

Denair High School

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Grades 9-12 ▪ CDS Code 50-71068-5031521



Denair Unified School District

3460 Lester Road Denair, CA 95316 ▪ denairusd.org
Dr. Terry Metzger, Superintendent ▪ tmetzger@dusd.k12.ca.us ▪ (209) 632-7514

Principal's Message

Denair High School (DHS) strives to personalize our students' education through fostering life-altering relationships with students and families. We are focusing on high-quality instructional strategies, behavior-management routines and culturally responsive teaching. We are also focusing on a differentiated yet comprehensive academic and extracurricular experience for every student. We appreciate the small-community support and look forward to giving our student, staff and guardian community the small-school atmosphere they so deserve.

The 2024-25 Schoolwide Action Plan may be found on the DHS website.

School Mission Statement

Denair High School is dedicated to preparing students in a small school community to learn through differentiation and strong relationships in order to achieve college, career and vocational success.

Parental Involvement

The School Site Council, Agriculture Boosters, Athletic Boosters and Sober Grad Committee meet regularly. A Dual Language Advisory Committee (DLAC) has been developed and meets bi-weekly during Cafecito. Parents are encouraged to participate in all parent clubs made available.

Parent involvement continues to increase. Parents support graduation activities by sponsoring Sober Grad Night, homecoming, Senior Night and college field trips each year.

For more ways to become involved, please contact Principal Breanne Aguiar at (209) 632-9911 or baguiar@dusd.k12.ca.us.

School Safety

The safety of students and staff is a primary concern at Denair High School. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Assigned staff monitor school grounds daily before, during and after school. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the district and School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include procedures for child-abuse reporting, teacher notification of dangerous pupils, disaster-response, safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office. The plan was last reviewed, updated and discussed with school staff in August 2025.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Denair Unified School District empowers tomorrow's leaders through exemplary instruction and powerful innovative programs. Our exceptional school environments are the best educational choice for all students.

Superintendent's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents with information about the school's instructional programs, academic achievements, instructional materials, staff and facilities.

We recognize that parents and the community play a very important role in the school. Understanding the school's educational program, student achievement levels and curriculum can assist both the school and the community in ongoing improvement.

We have made a commitment to provide the best educational experience possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Denair schools offer a safe and welcoming environment, where students are actively engaged in their own learning as well as developing positive values.

Governing Board

Ray Prock Jr., President

Billy Myers, Clerk

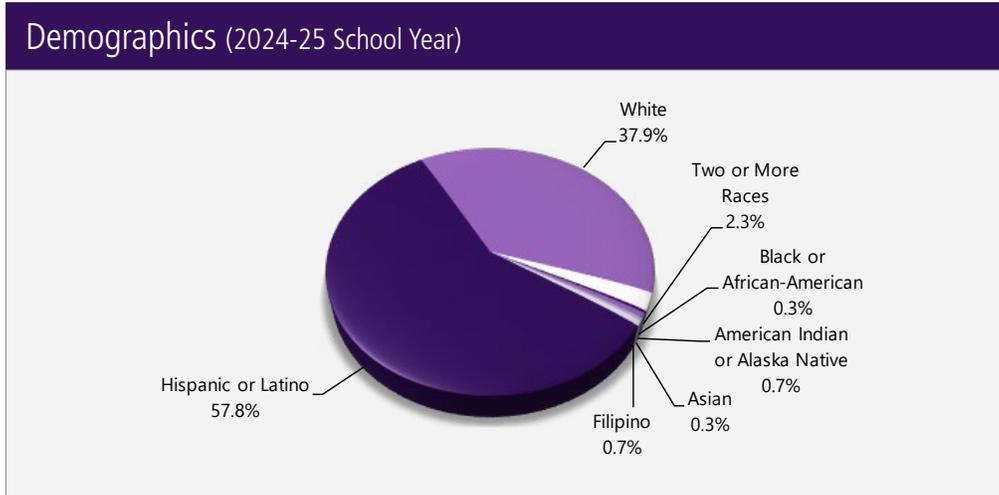
Kathi Dunham-Filson, Trustee

Jason De Muro, Trustee

Andrea Bennett, Trustee

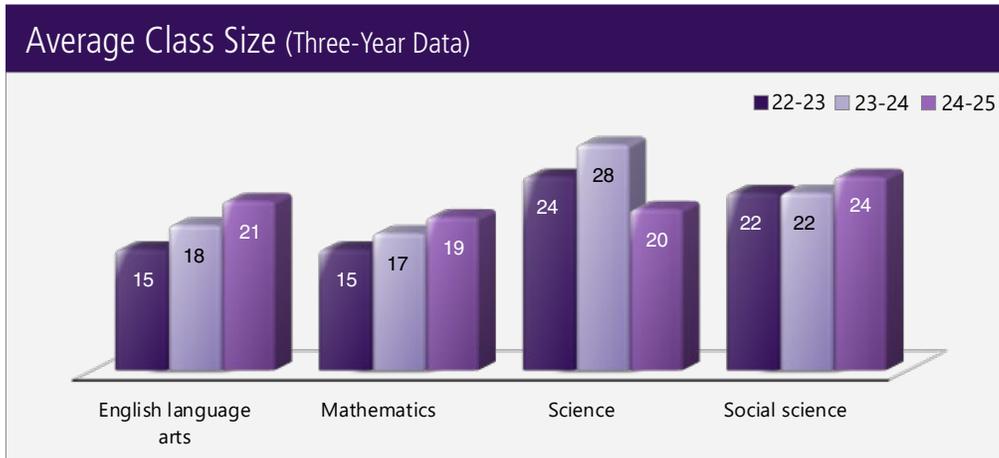
Enrollment by Student Group

The total enrollment at the school was 306 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Student Group

Demographics

2024-25 School Year

Female	42.20%
Male	57.50%
Non-Binary	0.30%
English Learners	19.00%
Foster Youth	0.00%
Homeless	7.50%
Migrant	2.30%
Socioeconomically Disadvantaged	75.80%
Students with Disabilities	15.00%

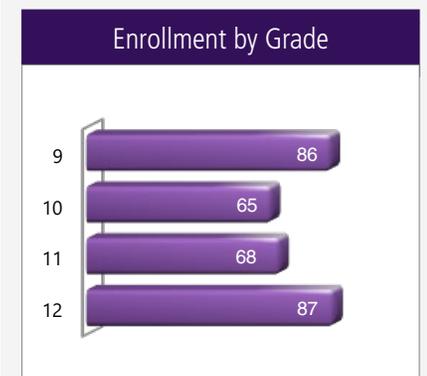


Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	13	5	1	9	6		8	8	1
Mathematics	11	5		8	4	1	8	4	1
Science	1	4			3	1	4	3	1
Social science	3	5		3	5	1	5	2	2

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Denair HS			Denair USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	16.90%	9.40%	9.20%	5.20%	2.80%	2.80%	3.60%	3.30%	2.90%
Expulsion rates	0.30%	0.70%	0.60%	0.10%	0.10%	0.30%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.20%	0.60%
Female	3.60%	0.00%
Male	13.40%	1.10%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.20%	0.50%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	8.10%	0.00%
English Learners	12.70%	1.60%
Foster Youth	0.00%	0.00%
Homeless	12.00%	0.00%
Socioeconomically Disadvantaged	10.40%	0.80%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	15.10%	0.00%

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	3
2024-25	3
2025-26	3

“Denair High School strives to personalize our students’ education through fostering life-altering relationships with students and families.”



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	95.00%	95.00%	95.00%	95.00%	95.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	326	314	87	27.70%
Female	138	132	39	29.50%
Male	187	181	48	26.50%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	187	181	52	28.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	124	119	34	28.60%
English Learners	63	60	14	23.30%
Foster Youth	❖	❖	❖	❖
Homeless	25	25	13	52.00%
Socioeconomically Disadvantaged	250	241	77	32.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	53	49	14	28.60%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

In addition to general state funding, Denair Unified School District receives state and federal categorical funding for special programs. The district received federal and state aid for the following categorical, special education and support programs:

- Federal: Elementary and Secondary Education Act (ESEA)
- Federal: Special Education IDEA
- Federal: Career Technical Education Secondary Schools
- State: Lottery Prop 20
- State: CTE Incentive Grant
- State: Special Education
- State: Ag Incentive Grant
- Golden State Pathways
- Arts and Music Prop 28
- Dual Enrollment (CCAP)
- AG Access/Success Grant
- AG Learning Loss Mitigation Grant
- Learning Recovery Emergency Block Grant
- Ethnic Studies Block Grant
- Expanded Learning Opportunities Program
- Educator Effectiveness



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Denair HS		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	11.94%	8.39%	12.79%	16.32%	30.73%	32.33%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Denair HS		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	38%	29%	29%	33%	46%	48%
Mathematics	8%	12%	13%	17%	34%	37%

CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	145	145	100.00%	0.00%	8.39%
Female	55	55	100.00%	0.00%	9.09%
Male	90	90	100.00%	0.00%	7.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	88	88	100.00%	0.00%	5.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	52	52	100.00%	0.00%	7.69%
English Learners	30	30	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	105	105	100.00%	0.00%	7.62%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	18	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	65	65	100.00%	0.00%	29.23%
Female	25	25	100.00%	0.00%	36.00%
Male	40	40	100.00%	0.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	0.00%	21.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	25	25	100.00%	0.00%	36.00%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	47	47	100.00%	0.00%	23.40%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	65	65	100.00%	0.00%	12.31%
Female	25	25	100.00%	0.00%	12.00%
Male	40	40	100.00%	0.00%	12.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	0.00%	7.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	25	25	100.00%	0.00%	12.00%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	47	47	100.00%	0.00%	6.38%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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Career Technical Education Programs

At Denair High School, every effort is made to integrate “real world” applications into the core curriculum. An annual survey of students determines their plans after graduation. Follow-up surveys are conducted, and the results are analyzed and used to improve our career-preparation education.

Our goal is to continue offering programs and classes that are integrated with our standards-based curriculum while developing career pathways that will help students meet the demanding performance requirements expected of the 21st-century workforce. New programs have been developed to support these stated goals. Special attention is placed on enrolling students of special populations into career technical courses.

Our mission for building a high-quality career technical education (CTE) program is to provide all students with an opportunity to experience high-quality CTE programs whereby they acquire the technical, academic, employability, social and decision-making skills to successfully transition into postsecondary training or education and the labor force. We recognize the importance of CTE to be woven into the fabric of our educational system. Our CTE programs reflect the collaboration of our staff and community. Most career technical classes or programs are competency-based on students performing to a specific level of proficiency. Students enrolled in CTE classes are monitored via accountability and assessment data. The data reflects (among other things) program completers who transition to colleges or entry-level positions. All career-preparation courses satisfy the district’s graduation requirements and incorporate state CTE standards.

We currently have a Memorandum of Understanding between Modesto Junior College and DHS to offer a 2+2 articulation agreement with our law enforcement classes, Advanced Agricultural Mechanics and Floral Design.

Denair High School CTE programs provide a sequence of courses that provide individuals with the academic, technical knowledge and skills individuals need to prepare for further education and careers in current or emerging employment sectors.

Denair High School offers the following CTE courses within the current pathways:

Agriculture Classes

- Ag Biology
- Ag Animal Science
- Ag and Soil Science
- Intro to Agricultural Mechanics
- Advanced Agricultural Mechanics
- Floral Design 1
- Floral Design 2
- Advanced Floral Design/(Floral Design 3)
- Ag Fabrication and Construction
- Ag SAE
- Ag Leadership and Management
- Farm to Fork

Law Enforcement Classes

- Criminal Investigations
- Criminal Law
- Administration of Justice
- Patrol Procedures

Graphic Design-Arts and Media Entertainment Classes

- Digital Art/Photography—Intermediate Graphic Design
- Advanced Graphic Design (Prerequisite: Digital Art/Photography)

Emergency Medical Services

- Emergency Medical Responder 1
- Emergency Medical Responder 2
- Advanced Emergency Medical Responder

Work Based Learning Experiences

- Work Experience

Special Education 18–22-year-old transition services

- Project Life/Work Study

The primary representative of the district Career Technical Education Advisory Committee is Breanne Aguiar, and the industries represented are agriculture, law enforcement, fine arts and special education.



Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Data

Denair HS

2024-25 Participation

Number of pupils participating in a CTE program	227
Percentage of pupils who completed a CTE program and earned a high school diploma	31%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	50%

“We are focusing on high-quality instructional strategies, behavior-management routines and culturally responsive teaching.”



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates (Three-Year Data)						
	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Denair HS	84.60%	96.20%	98.70%	6.20%	0.00%	0%.00
Denair USD	74.50%	84.90%	95.00%	15.30%	8.50%	4.20%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%



Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	77	76	98.70%
Female	29	29	100.00%
Male	48	47	97.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	48	47	97.90%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	26	26	100.00%
English Learners	16	15	93.80%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	64	63	98.40%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	14	13	92.90%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2024-25 School Year	
Percentage of students enrolled in AP courses	12.40%
Number of AP courses offered at the school	4
Number of AP Courses Offered	
Computer science	0
English	1
Fine and performing arts	1
Foreign language	1
Mathematics	0
Science	0
Social science	1

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 11, 2025, and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the Williams Settlement. All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

The district follows the State Board of Education’s adoption cycles for core content materials. English language arts and mathematics textbooks and instructional materials used within the district are aligned with the California Content Standards and Frameworks and have been selected from the state’s most recent list of standards-based materials.

All Denair USD schools follow the district’s textbook-adoption process and integrate appropriate supplemental instructional materials when necessary. The schools also provide additional alternative materials to meet the needs of students in the homeschooling process.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
English language arts	My Perspectives California English Language Arts (9-10)	2017
English language arts	My Perspectives California American Literature (11)	2017
English language arts	My Perspectives California British and World Literature (12)	2017
English language arts	The Compact Bedford Introduction to Literature, Meyer (12)	2006
Mathematics	Pearson Integrated HS Mathematics; Mathematics I-III Volume 1 & 2 Common Core (9-11)	2019
Mathematics	AP Statistics (12)	2015
Mathematics	Mathematics in Action (12)	2012
Mathematics	Trigonometry with Applications	2021
Science	Biology Foundations Reading & Study Guide (9)	2019
Science	Miller Levine Biology (9)	2019
Science	Edmentum, Biology with lab (9)	2023
Science	Fundamentals of Anatomy & Physiology, Pearson (11)	2007
Science	AP Edition Campbell Biology (12)	2011
Science	Experience Chemistry, SAAVAS (12)	2021
Science	Experience Chemistry Guide, SAAVAS	2021
Science	Human Kinetics with Web Study Guide (10-12)	2021
History/social science	CA World History (10)	2019
History/social science	CA US History (11)	2019
History/ social science	AP U.S. History: The American Pageant, 14th Edition (11)	2023
History/social science	Krugman’s AP Macroeconomics (12)	2015
History/social science	Pearson CA Magruder’s American Government (12)	2019
History/social science	Pearson CA Economics (12)	2019
History/social science	AP Edition Government in America (12)	2018

Continued on page 13

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2025-26 School Year	
Data collection date	9/11/2025



Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
History/social science	AP US Government in America (12)	2018
Foreign language	Vista Higher Learning Descubre 1-3	2023
Foreign language	Lengua y Cultura del Mundo Hispanico (9-12)	2023
Foreign language	Temas AP Spanish Language & Culture and AP Spanish Language & Culture Exam Prep	2022
Health	Health Pearson and Health Reading & Note Taking Guide (9)	2017
Forensic science	Prentice Hall Criminal Justice Today an Introduction, Test for the 21st Century (9-12)	2015
Forensic science	Pearson California Criminal Law Concepts (9-12)	2018
Forensic science	Pearson Prentice Hall Forensic Science an Introduction	2008
Forensic science	Police Field Operations	2014
Forensic science	Cengage Learning (9-12)	2015
Agriculture mechanics	Modern Welding, Goodheart-Willcox Publishing	2013
AVID	Avid (9-12)	2017
Agriculture Science	Agriculture Food and Natural Resources (GW) (9-12)	2021
ELD	Vista Higher Learning (Supersite)	2021

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject (2025-26 School Year)	
Denair HS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2023–24 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Denair HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	96.41%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	31.58%

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Poor
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Good
Date of the most recent FIT report	9/16/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Rooms in need of some paint. Pant as needed (spring 2026)
Restrooms/fountains	Needs updating. Update bathrooms as money allows
Structural	Needs roofs (gym). Replace entire roof on gym building (in the works).
External	Needs roofs (gym). Replace entire roof on gym building (in the works).

School Facilities

The school’s facilities were built in 1968 and include 22 classrooms, a library, staff lounge, counseling office, drama room, two student social areas, a dining hall and gymnasium. The outside facilities include an agriculture school farm, outdoor basketball court, football field, two baseball fields, two softball fields, practice soccer and football field, two parking lots and shop class.

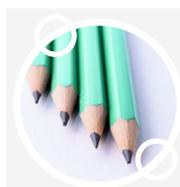
The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Custodians and a grounds-keeper ensure all classrooms and facilities are in adequate condition. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn and plumbing issues addressed daily.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service so that emergency repairs are given the highest priority. At the time of publication, 100% of Denair High School’s restrooms were in good working order.



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



“We appreciate the small-community support and look forward to giving our student, staff and guardian community the small-school atmosphere they so deserve.”

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.0	73.7%	61.2	78.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	5.6%	1.0	1.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.6%	1.1	1.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	6.6%	6.6	8.5%	11,953.1	4.3%
Unknown	1.5	8.5%	8.4	10.7%	15,831.9	5.7%
Total Teaching Positions	17.7	100.0%	78.4	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.0	85.1%	51.3	70.9%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	3.0	4.1%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.0	1.4%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.0	12.3%	11.2	15.6%	11,746.9	4.2%
Unknown	0.4	2.6%	5.7	8.0%	14,303.8	5.2%
Total Teaching Positions	16.5	100.0%	72.4	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	66.7%	48.0	65.7%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.6	4.0%	4.1	5.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	12.7%	6.6	9.1%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.9%	9.0	12.4%	12,112.8	4.3%
Unknown	2.4	14.7%	5.1	7.1%	13,705.8	4.9%
Total Teaching Positions	16.6	100.0%	73.0	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	1.2
Misassignments	1.0	0.0	0.9
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0	2.1



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.6	0.8	0.0
Local Assignment Options	0.5	1.1	0.3
Total Out-of-Field Teachers	1.1	2.0	0.3

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.9%	0.0%	8.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	306:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	1.00

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Denair USD	Similar Sized District
Beginning teacher salary	\$49,594	\$54,773
Midrange teacher salary	\$70,707	\$78,980
Highest teacher salary	\$102,700	\$117,336
Average elementary school principal salary	\$117,830	\$128,425
Average middle school principal salary	\$104,328	\$137,946
Average high school principal salary	\$116,603	\$138,809
Superintendent salary	\$204,197	\$176,162
Teacher salaries: percentage of budget	27.88%	24.71%
Administrative salaries: percentage of budget	5.00%	5.91%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Denair HS	\$8,325	\$65,637
Denair USD	\$9,493	\$70,240
California	\$11,146	\$86,335
School and district: percentage difference	-12.3%	-6.6%
School and California: percentage difference	-25.3%	-24.0%

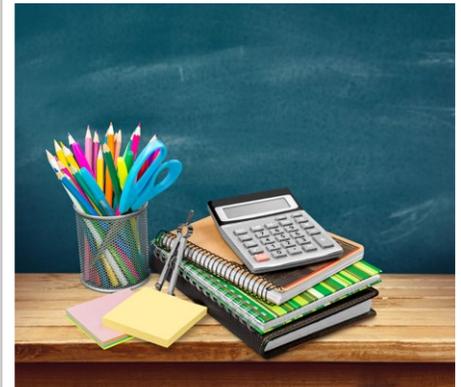
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	\$12,518
Expenditures per pupil from restricted sources	\$4,193
Expenditures per pupil from unrestricted sources	\$8,325
Annual average teacher salary	\$65,637



Expenditures Per Pupil

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