Denair Middle School

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Grades 6-8 ▪ CDS Code 50-71068-6071575

Denair Unified School District

3460 Lester Road ▪ Denair, CA 95316 ▪ denairusd.org

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

Principal's Message

Denair Middle School (DMS) provides a powerful, personalized learning experience in a supportive, small-school environment. We are built on strong relationships among students, families, and staff, forming a collaborative community dedicated to the academic success of every child. At DMS, positive connections are the foundation that empowers all students to thrive.

School Mission Statement

Denair Middle School empowers students to become lifelong learners and leaders. We achieve this through a dynamic program that educates, encourages, and challenges every student.

School Vision Statement

At Denair Middle School, we provide a personalized learning experience for our students where relationships are our focus. We prepare our students with the skills to continue their education by encouraging and developing students' love of learning. Denair Middle School empowers all students through exemplary instruction and innovative programs.

Parental Involvement

Denair Middle School values the essential role of parents and community members in fostering student success. We believe that strong partnerships between home, school, and community are crucial to achieving our goals. Our school encourages and supports various forms of involvement, including participation in our School Site Council, membership in the Parents Supporting Education (PSE) parent club, involvement in community events, volunteering for special events, and coaching athletic teams.

The DMS School Site Council meets throughout the year to review the district's Local Control and Accountability Plan (LCAP) and develop school-specific goals to enhance student achievement and engagement. Recognizing the importance of ongoing parent education, we continually seek opportunities to engage parents in their own learning. This includes district-facilitated informational meetings offered throughout the school year. To learn more about how you can become involved in our school community, please contact our office at (209) 632-2510.

School Safety

The safety of students and staff is a primary concern at Denair Middle School. 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, 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 August 2025.

School Accountability Report Card

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

District Mission Statement

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

Superintendent's Message

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

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

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

Governing Board

Enrollment by Student Group

The total enrollment at the school was 298 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
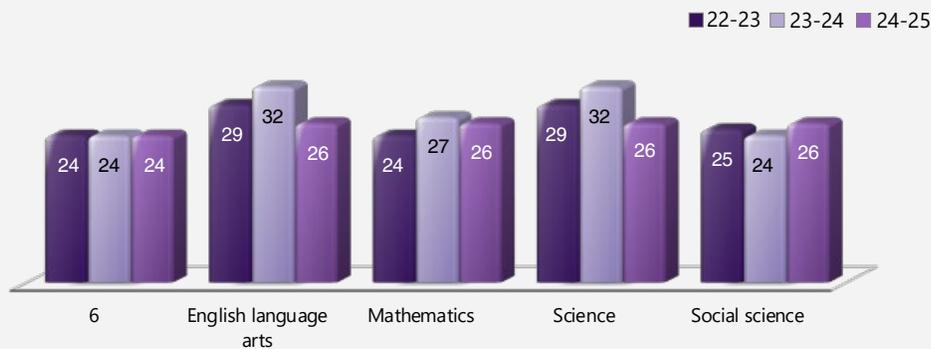
Demographics (2024-25 School Year)

White 37.6%
Two or More Races 3.7%
No Response 1.0%
Black or African-American 1.0%
American Indian or Alaska Native 1.3%
Asian 0.3%
Filipino 1.0%
Hispanic or Latino 54.0%
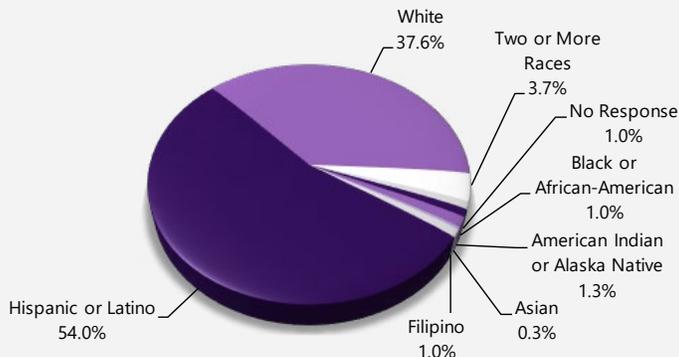
Class Size Distribution

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)

Legend: 22-23, 23-24, 24-25

	22-23	23-24	24-25
6	24	24	24
English language arts	29	32	26
Mathematics	24	27	26
Science	29	32	26
Social science	25	24	26

Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	3	13		7	9		3	13	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		4	1		5	1	4	4	
Mathematics	4	2		3	2	2	4	4	
Science		4	1	1	2	3	3	5	
Social science	3	3		3	3	2	3	5	

Enrollment by Student Group

Demographics

2024-25 School Year	
Female	44.30%
Male	55.70%
Non-Binary	0.00%
English Learners	19.80%
Foster Youth	0.30%
Homeless	10.70%
Migrant	1.70%
Socioeconomically Disadvantaged	68.50%
Students with Disabilities	12.80%

Enrollment by Grade

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

Enrollment by Grade

Grade	Enrollment
6	93
7	99
8	106
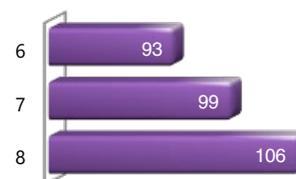
Suspensions and Expulsions

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

Suspension and Expulsion Rates (Three-Year Data)

	Denair MS			Denair USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	7.60%	4.40%	3.30%	5.20%	2.80%	2.80%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.70%	0.10%	0.10%	0.30%	0.10%	0.10%	0.10%

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 DMS, positive connections are the foundation that empowers all students to thrive."

Suspensions and Expulsions by Student Group

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.30%	0.70%
Female	3.70%	0.70%
Male	2.90%	0.60%
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	3.00%	1.20%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.40%	0.00%
English Learners	1.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.00%	0.00%
Socioeconomically Disadvantaged	4.30%	1.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.50%	2.50%

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: 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
7	98.00%	98.00%	98.00%	98.00%	98.00%

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	308	303	65	21.50%
Female	136	134	33	24.60%
Male	172	169	32	18.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	165	164	37	22.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	11	11	4	36.40%
White	118	114	22	19.30%
English Learners	59	59	14	23.70%
Foster Youth	❖	❖	❖	❖
Homeless	33	32	12	37.50%
Socioeconomically Disadvantaged	209	207	58	28.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	40	40	13	32.50%

❖ 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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **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)						
	Denair MS		Denair USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	14.12%	28.13%	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)						
	Denair MS		Denair USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	27%	38%	29%	33%	46%	48%
Mathematics	12%	19%	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 (grade 8)

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	103	98	95.15%	4.85%	28.13%
Female	48	46	95.83%	4.17%	15.22%
Male	55	52	94.55%	5.45%	38.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	54	50	92.59%	7.41%	22.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	41	40	97.56%	2.44%	30.00%
English Learners	11	10	90.91%	9.09%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	45.45%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	68	64	94.12%	5.88%	25.00%
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.

CAASPP Test Results by Student Group: English Language Arts (grades 6-8)

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	296	290	97.97%	2.03%	37.59%
Female	130	129	99.23%	0.77%	41.86%
Male	166	161	96.99%	3.01%	34.16%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	158	155	98.10%	1.90%	34.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	14	14	100.00%	0.00%	42.86%
White	113	110	97.35%	2.65%	40.00%
English Learners	56	55	98.21%	1.79%	7.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	31	31	100.00%	0.00%	25.81%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	200	195	97.50%	2.50%	29.74%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	40	37	92.50%	7.50%	16.22%

❖ 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 6-8)

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	296	290	97.97%	2.03%	19.31%
Female	130	129	99.23%	0.77%	17.05%
Male	166	161	96.99%	3.01%	21.12%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	158	155	98.10%	1.90%	14.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	14	14	100.00%	0.00%	14.29%
White	113	110	97.35%	2.65%	22.73%
English Learners	56	55	98.21%	1.79%	7.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	31	31	100.00%	0.00%	12.90%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	200	195	97.50%	2.50%	15.38%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	40	37	92.50%	7.50%	8.11%

❖ 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	My Perspectives, Savvas (6-8)	2017
English language arts	Supplemental: Scholastic Scope (6)	2017
English language arts	Supplemental: Junior Scholastic (6-8)	2017
Mathematics	enVision Math 2.0, Savvas (6-8)	2017
Mathematics	IXL Math (7-8)	2020
Science	CA Elevate Science, Saavas (6-8)	2020
Science	Supplemental: Scholastic Science World (6)	2020
History/social science	myWorld Interactive, Saavas (6-8)	2019
History/social science	miMundo Interactive, Savvas (6)	2019
History/social science	Supplemental: Junior Scholastic (7-8)	2019
Foreign language	Vista Higher Learning Descubre 1A (6-7) 1B (8)	2017
Physical Education	Advantage Press Academic Learning Packets (6-8)	2008
Health	Glencoe (8)	2006

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.

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%

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

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)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
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 cleaned more thoroughly
Structural	Roofs are in need of repair.

"We are built on strong relationships among students, families, and staff, forming a collaborative community dedicated to the academic success of every child."

School Facilities

The school's facilities are designed to provide a comprehensive and supportive learning environment. The campus features 24 classrooms, a library, a comfortable staff lounge, a dedicated counseling office, a dedicated conference room, a multi-purpose cafeteria, auditorium, and gymnasium. Additionally, the school boasts a wellness center, tennis courts, outdoor basketball courts, and an athletic field, promoting physical and mental well-being.

A recent school modernization project includes the completion of two new lunch shelters and updated lunch tables. These improvements will provide more comfortable and shaded outdoor eating spaces for our students.
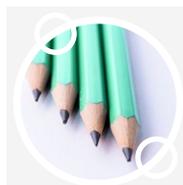
To maintain a clean and safe environment, the district has implemented cleaning standards for all schools. A dedicated team of custodians and groundskeepers ensures that all classrooms and facilities are well maintained on a regular schedule.

Furthermore, the district's maintenance staff is committed to promptly addressing any necessary repairs to keep the school in optimal condition. A work-order system is in place to efficiently prioritize emergency repairs, ensuring that the school remains a conducive learning environment.

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)	12.6	90.8%	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)	0.1	1.2%	1.1	1.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	1.2%	6.6	8.5%	11,953.1	4.3%
Unknown	0.9	6.8%	8.4	10.7%	15,831.9	5.7%
Total Teaching Positions	13.9	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)	8.8	72.7%	51.3	70.9%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	8.2%	3.0	4.1%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	8.2%	1.0	1.4%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	10.9%	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)	11.2	76.5%	48	65.7%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.5	3.4%	4.1	5.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	17.0%	6.6	9.1%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	2.0%	9.0	12.4%	12,112.8	4.3%
Unknown	0.1	1.0%	5.1	7.1%	13,705.8	4.9%
Total Teaching Positions	14.7	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	0.5	2.5
Misassignments	0.1	0.5	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	1.0	2.5

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	0.1	1.3	0.3
Total Out-of-Field Teachers	0.1	1.3	0.3

Class Assignments

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

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3%	4.2%	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.

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	296:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.5
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

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
Denair MS	$6,331	$65,309
Denair USD	$9,493	$70,240
California	$11,146	$86,335
School and district: percentage difference	-33.3%	-7.0%
School and California: percentage difference	-43.2%	-24.4%

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	$10,436
Expenditures per pupil from restricted sources	$4,105
Expenditures per pupil from unrestricted sources	$6,331
Annual average teacher salary	$65,309

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.