

# Dehesa Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### 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 to a public school that offers the amenities of a large school and the personal touch usually found in private schools. Our priority is to build meaningful relationships with students in order to support social and academic success.

We enjoy rich history and traditions which link our students to their heritage. Many of these traditions are what makes 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 175 Kindergarten through eighth grade students, in addition to up to 12 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. Dehesa is also fortunate to have a 1:1 device program for Kindergarten through eighth grade.

Dehesa School is a proud member of the No Excuses University Network. Our staff shares in a belief that all students will be provided with an education that prepares them for a college bound path if they choose. We take pride in our culture of universal achievement.

Sincerely,

Tamara Ripke

Principal

#### Contact

Dehesa Elementary  
4612 DEHESA RD, 4612 Dehesa Rd  
El Cajon, CA 92019-2922

Phone: 16194442161  
E-mail: [tamara.ripke@dehesasd.net](mailto:tamara.ripke@dehesasd.net)



## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Dehesa Elementary
<b>Phone Number</b>	6194442161
<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://dehesasd.sdcoe.net">dehesasd.sdcoe.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Dehesa Elementary
<b>Street</b>	4612 DEHESA RD, 4612 Dehesa Rd
<b>City, State, Zip</b>	El Cajon, Ca, 92019-2922
<b>Phone Number</b>	16194442161
<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://dehesasd.sdcoe.net">dehesasd.sdcoe.net</a>
<b>County-District-School (CDS) Code</b>	37680496038095

*Last updated: 6/30/2017*

### School Description and Mission Statement (School Year 2016-17)

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.

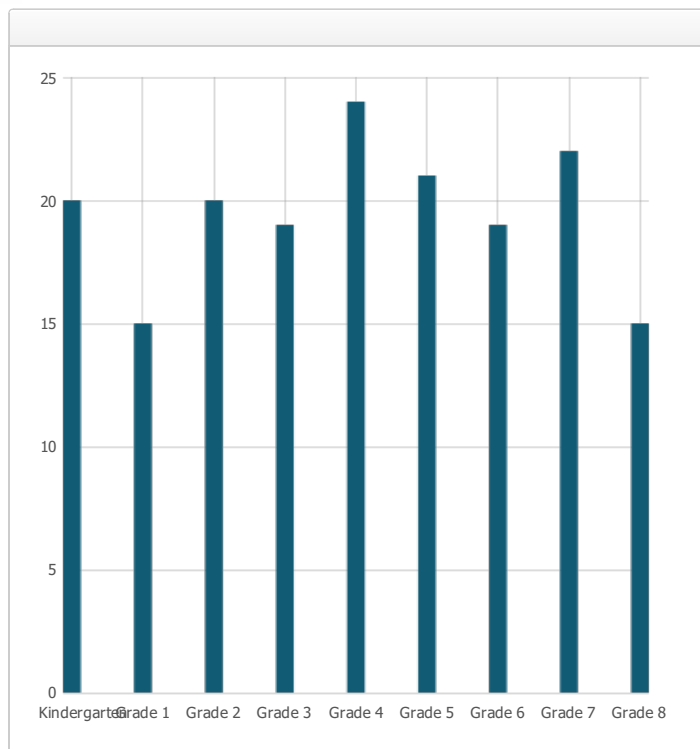
We believe . . .

- 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: 6/30/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	20
Grade 1	15
Grade 2	20
Grade 3	19
Grade 4	24
Grade 5	21
Grade 6	19
Grade 7	22
Grade 8	15
<b>Total Enrollment</b>	<b>175</b>



Last updated: 6/30/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	8.0 %
Asian	0.0 %
Filipino	1.6 %
Hispanic or Latino	27.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	48.9 %
Two or More Races	11.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.6 %
English Learners	16.0 %
Students with Disabilities	10.6 %
Foster Youth	0.0 %

Last updated: 6/30/2017

# A. Conditions of Learning

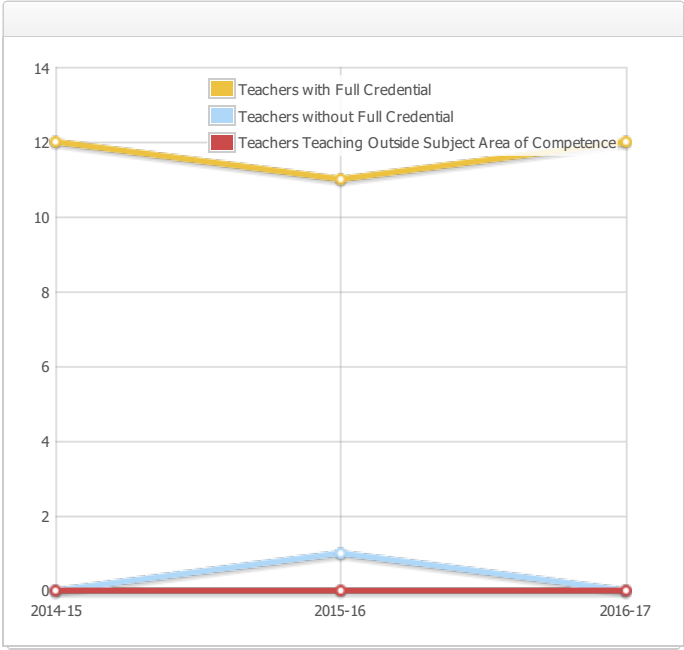
## State Priority: Basic

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

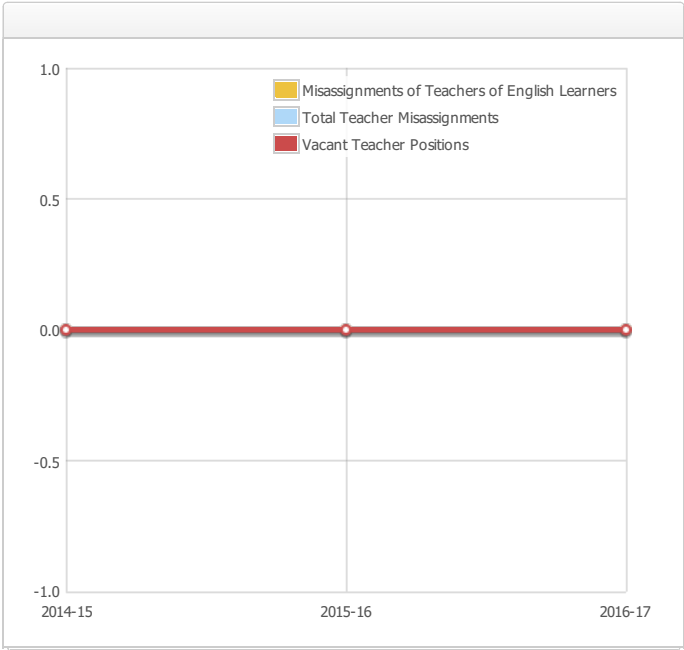
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	11	12	12
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 6/30/2017

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 6/30/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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	67.0%	33.0%
High-Poverty Schools in District	81.0%	19.0%
Low-Poverty Schools in District	59.0%	42.0%

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: 6/30/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: May 2009

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 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 7-8 McDougal Littell Science State Approved Adopted in 2010 when Middle School opened	Yes	0.0 %
History-Social Science	K-6 Macmillian McGraw-Hill Science California 2008 State Approved 7th and 8th McDougal Littell Science State Approved Adopted in 2010 when Dehesa Middle School Opened	Yes	0.0 %
Foreign Language			0.0 %
Health	K-6 Too Good for Drugs - State Approved Positive Prevention Plus	Yes	0.0 %
Visual and Performing Arts	We do not currently have Visual Performing Arts		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 6/30/2017*

## School Facility Conditions and Planned Improvements

The district provides students with a safe and orderly campus. Our facility consists of about 13,000 square feet of buildings situated on 13 acres. Efforts are made to keep 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.

Ranking was good in all areas except Structural which scored a fair due to facia damage and roof deteriorating on Building B, C and D had facia damage noted. Roof was repaired on Building B. Minor stucco damage on buildings E, F and G.

*Last updated: 6/30/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed. Prop 39 work will be happening in the summer to replace older HVAC systems.
Interior: Interior Surfaces	Fair	Damaged ceiling tiles noted in library, conference room 2, multipurpose room, and room B2. Paint/plaster damage is in break room. Clock removed and wires exposed. Conference room 2 metal ramp is loose and ramp is rusted. Facia by multipurpose room and B2 has dryrot. Room B2 has chipped paint and low fountain pressure. Paint on room 5 floor is chipped. Room 6 door drags at threshold and hole in wll at thermostat. Repairs include: Library damaged ceiling tile replaced, breakroom paint/plaster damage along ceiling edge repaired, tightened metal ground ramp conference room 2, MPR and B2 damaged tiles replaced, chipped paint in B2 painted, and room 5 door repainted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed.
Electrical: Electrical	Good	B2 electrical cord under carpet-corrected. D7 Daisy chain power strip-removed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Toilet loose at base. (tightened) Girls bathroom stained ceiling tiles. (replaced)
Safety: Fire Safety, Hazardous Materials	Good	Paint chipping on fire extinguiser cabinet. (repainted)

Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None needed

**Overall Facility Rate**

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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*Last updated: 6/30/2017*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	41.0%	42.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	26.0%	26.0%	21.0%	--	36.0%	--

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: 6/30/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	31.8%
Male	11	11	100.0%	27.3%
Female	11	11	100.0%	36.4%
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	12	12	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	24	24	100.0%	58.3%
Male	--	--	--	--
Female	14	14	100.0%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	61.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	55.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	20	20	91.3%	47.6%
Male	13	12	92.3%	25.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	19	19	100.0%	36.8%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	21	21	95.5%	19.1%
Male	12	11	91.7%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	10.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	16	15	87.5%	57.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.8%	77.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 6/30/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</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	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 6/30/2017*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	27.3%
Male	11	11	100.0%	36.4%
Female	11	11	100.0%	18.2%
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	12	12	100.0%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 6/30/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	24	24	100.0%	25.0%
Male	--	--	--	--
Female	14	14	100.0%	21.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	30.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 6/30/2017*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.7%	22.7%
Male	13	12	92.3%	8.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 4/20/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	19	19	100.0%	22.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 4/20/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	22	21	95.5%	23.8%
Male	12	11	91.7%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	10.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 4/20/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	15	93.8%	40.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 4/20/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</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	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 4/20/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	41.0%	66.0%	78.0%	41.0%	60.0%	48.0%	60.0%	56.0%	54.0%

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

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

Last updated: 4/20/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	39	37	94.9%	78.4%
Male	23	22	95.7%	86.4%
Female	16	15	93.8%	66.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	13	12	92.3%	58.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	23	22	95.7%	90.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90.0%	61.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 4/20/2017

**Career Technical Education Participation (School Year 2015-16)**

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



Last updated: 4/20/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage 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: 4/20/2017

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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: 4/20/2017*

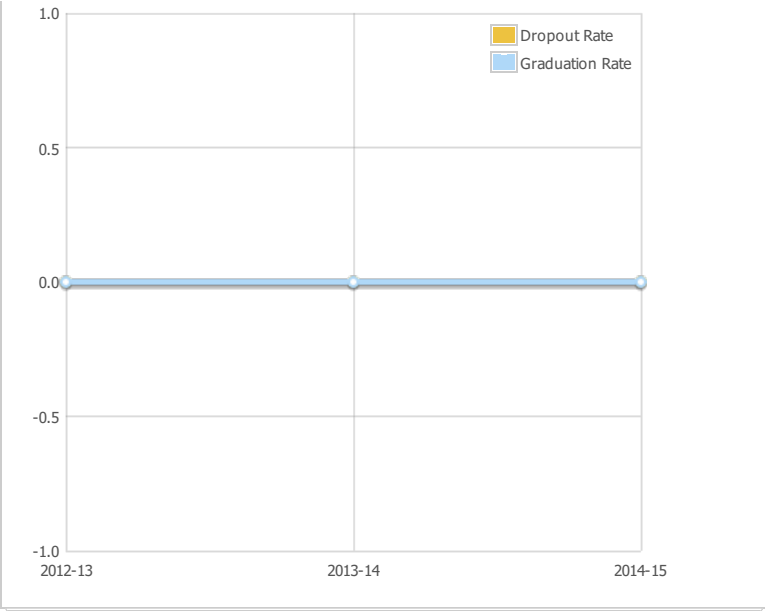
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	80.44	80.95	82.27

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



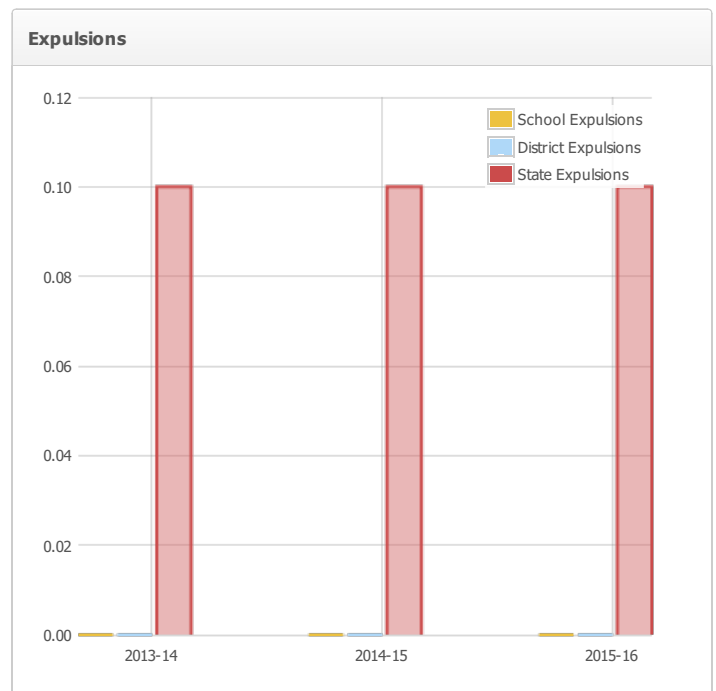
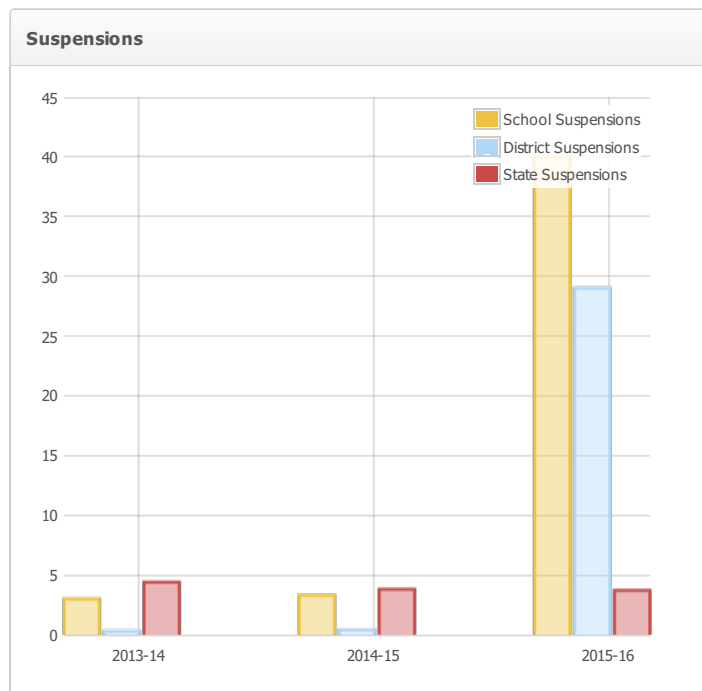
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.0	3.3	40.0	0.3	0.4	29.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 4/20/2017

## School Safety Plan (School Year 2016-17)

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: 4/20/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2013-14			2014-15			2015-16					
	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	21.0	1	0	0	20.0	1	0	0	20.0	1	0	0
1	16.0	1	0	0	15.0	1	0	0	15.0	1	0	0
2	20.0	1	0	0	17.0	1	0	0	20.0	1	0	0
3	15.0	1	0	0	22.0	0	1	0	19.0	1	1	0
4	20.0	1	0	0	24.0	0	1	0	24.0	0	1	0
5	13.0	1	1	0	21.0	0	1	0	21.0	0	1	0
6	17.0	1	0	0	19.0	1	0	0	19.0	1	0	0
Other	19.0	1	0	0	19.0	2	0	0	18.0	1	0	0

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

*Last updated: 4/20/2017*

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

Subject	2013-14				2014-15				2015-16			
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 4/20/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		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: 4/20/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5042.0	\$1040.0	\$4001.0	\$61554.0
District	N/A	N/A	\$4001.0	\$61554.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	0.0%	0.0%

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

Last updated: 4/20/2017

### Types of Services Funded (Fiscal Year 2015-16)

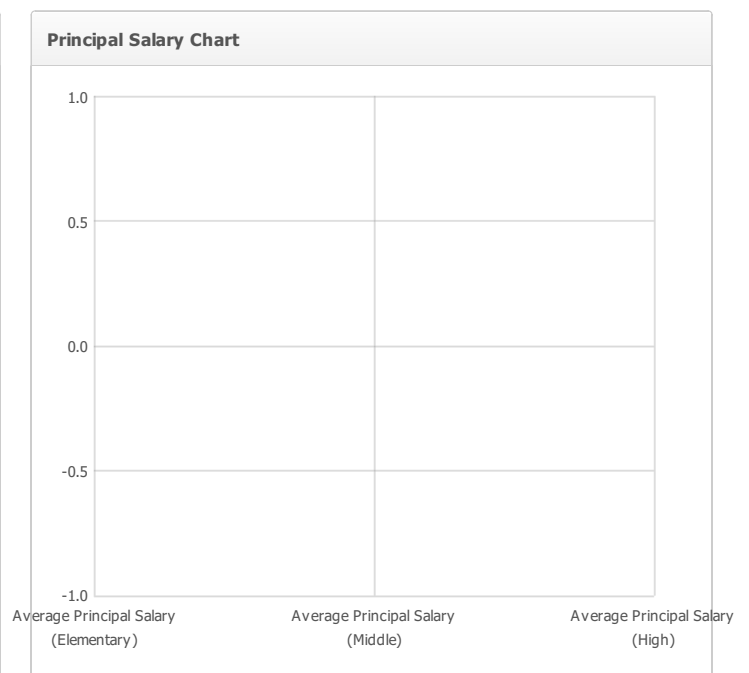
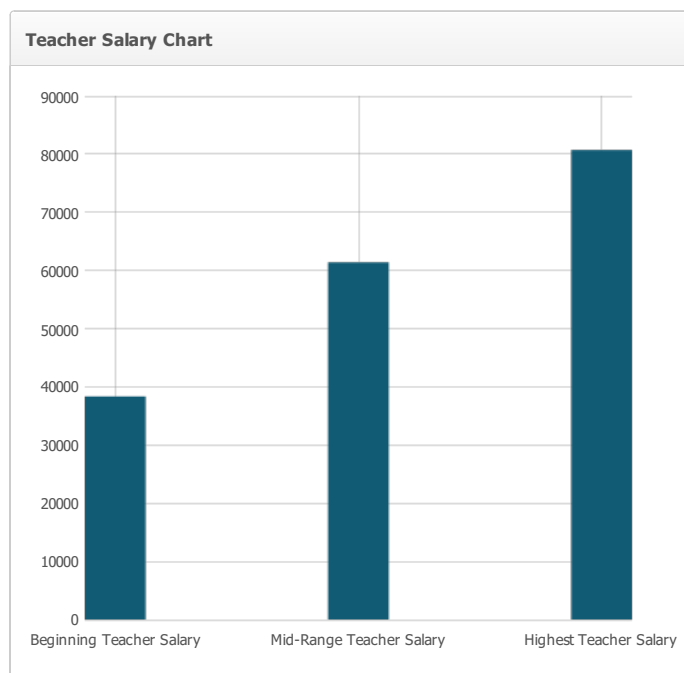
A variety of supplemental services are available at Dehesa School, funded by the school's categorical budgets: Title III, REAP, Indian Education, Special Education and GATE. These extra support services include after-school academic and performing arts classes as well as in classroom assistance, intervention 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: 4/20/2017

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,351	\$41,085
Mid-Range Teacher Salary	\$61,404	\$59,415
Highest Teacher Salary	\$80,708	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$124,000	\$116,069
Percent of Budget for Teacher Salaries	30.0%	33.0%
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: 4/20/2017



## Professional Development

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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 ELA 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: 6/30/2017*