

SARC 2024-25 School Accountability Report Card
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Denair Charter Academy

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Denair Unified School District

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Principal's Message

As principal, I have the privilege of introducing you to the annual School Accountability Report Card for Denair Charter Academy (DCA). Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget and facility enhancement. We recognize this report as an opportunity to publish our accomplishments.

We take great pride in sharing and setting forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities. Our goal in presenting you with this information is to keep our community—and the public in general, well informed. We desire to keep the lines of communication open and welcome any suggestions, comments or questions you may have. It is our opinion that a well-informed public is vital in continuing the advancement in an ever-evolving world.

Positive behavioral supports have proven effective in promoting good social-emotional health for all students at Denair Charter Academy. We nominate a student of the month to participate in the community luncheon to recognize outstanding students. DCA provides a safe campus as evidenced by very few discipline incidents.

Our goals for the current school year include engaging students in higher-level and meaningful instruction, utilizing 21st century skills and resources in preparation for post-secondary pursuits and promoting and maintaining a safe and informative school environment.

What makes Denair Charter Academy special is that each education plan is unique and tailored to the individual needs of our students. The teacher works with the student and the family to accommodate the students interests and abilities, while teaching grade level standards within the lessons. Students may elect to take an onsite class in addition to their independent study appointment. Some of the onsite classes offered include floral, art, ceramics, music, psychology, patrol procedures, science and math courses. Interventions such as the iReady program, along with tutorial/intervention sessions and credit recovery, are also available to support our students.

School Mission Statement

The Denair Charter Academy is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. Denair Charter Academy provides personalized instruction through Individual learning plans so students can receive meaningful individual attention. The academy's approach to teaching and learning is to seek and match the student's educational experiences to his or her identified abilities, interests, motivation, learning style and demonstrated achievement.

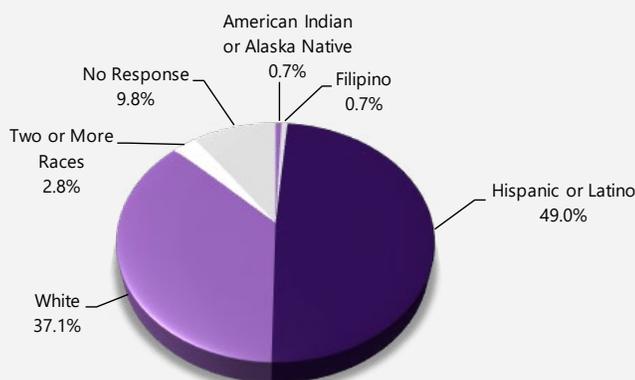
School Vision Statement

Cultivating empowered learners through individualized education.

Enrollment by Student Group

The total enrollment at the school was 143 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



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

Average Class Size and Class Size Distribution

All students K-12 are on independent study. During the appointment, the parent will gain skills to teach the upcoming lessons for K-8 students. The teacher is able to assess the learning progress of the student through assessments while the student is onsite during the appointment. Grades 2-8 have the opportunity to attend an onsite enrichment class once a week. During the enrichment class, the students practice music, science, play educational games or work on fundamental skills with the teacher in a small group setting.

Students in grades 9-12 are provided instruction in a one-on-one setting for a minimum of one hour each week. The remainder of instruction is completed independently at home. High school students have the opportunity to take onsite core or elective classes. These classes are in groups of about 10 students.

All teachers may be assigned up to 25 students. DCA is composed of eight classrooms, a learning center, computer lab and library. Three classrooms are designated for 9-12 grade instruction. Each independent study classroom contains workstations where students meet with their teacher one-on-one. Two classrooms serve K-8 homeschool students, and are set up as traditional classrooms. The remaining three classrooms are used for all on-site and elective courses. Given the model of the program, all on-site and elective courses provide students with small group and individual learning opportunities. DCA teachers provide instruction in all subjects, including core and elective courses. Online courses, credit recovery courses and support are also available for K-12 students.

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	240	201	36	17.90%
Female	124	105	19	18.10%
Male	115	95	17	17.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	126	101	20	19.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	92	80	12	15.00%
English Learners	18	15	2	13.30%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	172	150	28	18.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	15	11	0	0.00%

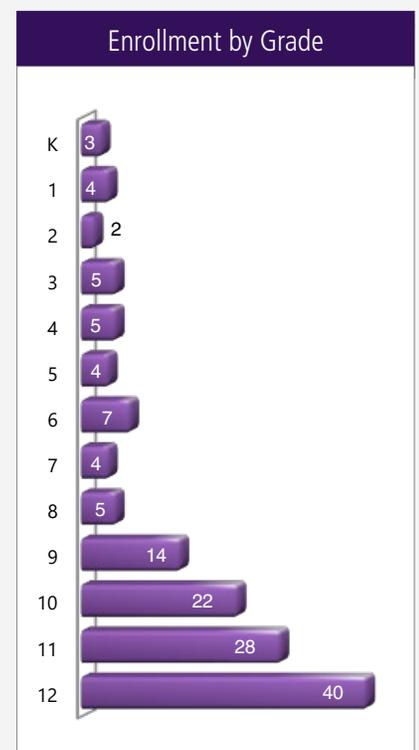
❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	54.50%
Male	44.80%
Non-Binary	0.70%
English Learners	5.60%
Foster Youth	0.00%
Homeless	4.20%
Migrant	0.00%
Socioeconomically Disadvantaged	76.90%
Students with Disabilities	5.60%

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)									
	DCA			Denair USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.40%	0.00%	0.00%	5.20%	2.80%	2.80%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	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	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%

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.

Percentage of Students Participating in each of the Five Fitness Components	
2024-25 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%
Grade 7	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%
Grade 9	
Component:	%
1. Aerobic Capacity	99%
2. Abdominal Strength and Endurance	99%
3. Trunk Extensor and Strength and Flexibility	99%
4. Upper Body Strength and Endurance	99%
5. Flexibility	99%

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	DCA		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	11.11%	16.09%	12.79%	16.32%	30.73%	32.33%

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	DCA		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	32%	38%	29%	33%	46%	48%
Mathematics	4%	4%	13%	17%	34%	37%

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 by Student Group: Science (grades 5, 8 and 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	88	87	98.86%	1.14%	16.09%
Female	44	44	100.00%	0.00%	15.91%
Male	43	42	97.67%	2.33%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	0.00%	11.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	32	31	96.88%	3.12%	25.81%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	65	65	100.00%	0.00%	12.31%
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: English Language Arts (grades 3-8 and 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	75	73	97.33%	2.67%	38.36%
Female	39	38	97.44%	2.56%	42.11%
Male	35	34	97.14%	2.86%	32.35%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	39	38	97.44%	2.56%	36.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	13	13	100.00%	0.00%	23.08%
White	23	22	95.65%	4.35%	50.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	56	55	98.21%	1.79%	30.91%
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 (grades 3-8 and 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	75	73	97.33%	2.67%	4.11%
Female	39	38	97.44%	2.56%	5.26%
Male	35	34	97.14%	2.86%	2.94%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	39	38	97.44%	2.56%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	13	13	100.00%	0.00%	7.69%
White	23	22	95.65%	4.35%	9.09%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	56	55	98.21%	1.79%	0.00%
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.



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
DCA	65.30%	74.10%	88.40%	23.60%	16.70%	11.60%
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	43	38	88.40%
Female	20	19	95.00%
Male	23	19	82.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	26	21	80.80%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	14	14	100.00%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	33	28	84.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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.

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 2024–25 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
DCA	
2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission	0.00%

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	California Journeys, Houghton Mifflin Harcourt (K-5)	2017
English language arts	myPerspectives, Savvas (6-8)	2017
English language arts	Holt Literature and Language Arts, Third Course (9)	2003
English language arts	Holt Literature and Language Arts, Fourth Course (10)	2003
English language arts	Holt Literature and Language Arts, Fifth Course (11)	2003
English language arts	Pearson/Savvas My Perspectives: American Literature (11)	2017
English language arts	Holt Literature and Language Arts, Sixth Course (12)	2003
English language arts	Pearson/Savvas My Perspectives: British Literature (12)	2022
English language arts	Exploring Literature (9-12)	2007
English language arts	World Literature (9-12)	2007
English language arts	American Literature (9-12)	2007
English language arts	British Literature (9-12)	2007
English language arts	Basic English Grammar (9-12)	2003
English language arts	Basic English Composition (9-12)	2003
English language arts	English to Use (9-12)	2003
English language arts	Vocabulary for Achievement 1st-6th Course (9-12)	2005
Mathematics	My Math, McGraw-Hill (K-5)	2014
Mathematics	Eureka Math, Great Minds (6-7)	2015
Mathematics	Envision Math (6-8)	2017
Mathematics	Pearson Algebra 1	2012
Mathematics	AGS Algebra 1 (9)	2001
Mathematics	Pearson Geometry	2012
Mathematics	AGS Geometry (10)	2003

Continued on page 11

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

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%

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
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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

Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
Mathematics	McGraw-Hill Reveal Geometry (10)	2022
Mathematics	Pearson Algebra 2 (11)	2012
Mathematics	Pearson/Savvas Integrated High School Mathematics 1	2014
Mathematics	Pre-Algebra (9-12)	2004
Mathematics	Life Skills Math (9-12)	2003
Mathematics	Basic Math Skills (9-12)	2003
Science	Science California Edition, Harcourt (K-5)	2000
Science	California Integrated Elevate Science, Pearson (6-8)	2020
Science	Earth Science, Glencoe (9)	2002
Science	McGraw Hill, Inspire Physical Science with Earth Science (9)	2021
Science	Glencoe Biology	2007
Science	Miller and Levine Biology (10)	2020
Science	Environmental Science, Holt (11)	2008
Science	JAS Astronomy (11)	2010
Science	Chemistry, Prentice Hall (12)	2007
Science	Physical Science, AGS Science (9-12)	2004
Science	Biology (9-12)	2006
Science	Intro to Landscaping, Interstate Publishing (9-12)	2006
Science	Life Cycle (9-12)	2006
Science	Biology (9-12)	2004
Science	Earth Science (9-12)	2004
Science	Physical Science (9-12)	2004
Science	Chemistry (9-12)	2007
History/social science	History-Social Science California Studies, Houghton Mifflin	2007
History/social science	Studies Weekly (K-5)	2020
History/social science	CA World History myWorld Interactive Ancient Civilizations, Savvas (6)	2019
History/social science	CA World History; myWorld Interactive Medieval and Early Modern Times, Savvas (7)	2019
History/social science	CA World History; myWorld Interactive Growth and Conflict, Savvas (8)	2019

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	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

School Safety

The safety of students and staff is a primary concern of Denair Charter Academy. 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.

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 a dangerous pupil, disaster-response, safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies, and the dress code. The plan is reviewed with school staff at the beginning of each school year. The school safety plan was last reviewed, updated and discussed with school faculty and staff in December 2025.

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
History/social science	World Geography, Glencoe (9)	2003
History/social science	World History: Modern Times, Glencoe (10)	2006
History/social science	AGS World History	2005
History/social science	The American Vision: Modern Times, Glencoe (11)	2006
History/social science	AGS U.S. History (11)	2005
History/social science	United States Government: Democracy in Action, Glencoe (12)	2010
History/social science	AGS U.S. Government (12)	2005
History/social science	Economics Today and Tomorrow, Glencoe (12)	2008
History/social science	AGS Economics (12)	2005
History/social science	Economics: Principles in Action (12)	2019
Health	Advantage Press Academic Learning (8)	2008
Health	Pearson Health (9)	2014

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

Career Technical Education Programs

Denair Charter Academy offers the following CTE pathways: Criminal Science Information, Early Childhood Education, Health Science, Counseling and Mental Health Services, Information Technology (IT).

Denair Charter Academy also offers a variety of career-path-related non-CTE program classes: computer literacy, work experience, careers, child development and floral. To address the needs of all students in career preparation, Concurrent enrollment in local community colleges is available to students.

It is our goal for students to understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively and apply skills in real-world contexts.

Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership and academic skills are consistently taught to the students to ensure work-readiness skills.

Speakers from the community, job shadowing, work experiences, the use of technology, career-related research projects and community service projects are available to students. This is provided to heighten awareness of options for education, training and employment beyond high school.



Career Technical Education Participation

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

Career Technical Education Data (2024-25 Participation)	
	DCA
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.2%

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.

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	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
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
Systems	All AC units in good working order now. Repairs will occur as needed.
Interior	New carpets and some paint needed. Will replace carpet as money is available and paint at the same time.
Restrooms/fountains	Some need updating.
Safety	Plastic coming off playground equipment—looking at replacing unit.
Structural	Replace roof as needed (portables).
External	Some siding needs to be replaced. Planned spring 2026.

Parental Involvement

Parents and the community are supportive of the educational program at DCA. Numerous programs and activities are enriched by the generous contributions made by the Program Advisory Committee, local businesses, community colleges and state colleges and Stanislaus County.

Parents who wish to participate in Denair Charter Academy’s Program Advisory Committee, school activities or become volunteers may contact DCA Principal Jamie Pecot at (209) 634-0917 or jpecot@dusd.k12.ca.us.

School Facilities

The school’s facilities were built in 2001 and included 5 portable classrooms and an administration office. The school expanded its facilities to include a library/media center, teacher workroom and additional classroom. Current facilities include a wing of classrooms added in 2009. These classrooms include a computer lab, conference room, large group classrooms, music room and a science/art room. All student classrooms are portables.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed, all hard surfaces cleaned, and the trash emptied regularly. All restrooms are cleaned daily. We have an assigned staff member from the maintenance and facilities department who keeps our grounds groomed with exterior trash emptied regularly.

District maintenance staff members ensure repairs necessary to keep the school in good repair and working order are completed in a timely manner. The custodian and groundskeeper ensure all classrooms and facilities are in an adequate condition. A work-order process is used to maintain efficient service and give emergency repairs the highest priority.

DCA has a full-time campus supervisor to keep an eye on students throughout the day. The campus supervisor monitors the students and parking lot to keep our district safe.

In order to keep DCA students safe we have plans to add a single point entry and secure fencing around the property. This will help to make sure outside visitors check in through the office before coming onto campus.



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.

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)	5.4	41.0%	61.2	78.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	1.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.1	1.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.3	40.3%	6.6	8.5%	11,953.1	4.3%
Unknown	2.4	18.7%	8.4	10.7%	15,831.9	5.7%
Total Teaching Positions	13.1	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)	4.2	35.1%	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)	7.9	64.9%	11.2	15.6%	11,746.9	4.2%
Unknown	0.0	0.0%	5.7	8.0%	14,303.8	5.2%
Total Teaching Positions	12.2	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)	2.6	22.7%	48.0	65.7%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	4.1	5.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	6.6	9.1%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.3	72.0%	9.0	12.4%	12,112.8	4.3%
Unknown	0.6	5.2%	5.1	7.1%	13,705.8	4.9%
Total Teaching Positions	11.6	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	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	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	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.1	0.0
Local Assignment Options	5.3	7.7	8.3
Total Out-of-Field Teachers	5.3	7.9	8.3

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)	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 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>.

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

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	120:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.40
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.15
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.50

Financial Data

The financial data displayed in this SARC is from the 2023-24 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
DCA	\$13,019	\$62,348
Denair USD	\$9,493	\$70,240
California	\$11,146	\$86,335
School and district: percentage difference	+37.1%	-11.2%
School and California: percentage difference	+16.8%	-27.8%

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	\$15,130
Expenditures per pupil from restricted sources	\$2,111
Expenditures per pupil from unrestricted sources	\$13,019
Annual average teacher salary	\$62,348



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.