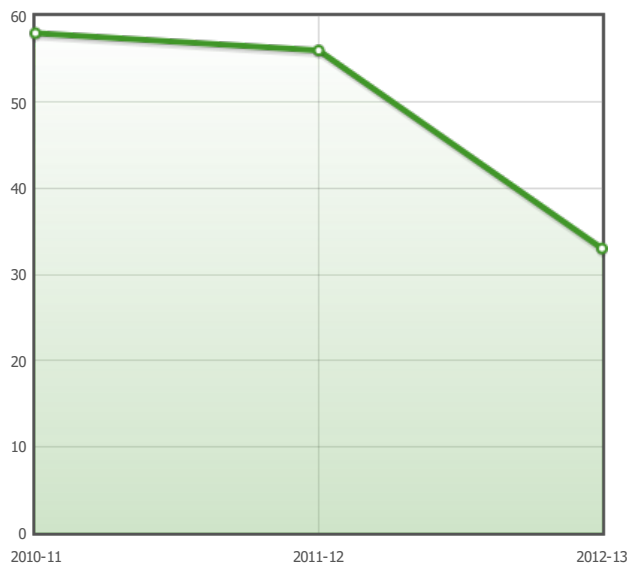
History Percent of Students Scoring at Proficient or Advanced
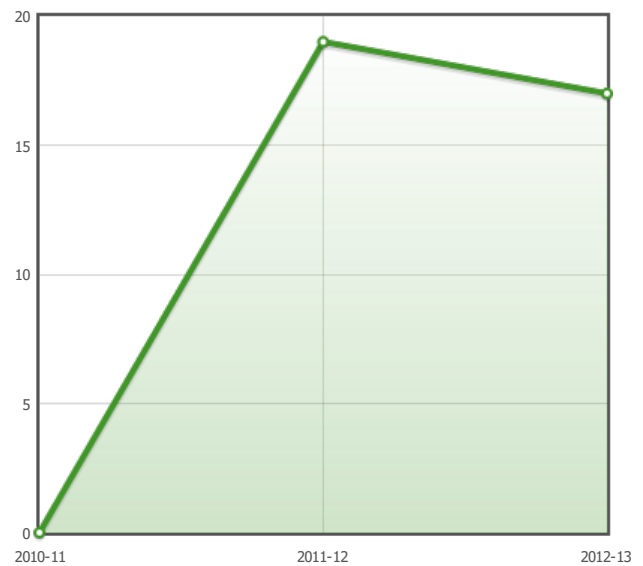
Last updated: 5/13/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	33%	39%	25%
All Students at the School	46%	44%	33%	17%
Male	45%	49%	40%	17%
Female	47%	39%	24%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	34%	14%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	54%	49%	45%	N/A
Two or More Races	43%	54%	N/A	N/A
Socioeconomically Disadvantaged	38%	36%	12%	N/A
English Learners	17%	25%	N/A	N/A
Students with Disabilities	60%	50%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 5/13/2014

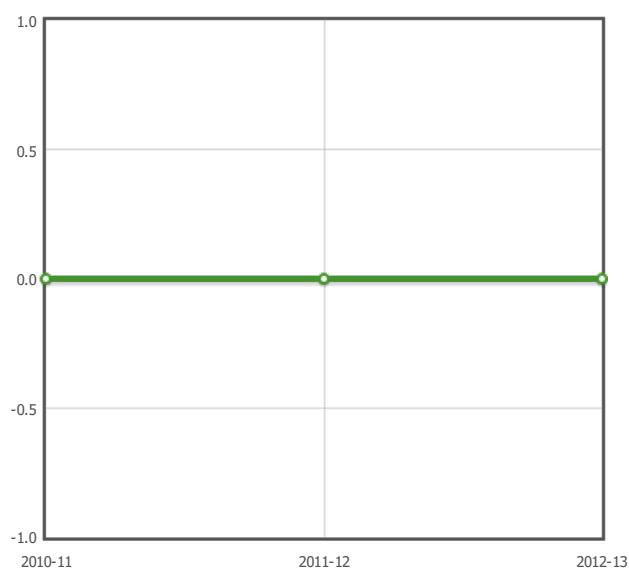# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	34%	39%	47%	59%	56%	57%
Mathematics	N/A	N/A	N/A	21%	29%	42%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced
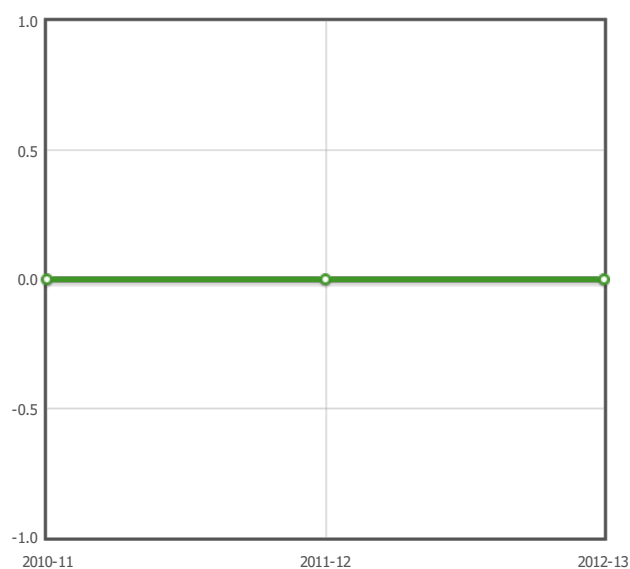
Last updated: 5/13/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53%	23%	24%	58%	31%	11%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 5/13/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4%	42.3%	26.9%
7	25.0%	25.0%	25.0%

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: 5/13/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	2
Similar Schools	1	1	2

Last updated: 5/13/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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	13
Two or More Races			
Socioeconomically Disadvantaged			-18
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: 5/13/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	145	736	145	736	4,655,989	790
Black or African American	2		2		296,463	708
American Indian or Alaska Native	10		10		30,394	743
Asian	0		0		406,527	906
Filipino	1		1		121,054	867
Hispanic or Latino	44	672	44	672	2,438,951	744
Native Hawaiian or Pacific Islander	2		2		25,351	774
White	74	790	74	790	1,200,127	853
Two or More Races	12	688	12	688	125,025	824
Socioeconomically Disadvantaged	64	689	64	689	2,774,640	743
English Learners	36	655	36	655	1,482,316	721
Students with Disabilities	19	737	19	737	527,476	615

Last updated: 5/13/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	N/A	N/A

Last updated: 5/13/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 5/13/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	35
Grade 1	28
Grade 2	25
Grade 3	27
Grade 4	23
Grade 5	23
Grade 6	24
Grade 7	13
Grade 8	17
Total Enrollment	215
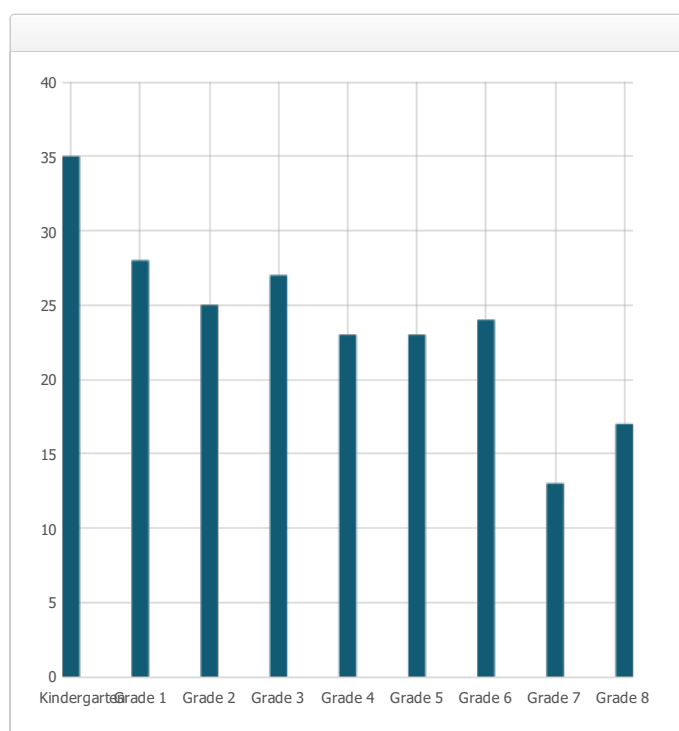
Last updated: 5/13/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	9.3
Asian	0.0
Filipino	0.5
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	1.4
White	49.3
Two or More Races	8.8
Socioeconomically Disadvantaged	23.3
English Learners	19.5
Students with Disabilities	10.7
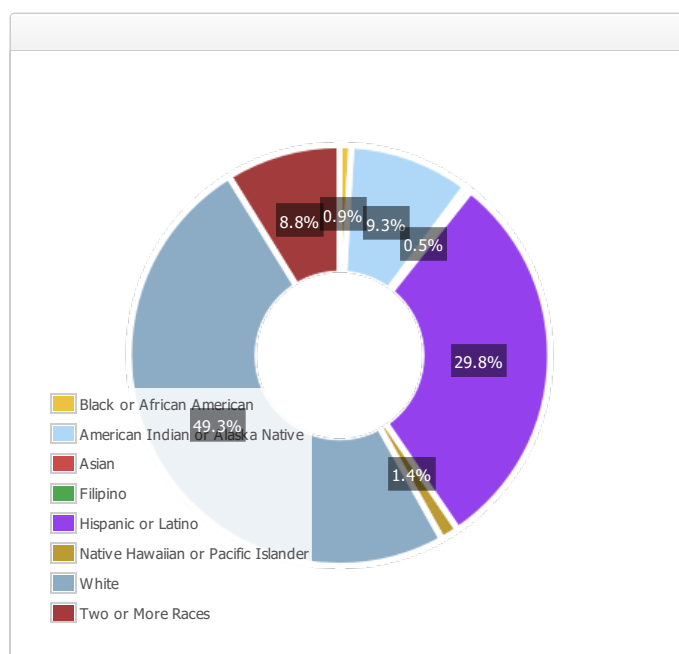
Last updated: 5/13/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Average Class Size	Number of Classes * 1-20	21-32	33+	2011-12 Average Class Size	Number of Classes * 1-20	21-32	33+	2012-13 Average Class Size	Number of Classes * 1-20	21-32	33+
K					16.5	2	0	0	18.0	2		
1	20.0	1	0	0	16.5	2	0	0	14.0	2		
2	18.0	2	0	0	18.5	2	0	0	13.0	2		
3	16.0	1	0	0	19.0	1	0	0	27.0		1	
4	27.0	0	1	0	25.0	0	1	0	23.0		1	
5	58.0	0	0	1	25.0	0	1	0	23.0		1	
6	24.0	0	1	0	22.0	1	0	0	24.0		1	
Other												

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

Last updated: 5/8/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11 Average Class Size	Number of Classes * 1-22	23-32	33+	2011-12 Average Class Size	Number of Classes * 1-22	23-32	33+	2012-13 Average Class Size	Number of Classes * 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: 5/8/2014

School Safety Plan (School Year 2012-13)

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: 5/8/2014

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						13.00
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
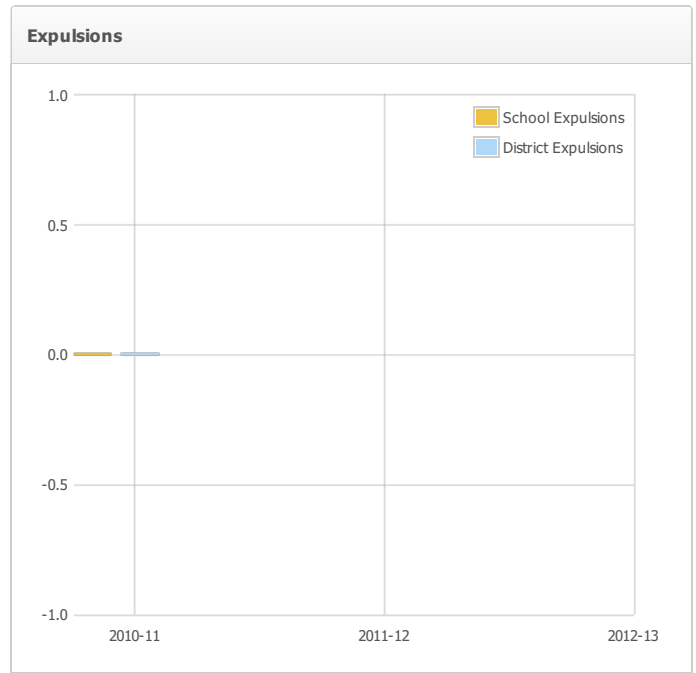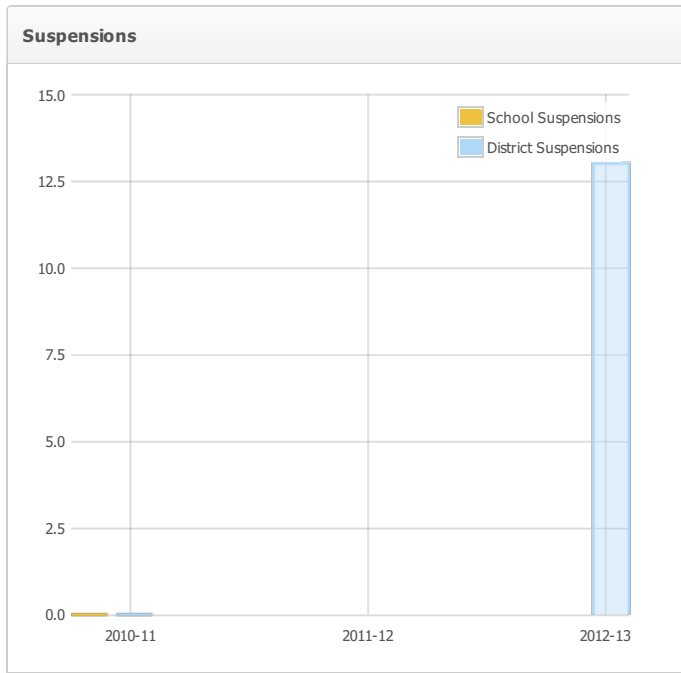
Last updated: 5/8/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 staff members.

Last updated: 5/14/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Water pipe leak, repaired and replaced 4/14. Water heater replaced 5/14. Air conditioning unit to the server replaced 2014. Air Conditioner for Student Care replaced 2012.
Interior: Interior Surfaces	Good	Some ceiling tiles replaced. Some windows repaired. Carpets cleaned. Kitchen painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Water fountains repaired. One sink faucet replaced.
Safety: Fire Safety, Hazardous Materials	Good	Alarm system will be upgraded when new buildings are put in.
Structural: Structural Damage, Roofs	Good	One roof needs repair; one needs replacing. Vents on roof and skylights sealed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Gates and fences replaced. All security fencing replaced. Some Fascia replaced. More work needed. Some buildings painted * Based on FIT report date 9-10-13

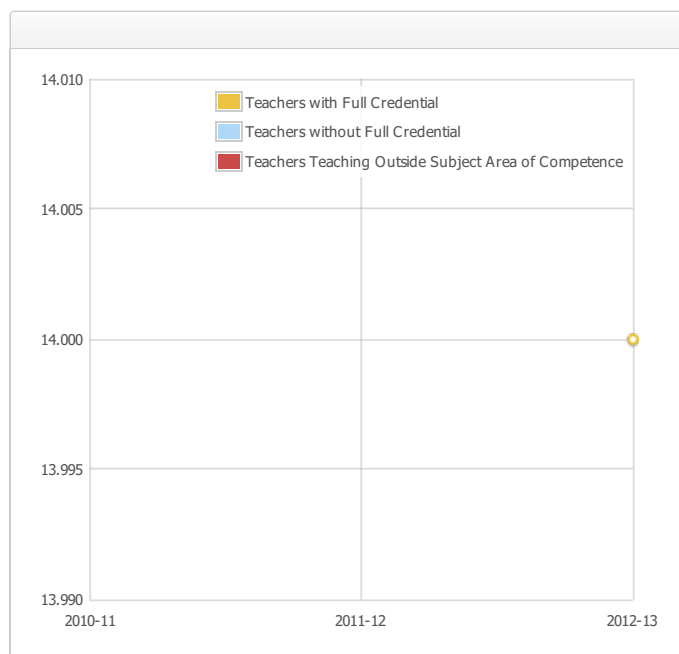## Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

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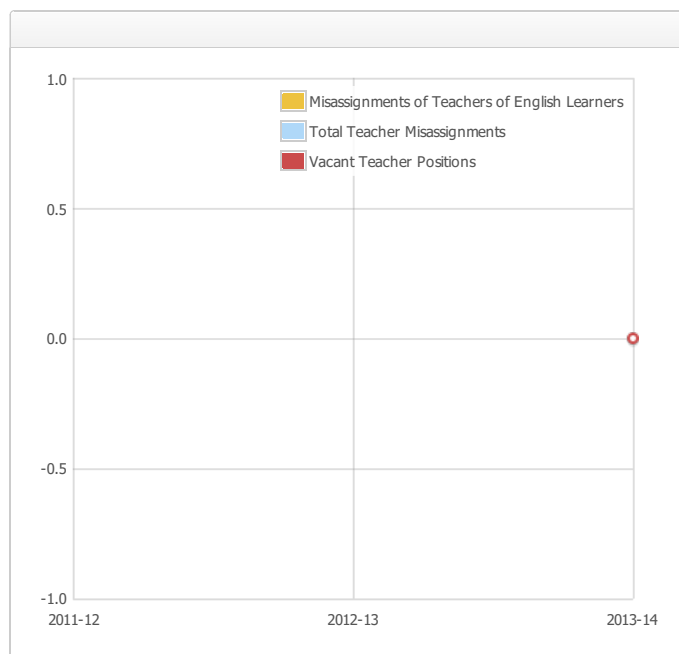
Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential			14	0
Without Full Credential				0
Teachers Teaching Outside Subject Area of Competence (with full credential)				0

Last updated: 5/8/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			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: 5/8/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

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	100	0
High-Poverty Schools in District	0	0
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.

Last updated: 5/8/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 5/14/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2012

Core Curriculum Area	Textbooks and instructional materials	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 & --8 McDougal Littell Literature 2009 State Approved - Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0
Mathematics	K-5/Scott Foresman- Envision Mathematics, 2007 - State Approved 6th Grade HOLT Course 1: Numbers to Algebra 2008 State Approved 7th Grade HOLT Course 2: Pre Algebra - 2009 State Approved 8th Grade HOLT Algebra 1 - 2008 State Approved Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0
Science	K-6/Macmillan/McGraw-Hill Science California 2008 State Approved - Adopted in 2008 7th & 8th Grades McDougal Littell 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 Littell Creating America - California Edition 2006 Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0
Foreign Language	We do not have a formal foreign language program at this time.	No	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.	No	0.0
Science Laboratory Equipment (grades 9-12)	We do not have grades 9 - 12.	No	0.0

Last updated: 5/14/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,229	$3,029	$4,200	$55,391
District	N/A	N/A	$4,200	$55,391
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$57,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 5/8/2014

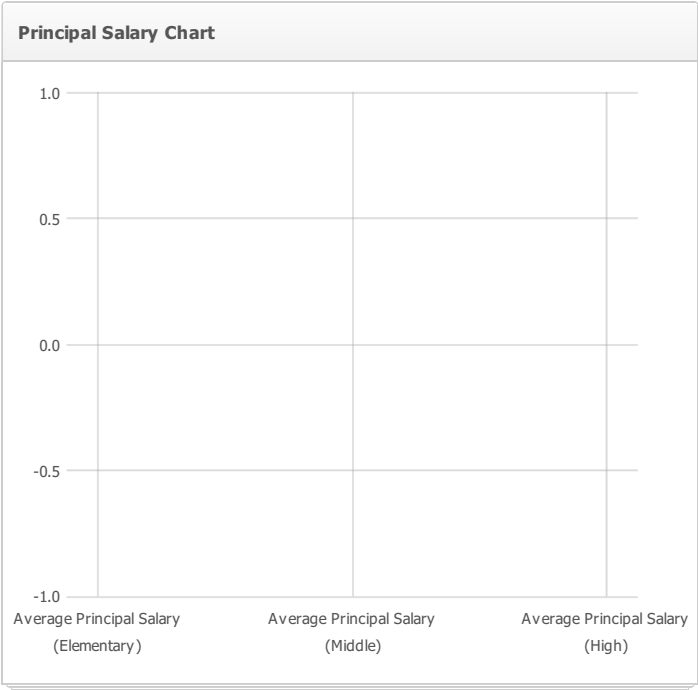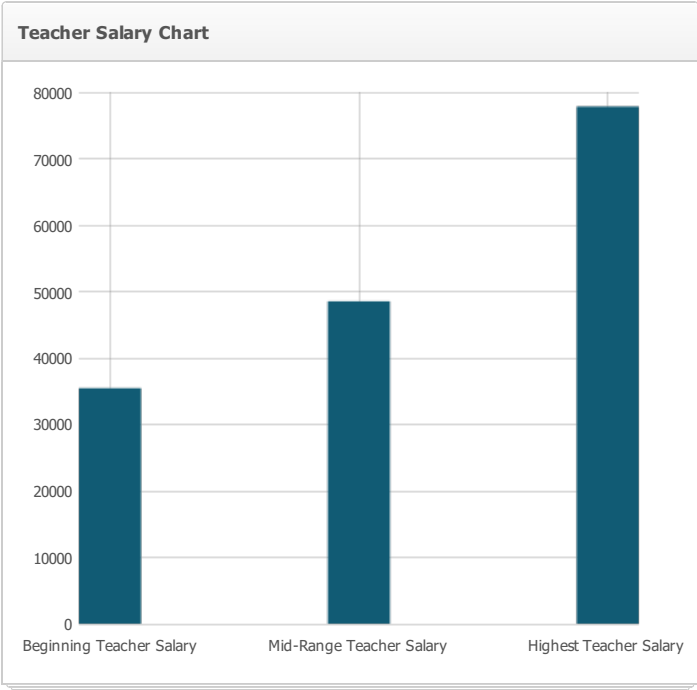## Types of Services Funded (Fiscal Year 2012-13)

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, 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: 5/8/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,459	$38,719
Mid-Range Teacher Salary	$48,529	$55,637
Highest Teacher Salary	$77,835	$70,797
Average Principal Salary (Elementary)	$00	$90,284
Average Principal Salary (Middle)	$00	$94,675
Average Principal Salary (High)	$00	$85,183
Superintendent Salary	$123,000	$104,272
Percent of Budget for Teacher Salaries	25.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Salary	Amount
Beginning Teacher Salary	~36000
Mid-Range Teacher Salary	~48500
Highest Teacher Salary	~78000

Principal Salary Chart

Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Last updated: 5/8/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate							16.6	14.7	13.1
Graduation Rate				0	0	0	74.72	77.14	78.73

Dropout/Graduation Rate Chart
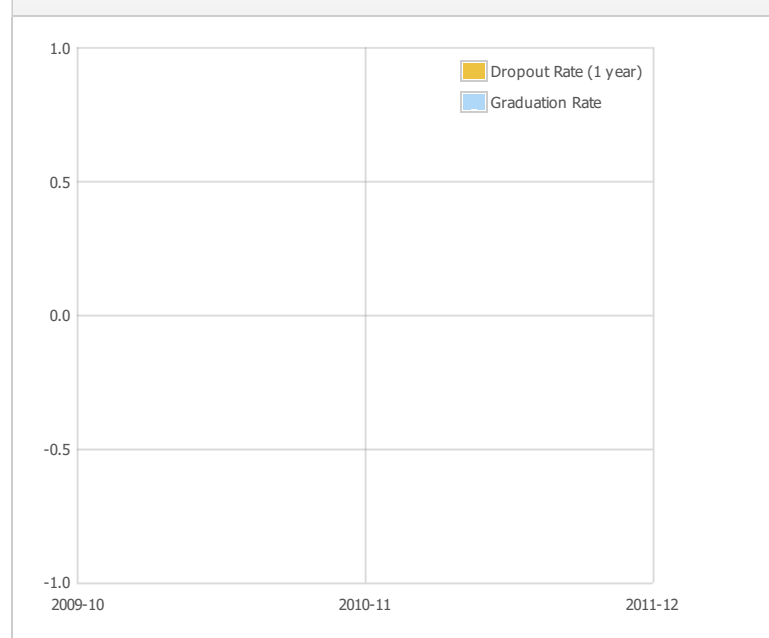
Last updated: 5/8/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 5/8/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 5/8/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 5/8/2014

Advanced Placement Courses (School Year 2012-13)

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 shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 5/8/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are currently 7 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: 5/8/2014