

# Dehesa Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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. Tamara Ripke, 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 140 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 197 PreK thru eighth grade students, in addition to up to 11 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, after school enrichment classes and Gifted and Talented programs designed to enhance learning.

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

Sincerely,

Tamara Ripke

Principal

#### Contact

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

Phone: 619-444-2161  
E-mail: [tamara.ripke@dehesasd.net](mailto:tamara.ripke@dehesasd.net)



## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Dehesa Elementary
<b>Phone Number</b>	(619) 444-2161
<b>Superintendent</b>	Nancy Hauer
<b>E-mail Address</b>	<a href="mailto:nancy.hauer@dehesasd.net">nancy.hauer@dehesasd.net</a>
<b>Web Site</b>	<a href="http://www.dehesasd.net">www.dehesasd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Dehesa Elementary
<b>Street</b>	4612 Dehesa Rd.
<b>City, State, Zip</b>	El Cajon, Ca, 92019-2922
<b>Phone Number</b>	619-444-2161
<b>Principal</b>	Mrs. Tamara Ripke, Principal
<b>E-mail Address</b>	<a href="mailto:tamara.ripke@dehesasd.net">tamara.ripke@dehesasd.net</a>
<b>Web Site</b>	<a href="http://www.dehesasd.net">www.dehesasd.net</a>
<b>County-District-School (CDS) Code</b>	37680496038095

*Last updated: 2/29/2016*

### School Description and Mission Statement - Most Recent Year

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

#### Mission Statement

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

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

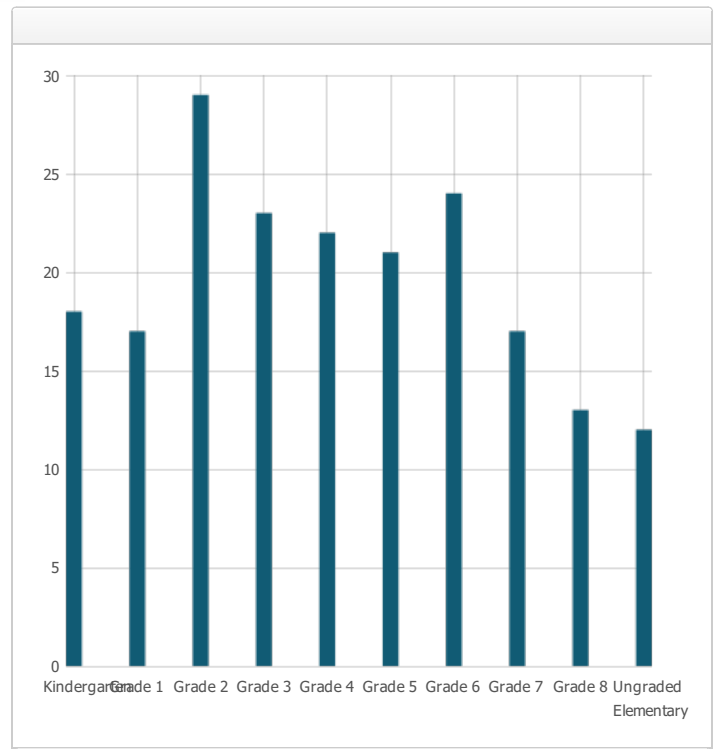
We believe . . .

- A safe, secure environment fosters relaxed, confident and happy learners.
- Consistency and fairness creates equality.
- Respect, kindness, honesty and integrity build trust and friendship.
- Striving to produce quality work with attention to detail leads to success.
- Challenging a student's mind enables him/her to achieve their greatest potential.
- A genuinely caring staff creates opportunities for all children to learn.

*Last updated: 2/29/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	18
Grade 1	17
Grade 2	29
Grade 3	23
Grade 4	22
Grade 5	21
Grade 6	24
Grade 7	17
Grade 8	13
Ungraded Elementary	12
<b>Total Enrollment</b>	<b>196</b>



Last updated: 2/29/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	14.0 %
Asian	0.0 %
Filipino	3.0 %
Hispanic or Latino	29.0 %
Native Hawaiian or Pacific Islander	1.0 %
White	61.0 %
Two or More Races	7.0 %
Socioeconomically Disadvantaged	62.0 %
English Learners	22.0 %
Students with Disabilities	24.0 %
Foster Youth	0.0 %

Last updated: 2/29/2016

## A. Conditions of Learning

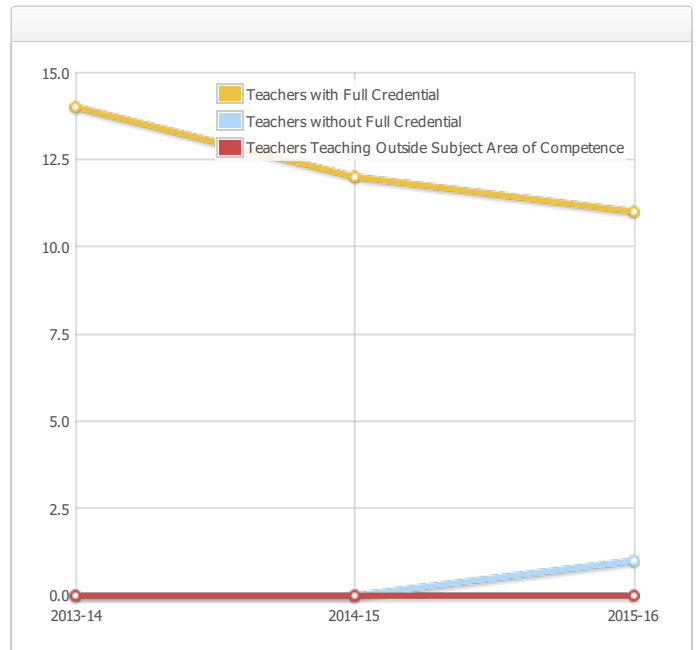
### State Priority: Basic

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

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

#### Teacher Credentials

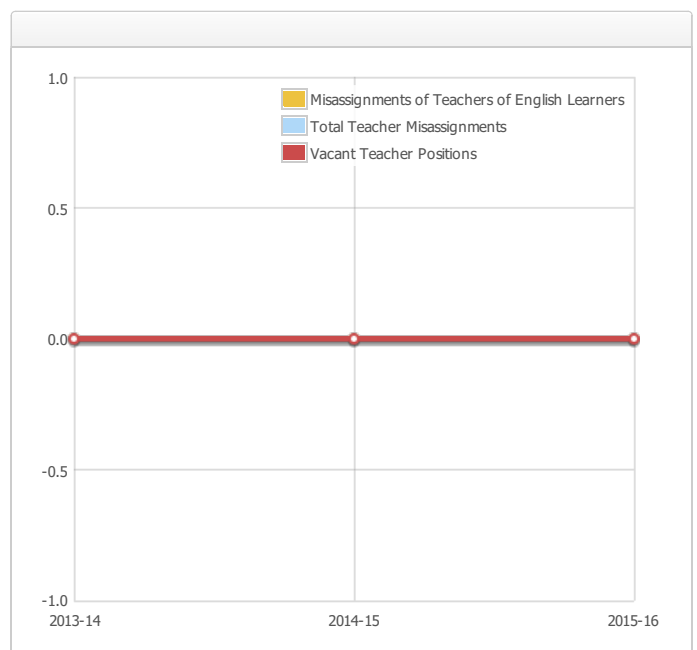
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	12	11	11
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/29/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/29/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	78.0%	22.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	65.0%	35.0%

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: September 2015

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 State Approved.  (Received State Board of Education Waiver in 2009 to not adopt new materials in 2009.  7th and 8th McDougal Littell Literature 2009 State Approved - Adopted in 2010 when Dehesa Middle School opened.	Yes	0.0 %
Mathematics	Go Math K-5  CPM College Preparatory Mathematics 6-8	Yes	0.0 %
Science	K-6 Macmillian/McGraw-Hill Science California 2008 State Approved  7th and 8th McDougal Litell Science State Approved Adopted in 2010 when Dehesa Middle school opened.	Yes	0.0 %
History-Social Science	K-6 Macmillian/McGraw Hill California Vistas State approved in 2007.  7th Grade McDougal Littell World History Medieval and Early Modern Times. California Edition 2006 State Approved  8th Grade McDougal Litell Creating America-California Edition 2006. Adopted in 2010 when Dehesa Middle School opened.	Yes	0.0 %
Foreign Language	We do not have a foreign language 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 Eqpmt (Grades 9-12)	We are a K-8 school.		0.0 %

Last updated: 2/29/2016

## 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 one part time members.

Facia was replaced on 2 sides of the multipurpose building. Carpet was replaced in 1 classroom and the tile was repaired/replaced in the kindergarten bathrooms.

Additional facia on the multipurpose building may need to be replaced. This will be addressed this year and if after evaluation it is needed it will be completed.

*Last updated: 2/29/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Frayed carpet in library to be replaced. Wall damage in teacher work room to be repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Fire light system trouble light on. Company will be contacted to come out and repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water pressure too high in some places, will be adjusted.
Safety: Fire Safety, Hazardous Materials	Good	Materials labeled "keep out of reach of children" like hand sanitizers shall be properly secured.
Structural: Structural Damage, Roofs	Good	Some structural beams in the MPR room have been replaced, other beams will be inspected and replaced as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating	Good
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*Last updated: 2/29/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	38.0%	44.0%
Mathematics (grades 3-8 and 11)	23.0%	23.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/29/2016*



**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	21	91.3%	38.0%	33.0%	19.0%	10.0%
Male	23	8	34.8%	--	--	--	--
Female	23	13	56.5%	38.0%	23.0%	31.0%	8.0%
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native	23	4	17.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	4	17.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	11	47.8%	36.0%	36.0%	18.0%	9.0%
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	16	69.6%	50.0%	25.0%	19.0%	6.0%
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	4	17.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

## ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	27.0%	9.0%	23.0%	36.0%
Male	22	12	54.5%	33.0%	17.0%	25.0%	17.0%
Female	22	10	45.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	22	3	13.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	5	22.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	12	54.5%	17.0%	8.0%	8.0%	58.0%
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	22	3	13.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 2/29/2016

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	20	95.2%	15.0%	45.0%	20.0%	20.0%
Male	21	11	52.4%	9.0%	64.0%	18.0%	9.0%
Female	21	9	42.9%	--	--	--	--
Black or African American	21	1	4.8%	--	--	--	--
American Indian or Alaska Native	21	1	4.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	6	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	9	42.9%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	16	76.2%	13.0%	44.0%	19.0%	25.0%
English Learners	21	4	19.0%	--	--	--	--
Students with Disabilities	21	2	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 2/29/2016

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	23	95.8%	43.0%	35.0%	22.0%	0.0%
Male	24	12	50.0%	58.0%	33.0%	8.0%	0.0%
Female	24	11	45.8%	27.0%	36.0%	36.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	4	16.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	10	41.7%	--	--	--	--
Two or More Races	24	2	8.3%	--	--	--	--
Socioeconomically Disadvantaged	24	11	45.8%	45.0%	27.0%	27.0%	0.0%
English Learners	24	5	20.8%	--	--	--	--
Students with Disabilities	24	4	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 2/29/2016

## ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	16	94.1%	25.0%	19.0%	31.0%	19.0%
Male	17	10	58.8%	--	--	--	--
Female	17	6	35.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	17	1	5.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	6	35.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	8	47.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	17	8	47.1%	--	--	--	--
English Learners	17	2	11.8%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

## ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	42.0%	33.0%	25.0%	0.0%
Male	13	8	61.5%	--	--	--	--
Female	13	4	30.8%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	13	1	7.7%	--	--	--	--
Hispanic or Latino	13	3	23.1%	--	--	--	--
Native Hawaiian or Pacific Islander	13	1	7.7%	--	--	--	--
White	13	6	46.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	3	23.1%	--	--	--	--
English Learners	13	2	15.4%	--	--	--	--
Students with Disabilities	13	3	23.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/29/2016

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 2/29/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	21	91.3%	48.0%	33.0%	19.0%	0.0%
Male	23	8	34.8%	--	--	--	--
Female	23	13	56.5%	54.0%	23.0%	23.0%	0.0%
Black or African American	23	1	4.3%	--	--	--	--
American Indian or Alaska Native	23	4	17.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	4	17.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	11	47.8%	64.0%	27.0%	9.0%	0.0%
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	16	69.6%	50.0%	31.0%	19.0%	0.0%
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	4	17.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*



**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	22	21	95.5%	19.0%	43.0%	29.0%	10.0%
Male	22	11	50.0%	18.0%	55.0%	18.0%	9.0%
Female	22	10	45.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	22	3	13.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	5	22.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	11	50.0%	18.0%	18.0%	45.0%	18.0%
Two or More Races	22	1	4.5%	--	--	--	--
Socioeconomically Disadvantaged	22	5	22.7%	--	--	--	--
English Learners	22	2	9.1%	--	--	--	--
Students with Disabilities	22	2	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	21	100.0%	33.0%	38.0%	0.0%	29.0%
Male	21	12	57.1%	33.0%	42.0%	0.0%	25.0%
Female	21	9	42.9%	--	--	--	--
Black or African American	21	1	4.8%	--	--	--	--
American Indian or Alaska Native	21	1	4.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	6	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	9	42.9%	--	--	--	--
Two or More Races	21	2	9.5%	--	--	--	--
Socioeconomically Disadvantaged	21	17	81.0%	35.0%	35.0%	0.0%	29.0%
English Learners	21	4	19.0%	--	--	--	--
Students with Disabilities	21	2	9.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	24	23	95.8%	39.0%	48.0%	13.0%	0.0%
Male	24	12	50.0%	42.0%	50.0%	8.0%	0.0%
Female	24	11	45.8%	36.0%	45.0%	18.0%	0.0%
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	4	16.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	1	4.2%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	10	41.7%	--	--	--	--
Two or More Races	24	2	8.3%	--	--	--	--
Socioeconomically Disadvantaged	24	11	45.8%	45.0%	36.0%	18.0%	0.0%
English Learners	24	5	20.8%	--	--	--	--
Students with Disabilities	24	4	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	16	94.1%	38.0%	38.0%	13.0%	13.0%
Male	17	10	58.8%	--	--	--	--
Female	17	6	35.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	17	1	5.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	6	35.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	8	47.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	17	8	47.1%	--	--	--	--
English Learners	17	2	11.8%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	67.0%	25.0%	8.0%	0.0%
Male	13	8	61.5%	--	--	--	--
Female	13	4	30.8%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	13	1	7.7%	--	--	--	--
Hispanic or Latino	13	3	23.1%	--	--	--	--
Native Hawaiian or Pacific Islander	13	1	7.7%	--	--	--	--
White	13	6	46.2%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	3	23.1%	--	--	--	--
English Learners	13	2	15.4%	--	--	--	--
Students with Disabilities	13	3	23.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/29/2016*

## California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33.0%	41.0%	66.0%	33.0%	41.0%	60.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/1/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60.0%
All Students at the School	66.0%
Male	--
Female	--
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	71.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/1/2016

# 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 areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

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

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

*Last updated: 3/1/2016*

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - 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
- DLAC

### State Priority: Pupil Engagement

*Last updated: 2/29/2016*

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

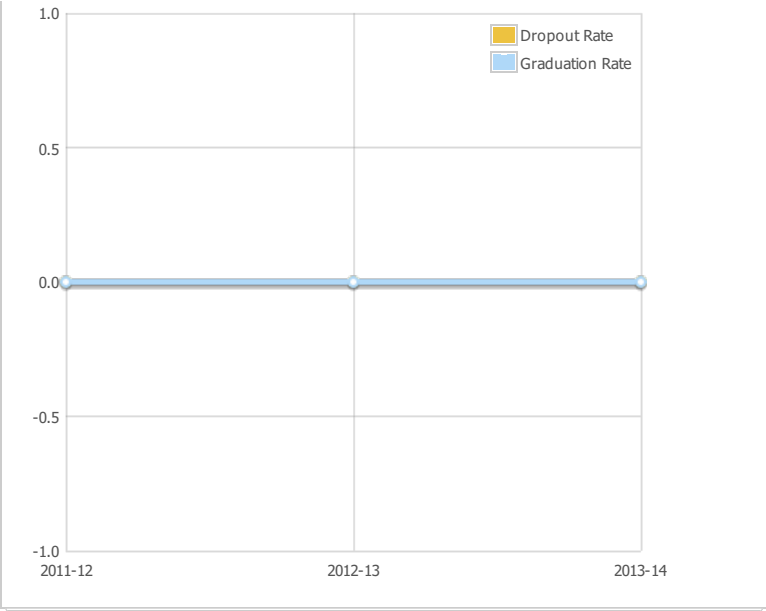
- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	88.30	91.00	92.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





Last updated: 2/29/2016

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

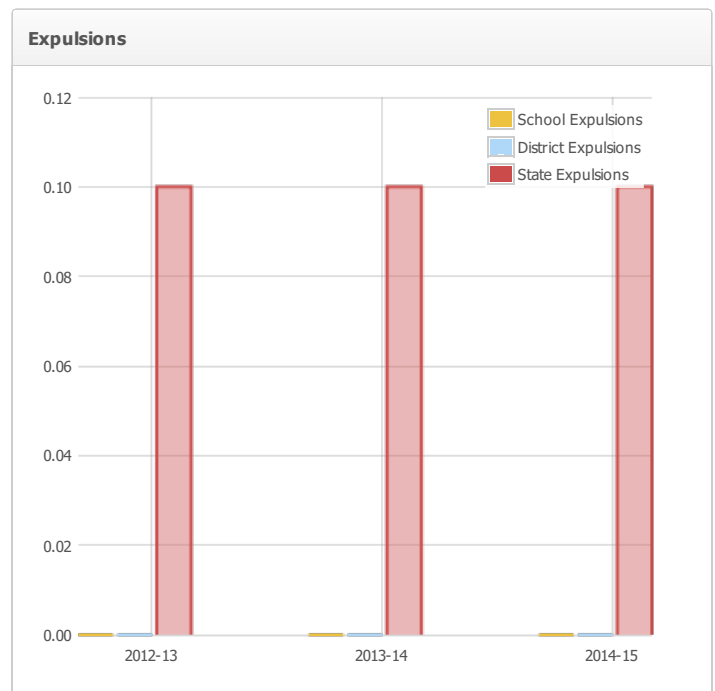
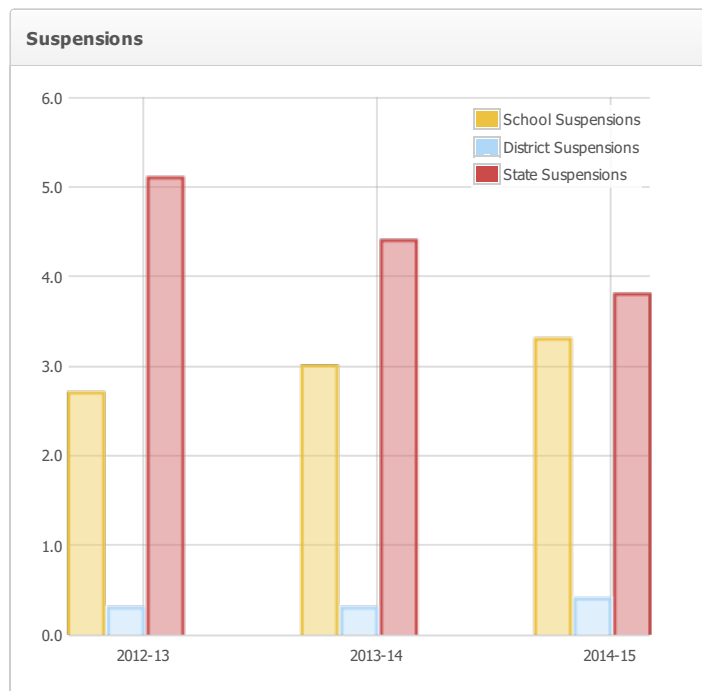
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.7	3.0	3.3	0.3	0.3	0.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/29/2016

## 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.

Our staff has been trained for an active intruder situation.

Last updated: 2/29/2016

## 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 2014-15)

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

Last updated: 2/29/2016

### Federal Intervention Program (School Year 2015-16)

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.

Last updated: 2/29/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	18.0	2			21.0		1		17.0	1		
1	18.0	1			16.0	2						
2	18.0	2			20.0	1			23.0		2	
3	27.0		1		15.0	2			19.0	1		
4	23.0		1		20.0	1			21.0		1	
5	23.0		1		13.0	1	1		18.0	1		
6	24.0		1		17.0	1			16.0	1	1	
Other			2		19.0				15.0			

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

Last updated: 2/29/2016

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15		
	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+
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: 2/29/2016*

**Academic Counselors and Other Support Staff (School Year 2014-15)**

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		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: 2/29/2016*

### Types of Services Funded (Fiscal Year 2014-15)

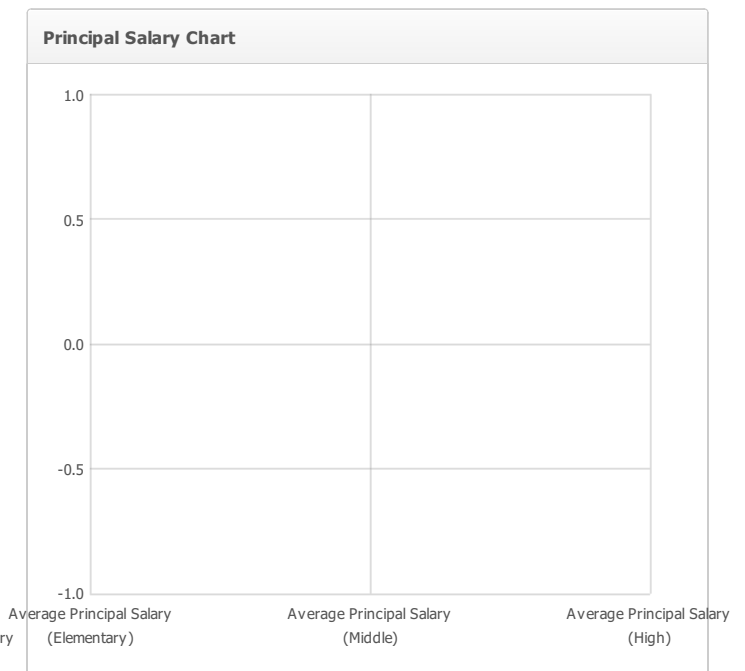
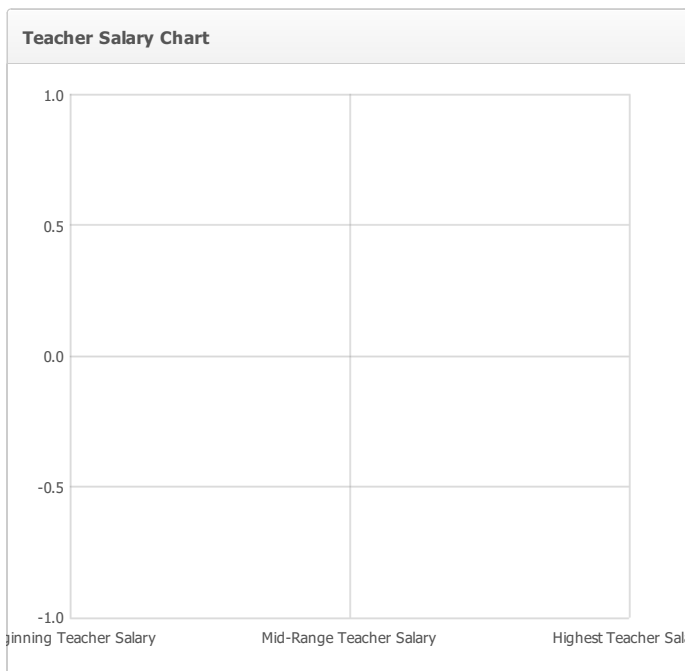
A variety of supplemental services are available at Dehesa School, funded by the school's categorical budgets: Title III, REAP, Indian Education, Special Education and GATE. These extra support services include after-school academic and performing arts classes as well as in classroom assistance, intervention 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: 2/29/2016

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$39,948
Mid-Range Teacher Salary	--	\$57,401
Highest Teacher Salary	--	\$73,183
Average Principal Salary (Elementary)	--	\$94,578
Average Principal Salary (Middle)	--	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$112,657
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 at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/29/2016

**Advanced Placement Courses (School Year 2014-15)**

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.

Note : AP means Advanced Placement.

*Last updated: 2/29/2016*

**Professional Development – Most Recent Three Years**

There are currently 27 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 C.P.I., 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: 2/29/2016*