

# Denair Unified School District

3460 Lester Road Denair, CA 95316 ▪ denairusd.org

Dr. Terry Metzger, Superintendent ▪ tmetzger@dusd.k12.ca.us ▪ (209) 632-7514

## SARC

2023-24

School Accountability  
Report Card  
Published in 2024-25



## Denair Elementary Charter Academy

Grades PK-5

CDS Code 50-71068-0132662

Laura Cardenas, Principal  
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3773 Madera Aveue  
Denair, CA 95316  
(209) 632-8887

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## Principal's Message

Dear Friends and Families of Denair Elementary Charter Academy,

My name is Laura Cardenas. I have been serving Denair Elementary Charter Academy (DECA) for the past seven years as Learning Director. I am honored to introduce myself as the Principal of DECA and excited to continue being part of such a tight-knit community. As an educator, I am deeply committed to fostering positive relationships, creating a sense of community and providing a high-quality education for all students.

I believe that by working together, we can achieve our shared goal of supporting the academic and social-emotional growth of every student. I am committed to upholding the school mission and aligning our efforts with the district vision of providing a safe, supportive and inclusive learning environment.

I look forward to getting to know each and every one of you, and to working collaboratively to create a dynamic and engaging learning community. Thank you for the opportunity to lead this wonderful school.

Warm regards,

Laura Cardenas

## School Mission Statement

The mission/vision: Denair Elementary Charter Academy is dedicated to providing an equitable, innovative and engaging learning environment for all students with a multicultural and multilingual emphasis. We are a community that fosters positive relationships by promoting the growth of the whole student.



## Parental Involvement

Parents and community members are an essential part of our school. DECA encourages and believes that parent and community involvement is crucial to ensure student achievement. Our parents, community and staff work together in a number of settings, including classroom volunteers, field trip chaperones, open house, back-to-school night, Advisory Committee, Local Control and Accountability Plan (LCAP) meetings, parent-teacher conferences, DECA Parents Club (DECA PC), community events and many more ways. We encourage any parents or community members who want to become involved to contact the school at (209) 632-8887.

## School Safety

The safety of students and staff is a primary concern at Denair Elementary Charter Academy. The school is always in compliance with 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 or disaster drills are conducted on a monthly basis throughout the school year. Administrators, the campus supervisor and assigned staff monitor school grounds before, during and after school. All visitors must sign in at the main office before entering the campus, wear a visitor's badge while on school grounds and sign out upon leaving.

The Comprehensive School Safety Plan was developed by the administration 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 child-abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster-response procedures, procedures for safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies and the dress code. 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 November 2024.

## 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.

## 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.

## 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.

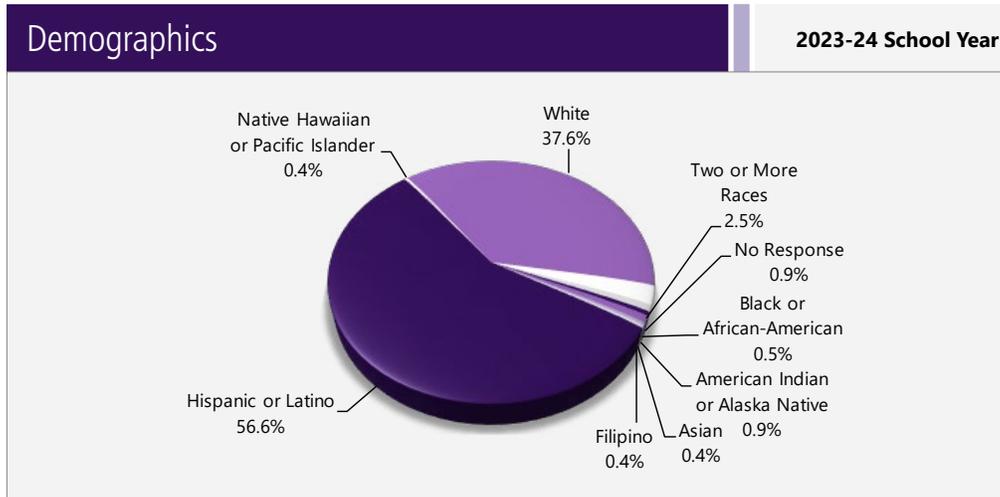
## Governing Board

- Crystal Sousa, President
- Kathi Dunham-Filson, Clerk
- Ray Prock, Jr., Trustee
- Billy Myers, Trustee
- Carmen Wilson, Trustee



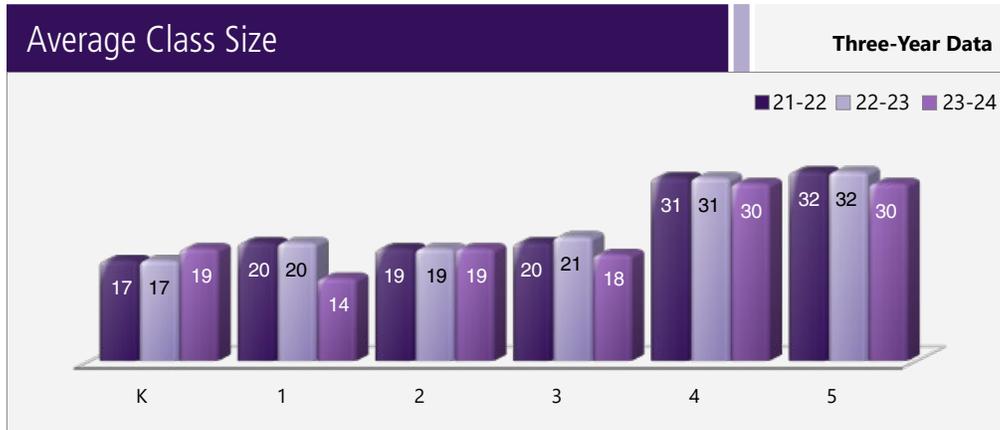
### Enrollment by Student Group

The total enrollment at the school was 564 students for the 2023-24 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.



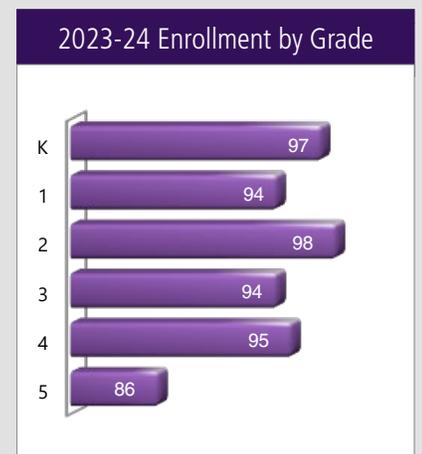
Grade	Number of Students								
	2021-22			2022-23			2023-24		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5	2		3	2		4		
1	2	3			5		5		
2	3	2			5		5		
3	2	3			5		5		
4		3			3			3	
5		1	2		3			3	

### Enrollment by Student Group

Female	52.50%
Male	47.50%
Non-Binary	0.00%
English learners	23.40%
Foster youth	0.50%
Homeless	9.90%
Migrant	1.20%
Socioeconomically Disadvantaged	69.30%
Students with Disabilities	10.30%

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 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.

Suspensions and Expulsions							Three-Year Data		
	DECA			Denair USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Suspension rates</b>	0.30%	0.30%	0.00%	4.60%	5.20%	2.80%	3.20%	3.60%	3.30%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
<b>2022-23</b>	3
<b>2023-24</b>	3
<b>2024-25</b>	3



### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

*"I believe that by working together, we can achieve our shared goal of supporting the academic and social-emotional growth of every student."*





### 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	18%

### Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	623	592	119	20.10%	
Female	332	315	65	20.60%	
Male	291	277	54	19.50%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	350	332	66	19.90%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	15	14	5	35.70%	
White	235	225	46	20.40%	
English Learners	137	130	26	20.00%	
Foster Youth	0	0	0	0.00%	
Homeless	56	56	20	35.70%	
Socioeconomically Disadvantaged	436	422	98	23.20%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	72	69	15	21.70%	

### 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
- COVID Response SB117



### 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.

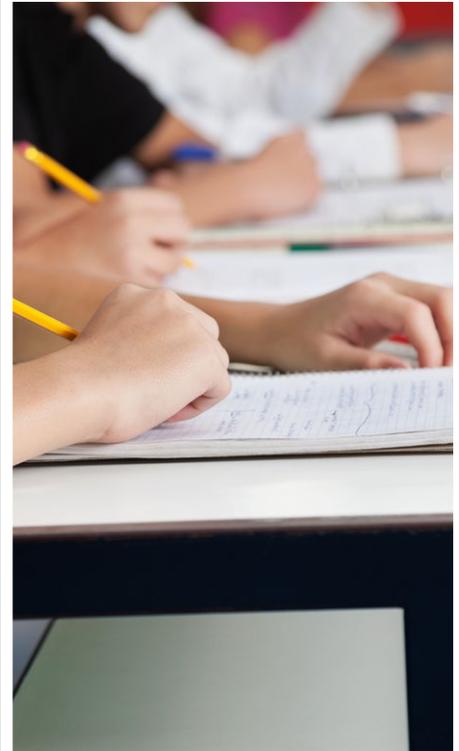


### Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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	DECA		Denair USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	17.78%	22.22%	12.37%	12.79%	30.29%	30.73%



### CAASPP 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.

The "percentage 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 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	DECA		Denair USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	26%	28%	29%	29%	46%	47%
Mathematics	17%	19%	14%	13%	34%	35%



### CAASPP Test Results by Student Group: Science (grade 5)

#### Percentage of Students Meeting or Exceeding State Standard

2023-24 School Year

#### Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	90	90	100.00%	0.00%	22.22%
Female	40	40	100.00%	0.00%	20.00%
Male	50	50	100.00%	0.00%	24.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	0.00%	13.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	41	41	100.00%	0.00%	29.27%
English Learners	18	18	100.00%	0.00%	5.56%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	18.18%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	69	69	100.00%	0.00%	17.39%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.





### CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

#### Percentage of Students Meeting or Exceeding State Standard

2023-24 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	278	275	98.92%	1.08%	27.64%
Female	147	145	98.64%	1.36%	29.66%
Male	131	130	99.24%	0.76%	25.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	147	146	99.32%	0.68%	22.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	114	113	99.12%	0.88%	31.86%
English Learners	71	70	98.59%	1.41%	7.14%
Foster Youth	❖	❖	❖	❖	❖
Homeless	36	36	100.00%	0.00%	13.89%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	197	195	98.98%	1.02%	23.59%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	28	96.55%	3.45%	3.57%

❖ 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.

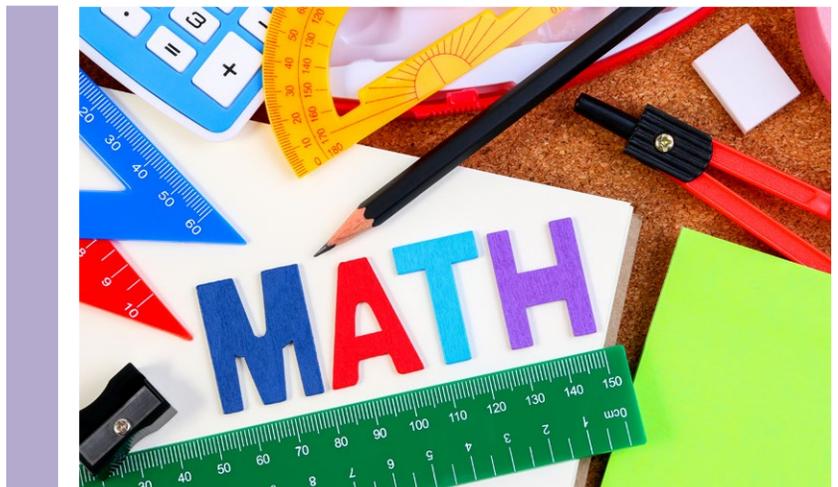
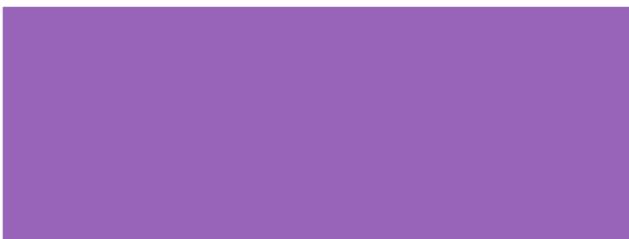




### CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	278	275	98.92%	1.08%	18.91%
Female	147	145	98.64%	1.36%	17.93%
Male	131	130	99.24%	0.76%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	147	146	99.32%	0.68%	13.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	114	113	99.12%	0.88%	24.78%
English Learners	71	70	98.59%	1.41%	7.14%
Foster Youth	❖	❖	❖	❖	❖
Homeless	36	36	100.00%	0.00%	5.56%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	197	195	98.98%	1.02%	15.38%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	28	96.55%	3.45%	3.57%

❖ 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.





### Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 12, 2024, 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		2024-25 School Year
Subject	Textbook	Adopted
English language arts	Big Day, Houghton Mifflin Harcourt (TK)	2015
English language arts	California Journeys, Houghton Mifflin Harcourt (K-5)	2017
English language arts Spanish	Big Day, Houghton Mifflin Harcourt (TK)	2014
English language arts Spanish	Senderos Estandares Comunes, Houghton Mifflin Harcourt (K-5)	2014
Mathematics	Big Day, Houghton Mifflin Harcourt (TK)	2015
Mathematics	My Math, McGraw-Hill (English and Spanish) (K-5)	2014
Science	Cengage, National Geographic Learning (TK-5)	2023
History/social science	Big Day, Houghton Mifflin Harcourt (TK)	2015
History/social science	Studies Weekly (K-5)	2019
Spanish	Descubre el Espanol con Santillana Level A (TK-K) Level B (1) Level C (2) Level D (3) Level E (4) Level F (5)	2015

### Quality of Textbooks

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

Quality of Textbooks		2024-25 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

### 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 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.

◇ Not applicable.

### 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	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	◇

### 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	
2024-25 School Year	
Data collection date	9/12/2024





### 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		2024-25 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Fair	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Fair	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent FIT report</b>	9/20/2024	

*“As an educator, I am deeply committed to fostering positive relationships, creating a sense of community and providing a high-quality education for all students.”*



### School Facilities

Our school includes 34 classrooms, a library, staff lounge, Language Lab, Intervention Lab, three playgrounds, cafeteria, gymnasium and an office.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Custodians and groundskeepers ensure all classrooms and facilities are kept up.

District maintenance staff ensures that the repairs necessary to keep the school in good 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.

### 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		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Electrical</b>	Electricals need to be updated. Possibly waiting to build new school.	TBD
<b>Restrooms/fountains</b>	Restrooms are outdated. Waiting for grant.	TBD
<b>Structural</b>	Rooms 1-8 need new roof. Possibly waiting to build new school.	TBD



*“DECA encourages and believes that parent and community involvement is crucial to ensure student achievement.”*





## 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					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.1	85.8%	58.3	74.6%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	1.0	2.9%	1.5	1.9%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.8	2.4%	1.7	2.2%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	8.0	10.3%	12,115.8	4.4%
<b>Unknown</b>	3.0	8.8%	8.5	11.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	34.0	100.0%	78.2	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.1	89.6%	61.2	78.0%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	1.0	1.3%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.1	1.5%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	6.6	8.5%	11,953.1	4.3%
<b>Unknown</b>	3.5	10.4%	8.4	10.7%	15,831.9	5.7%
<b>Total Teaching Positions</b>	33.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.1	76.7%	51.3	70.9%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	2.0	6.4%	3.0	4.1%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.0	1.4%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	11.2	15.6%	11,746.9	4.2%
<b>Unknown</b>	5.3	16.9%	5.7	8.0%	14,303.8	5.2%
<b>Total Teaching Positions</b>	31.4	100.0%	72.4	100.0%	277,697.8	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 information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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	2020-21	2021-22	2022-23	
Permits and Waiver	0.8	0.0	0.0	
Misassignments	0.0	0.0	0.0	
Vacant Positions	0.0	0.0	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.8	0.0	0.0	



### 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	2020-21	2021-22	2022-23	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0	
Local Assignment Options	0.0	0.0	0.0	
<b>Total Out-of-Field Teachers</b>	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	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	2.00
Resource specialist (nonteaching)	0.00

### 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	2020-21	2021-22	2022-23	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%	
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%	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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>.

✧ Not applicable.



### 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](http://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](http://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](http://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	2022-23 Fiscal Year	
	Denair USD	Similar Sized District
<b>Beginning teacher salary</b>	\$45,920	\$50,757
<b>Midrange teacher salary</b>	\$65,469	\$75,692
<b>Highest teacher salary</b>	\$95,093	\$105,686
<b>Average elementary school principal salary</b>	\$98,794	\$121,443
<b>Average middle school principal salary</b>	\$92,134	\$132,508
<b>Average high school principal salary</b>	\$96,573	\$133,106
<b>Superintendent salary</b>	\$183,564	\$167,660
<b>Teacher salaries: percentage of budget</b>	28.00%	25.51%
<b>Administrative salaries: percentage of budget</b>	5.00%	5.93%

### 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	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>DECA</b>	\$9,047	\$64,009
<b>Denair USD</b>	\$10,608	\$63,351
<b>California</b>	\$10,771	\$78,673
<b>School and district: percentage difference</b>	-14.7%	+1.0%
<b>School and California: percentage difference</b>	-16.0%	-18.6%

### 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	
2022-23 Fiscal Year	
<b>Total expenditures per pupil</b>	\$13,079
<b>Expenditures per pupil from restricted sources</b>	\$4,033
<b>Expenditures per pupil from unrestricted sources</b>	\$9,047
<b>Annual average teacher salary</b>	\$64,009



### 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.

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 provides reports for accountability, test data, enrollment, 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 2024.