



Denair Elementary Charter Academy

3773 Madera Avenue Denair, CA 95316 ▪ deca.denairusd.org
Crystal Sousa, Principal ▪ csousa@dusd.k12.ca.us ▪ (209) 632-8887
Grades PK-5 ▪ CDS Code 50-71068-0132662



SARC 2024-25 School Accountability Report Card
Published in 2025-26



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

Welcome to the Denair Elementary Charter Academy (DECA) School Accountability Report Card. Our mission is to provide a safe, inclusive, and engaging learning environment where every student can thrive academically, socially, and emotionally. At DECA, we are committed to high expectations, personalized support, and fostering strong partnerships with families and the community.

This report highlights our school's performance, programs, and services that support student growth. We take pride in our dedicated staff and collaborative community, and we continuously strive to improve outcomes for all students. Thank you for your support and partnership in ensuring the success of every learner at DECA.

Sincerely,

Crystal Sousa

Principal, Denair Elementary Charter Academy

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 February 2026.

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

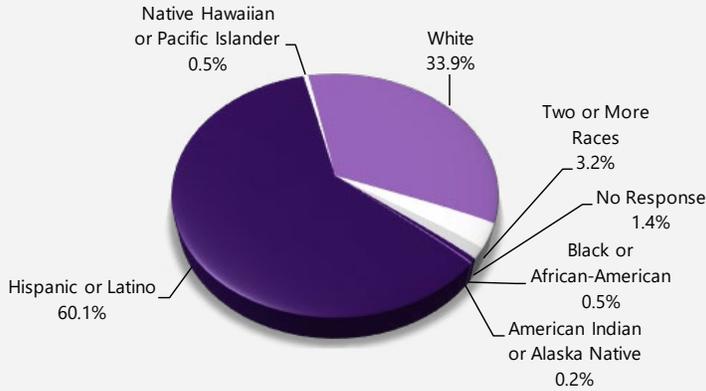
Jason De Muro, Trustee

Andrea Bennett, Trustee

Enrollment by Student Group

The total enrollment at the school was 554 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



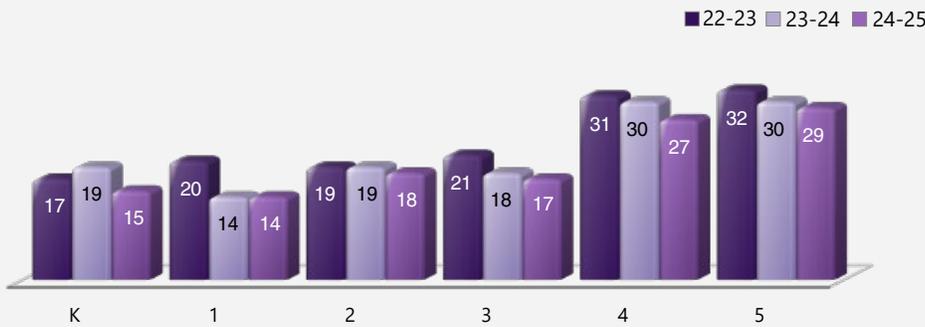
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	54.20%
Male	45.80%
Non-Binary	0.00%
English Learners	20.00%
Foster Youth	0.20%
Homeless	8.80%
Migrant	0.70%
Socioeconomically Disadvantaged	65.20%
Students with Disabilities	10.50%

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.

Average Class Size (Three-Year Data)

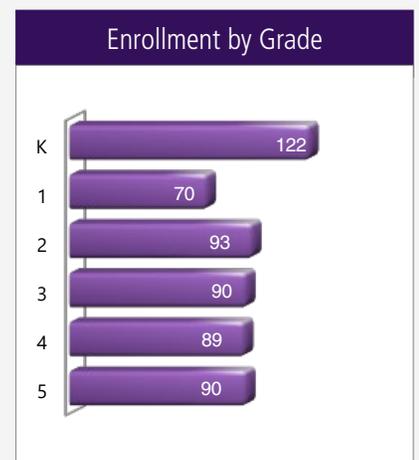


Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	2		4			5		
1		5		5			5		
2		5		5			5		
3		5		5			4	1	
4		3			3			3	
5		3			3			3	

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)									
	DECA			Denair USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.30%	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%

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

“At DECA, we are committed to high expectations, personalized support, and fostering strong partnerships with families and the community.”



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
5	99.00%	99.00%	99.00%	99.00%	99.00%

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	602	574	120	20.90%
Female	327	308	61	19.80%
Male	275	266	59	22.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	355	342	71	20.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	21	21	5	23.80%
White	206	192	37	19.30%
English Learners	116	116	24	20.70%
Foster Youth	❖	❖	❖	❖
Homeless	53	50	13	26.00%
Socioeconomically Disadvantaged	402	386	95	24.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	70	67	11	16.40%

❖ 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	DECA		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	22.22%	19.77%	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	DECA		Denair USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	28%	27%	29%	33%	46%	48%
Mathematics	19%	19%	13%	17%	34%	37%

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

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	89	87	97.75%	2.25%	19.77%
Female	48	47	97.92%	2.08%	19.15%
Male	41	40	97.56%	2.44%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	50	98.04%	1.96%	12.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	35	35	100.00%	0.00%	28.57%
English Learners	25	24	96.00%	4.00%	4.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	100.00%	0.00%	16.67%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	13.33%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	11	91.67%	8.33%	18.18%

❖ 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 3-5)

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	267	262	98.13%	1.87%	27.10%
Female	142	141	99.30%	0.70%	24.82%
Male	125	121	96.80%	3.20%	29.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	158	157	99.37%	0.63%	22.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	97	97	100.00%	0.00%	36.08%
English Learners	63	62	98.41%	1.59%	6.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	27	27	100.00%	0.00%	25.93%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	179	176	98.32%	1.68%	23.30%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	32	96.97%	3.03%	9.38%

❖ 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 3-5)

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	267	262	98.13%	1.87%	19.47%
Female	142	141	99.30%	0.70%	14.18%
Male	125	121	96.80%	3.20%	25.62%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	158	157	99.37%	0.63%	15.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	97	97	100.00%	0.00%	25.77%
English Learners	63	62	98.41%	1.59%	3.23%
Foster Youth	❖	❖	❖	❖	❖
Homeless	27	27	100.00%	0.00%	18.52%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	179	176	98.32%	1.68%	13.07%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	32	96.97%	3.03%	6.25%

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



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	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 Estándares 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 Español 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 (2025-26 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

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✦
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

2025-26 School Year

Data collection date	9/11/2025
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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	Poor
Restrooms/fountains: Restrooms, sinks and drinking fountains	Poor
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
Interior	Classrooms need to be modernized. Part of the new construction/modernization project.
Electrical	Needs electrical upgrades. Part of the modernization plan.
Restrooms/fountains	All need updates. Part of the modernization plan (some to be torn down).
Structural	Roofs need to be replaced (end of life). Part of the modernization plan.
External	In fair condition for age. Part of the modernization plan (starting 2026).

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.

We are currently in the beginning stages of a facilities improvement project that will update our cafeteria, front office, gym, and add eight additional classrooms.



“Our mission is to provide a safe, inclusive, and engaging learning environment where every student can thrive academically, socially, and emotionally.”

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)	30.1	89.6%	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)	0.0	0.0%	6.6	8.5%	11,953.1	4.3%
Unknown	3.5	10.4%	8.4	10.7%	15,831.9	5.7%
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.1	76.7%	51.3	70.9%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	2.0	6.4%	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)	0.0	0.0%	11.2	15.6%	11,746.9	4.2%
Unknown	5.3	16.9%	5.7	8.0%	14,303.8	5.2%
Total Teaching Positions	31.4	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)	23.0	76.7%	48.0	65.7%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	3.0	10.0%	4.1	5.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	6.7%	6.6	9.1%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	9.0	12.4%	12,112.8	4.3%
Unknown	2.0	6.7%	5.1	7.1%	13,705.8	4.9%
Total Teaching Positions	30.0	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	1.0
Misassignments	0.0	0.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	2.0



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	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

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%	3.4%
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	573:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.85
Psychologist	1.00
Social worker	0.00
Nurse	0.50
Speech/language/hearing specialist	1.53
Resource specialist (nonteaching)	0.00

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 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
DECA	\$8,666	\$78,212
Denair USD	\$9,493	\$70,240
California	\$11,146	\$86,335
School and district: percentage difference	-8.7%	+11.3%
School and California: percentage difference	-22.3%	-9.4%

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	\$15,707
Expenditures per pupil from restricted sources	\$7,042
Expenditures per pupil from unrestricted sources	\$8,666
Annual average teacher salary	\$78,212



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.

School Accountability Report Card

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