

# Denair Charter Academy

Grades K-12  
CDS Code 50-71068-5030267

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## Denair Unified School District

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



## 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. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as a means of complying with the state Legislature and recognize it 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. In reflection of this goal, we desire to keep the lines of communication open and welcome any suggestions, comments or questions you may have. It is our opinion of that a well-informed public is vital in continuing the advancement in an ever-evolving world.

What makes Denair Charter Academy special is that each education plan is unique and tailored to the individual needs of our students. We have options for virtual and in-person instruction. Students may elect to take onsite classes in addition to their independent study classes. We offer onsite classes such as art, ceramics, patrol procedures and core subject courses. Interventions such as Read 180 and Math 180, along with tutorial sessions and credit recovery, are also available to support our students.

Positive behavioral supports have proven effective in promoting good social-emotional health for all students at Denair Charter Academy. Denair Charter Academy provides a safe campus as evidenced by very few discipline incidents.

## 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

Denair Charter Academy endeavors to provide a comprehensive, high-quality, individualized learning experience in an independent study program according to an individual learning plan for any student seeking an alternative approach to schooling. This includes but is not limited to those for whom the traditional education system has been least effective. DCA is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. At the same time, DCA recognizes that each individual is unique and, therefore, is entitled to an education that is meaningful and sensitive to his or her varied and often changing needs. At DCA, we believe in providing all students with a meaningful education aligned with our districtwide motto shown by the visual located in all secondary schools known as A Portrait of a Graduate. The belief behind a Portrait of a Graduate is: to ensure all students ignite their passion, fire up empowerment, embrace humanity and diversity, create solutions, establish grit and have a mindset of success.

## 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 Parent 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 Vanessa Hayden at (209) 634-0917 or vhayden@dusd.k12.ca.us.

## 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 Comprehensive School Safety Plan was developed by staff in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include procedures for child-abuse reporting, teacher notification of 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 most recent update and review with staff was in August, and it was presented at the managers meeting in January 2022.

## School Accountability Report Card

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

## Superintendent's Message

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

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

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

## District Mission Statement

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

## Governing Board

Crystal Sousa, President

Kathi Dunham-Filson, Clerk

Ray Prock, Jr., Trustee

Carmen Wilson, Trustee

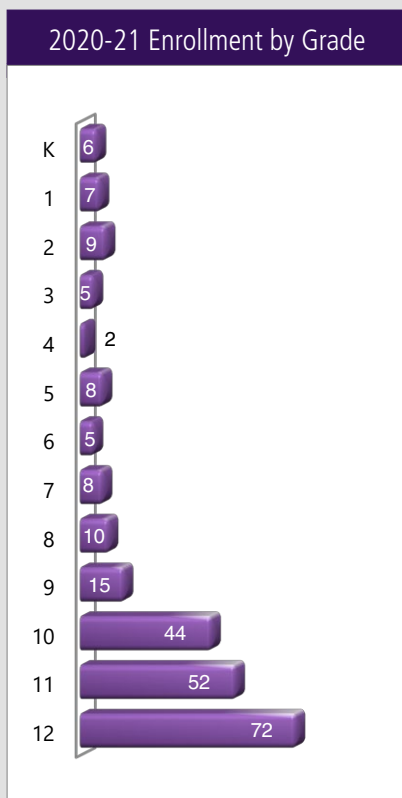
Regina Gomes, Trustee

## Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	52.70%
Male	47.30%
Non-Binary	0.00%
English learners	8.60%
Foster youth	0.00%
Homeless	6.20%
Migrant	0.00%
Socioeconomically Disadvantaged	70.40%
Students with Disabilities	6.20%

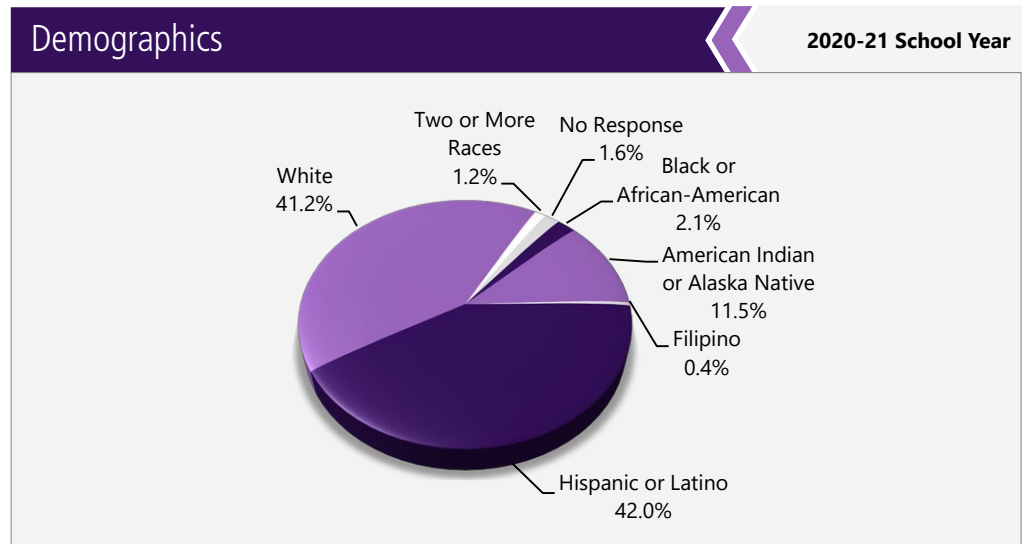
## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



## Enrollment by Student Group

The total enrollment at the school was 243 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



## Career Technical Education Programs

Denair Charter Academy offers the following CTE pathways: Criminal Science Information, Medical Technology, Computer Information Systems and Hospitality and Tourism.

Denair Charter Academy also offers a variety of career-path-related non-CTE program classes: computer literacy, work experience, careers, child development and culinary. To address the needs of all students in career preparation, Denair Charter Academy offers counseling and guidance services. 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	2020-21 Participation
	DCA
Number of pupils participating in CTE	2
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



*"What makes Denair Charter Academy special is that each education plan is unique and tailored to the individual needs of our students."*

## 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.

Suspensions and Expulsions		Two-Year Data				
	DCA		Denair USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	0.70%	0.00%	8.80%	0.40%	3.50%	0.20%
<b>Expulsion rates</b>	0.00%	0.00%	0.50%	0.00%	0.10%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	DCA	Denair USD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	0.00%	3.30%	2.50%	
<b>Expulsion rates</b>	0.00%	0.00%	0.10%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.0%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	0.0%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.0%	0.0%	
<b>English Learners</b>	0.0%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	0.0%	0.0%	

## Class Size Distribution

Denair Charter Academy homeschool students (K-8) have the opportunity to attend school in a traditional class setting on a weekly basis with their homeschool advisor. The four remaining days of their instruction is completed at home under the guidance and support of their parent/guardian. Independent study students (9-12) are provided instruction in a one-on-one setting for one hour each week. The remainder of instruction is completed at home under the guidance and support of the parent/guardian. 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 grade 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 supports are also available for K-12 students.



## 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.



## Professional Development

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	3
2020-21	3
2021-22	3



## 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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	DCA		
	Grade 5	Grade 7	Grade 9
Four of six standards	◇	◇	◇
Five of six standards	◇	◇	◇
Six of six standards	◇	◇	◇

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	316	304	101	33.20%
Female	165	162	52	32.10%
Male	151	142	49	34.50%
American Indian or Alaska Native	35	34	10	29.40%
Asian	0	0	0	0.00%
Black or African American	5	5	2	40.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	137	129	49	38.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	4	4	1	25.00%
White	129	127	38	29.90%
English Learners	32	29	11	37.90%
Foster Youth	0	0	0	0.00%
Homeless	16	16	6	37.50%
Socioeconomically Disadvantaged	222	215	77	35.80%
Students Receiving Migrant Education Services	2	2	1	50.00%
Students with Disabilities	17	15	4	26.70%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	9.73%	■	12.50%	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

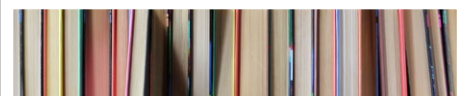
The CAASPP System encompasses the following assessments and student participation requirements:

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 ten, eleven, or twelve).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grades 5, 8 and high school)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	141	113	80.14%	19.86%	9.73%
Female	79	63	79.75%	20.25%	9.52%
Male	62	50	80.65%	19.35%	10.00%
American Indian or Alaska Native	21	16	76.19%	23.81%	6.25%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	52	41	78.85%	21.15%	9.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	65	54	83.08%	16.92%	11.11%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	94	71	75.53%	24.47%	9.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	94	79	84.04%	15.96%	20.25%
<b>Female</b>	65	57	87.69%	12.31%	22.81%
<b>Male</b>	29	22	75.86%	24.14%	13.64%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	41	36	87.80%	12.20%	22.22%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	43	34	79.07%	20.93%	23.53%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	66	54	81.82%	18.18%	16.67%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11) For students taking and completing a state-administered assessment.

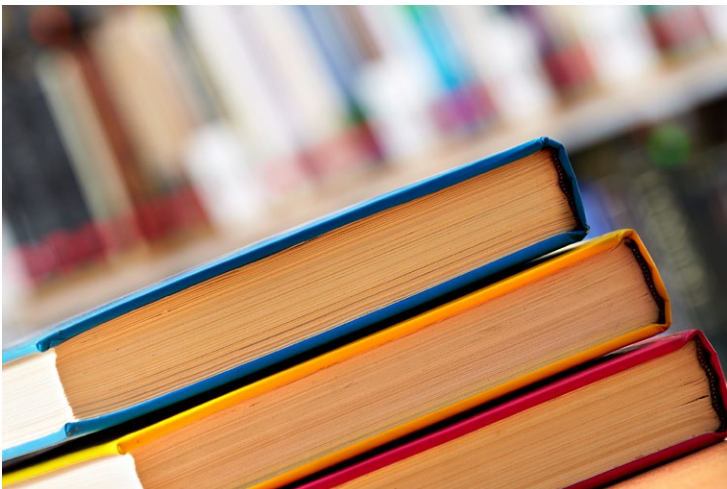
### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	94	78	82.98%	17.02%	6.41%
<b>Female</b>	65	56	86.15%	13.85%	7.14%
<b>Male</b>	29	22	75.86%	24.14%	4.55%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	41	36	87.80%	12.20%	11.11%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	43	34	79.07%	20.93%	2.94%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	66	54	81.82%	18.18%	5.56%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖

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## 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		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>DCA</b>	65.20%	64.60%	80.00%	30.40%	19.50%	18.80%
<b>Denair USD</b>	77.60%	76.80%	86.20%	19.10%	13.20%	11.70%
<b>California</b>	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group	2020-21 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
<b>All Students</b>	80	64	80.00%
<b>Female</b>	35	26	74.30%
<b>Male</b>	45	38	84.40%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	16	11	68.80%
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	25	20	80.00%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	37	32	86.50%
<b>English Learners</b>	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	70	55	78.60%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖

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>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Advanced Placement Courses

No information is available for Denair Charter Academy regarding Advanced Placement (AP) courses offered.



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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### DCA

#### 2019-20 and 2020-21 School Years

<b>Percentage of students enrolled in courses required for UC/CSU admission in 2020-21</b>	0.55%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20</b>	0.00%

## 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	
2021-22 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%

## Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 10, 2020, 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. We are currently examining science textbooks/curriculum in the 2020-21 school year.

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

2021-22 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	Holt Literature and Language Arts, Sixth Course (12)	2003
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)	2003
Mathematics	My Math, McGraw-Hill (K-5)	2015
Mathematics	Eureka Math, Great Minds (6-7)	2015
Mathematics	Envision Math (6-8)	2017
Mathematics	Pearson Algebra 1; AGS Algebra 2 (9)	2004
Mathematics	Pearson Geometry; AGS Geometry (10)	2004
Mathematics	Pearson Algebra 2; AGS Algebra 2 (11)	2004
Mathematics	Duxbury Intro to Statistics (12)	2005
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 Earth Science, Holt (6)	2007



Continued on page 13

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Science	California Life Science, Holt (7)	2007
Science	California Physical Science, Holt (8)	2007
Science	Earth Science, Glencoe (9)	2002
Science	Glencoe Biology, Miller and Levine Biology (10)	2007, 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
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
Health	Advantage Press Academic Learning (8)	2008
Health	Pearson Health (9)	2017



### 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	
2021-22 School Year	
Data collection date	9/9/2021

### Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



## Types of Services Funded

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

- Federal, Elementary and Secondary Education Act (ESEA)
- Federal, Special Education IDEA
- Federal, Career Technical Education Secondary Schools
- State, Lottery Prop 20
- State, CTE Incentive Grant
- State, Special Education
- State, Ag Incentive Grant
- COVID Response SB117



## 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.

## 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		2021-22 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	9/1/2021	

## 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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
<b>Interior</b>	Room 1 needs interior paint; other rooms need carpet. Painted / carpet maybe next year.	August 2021	

## School Facilities

The school's facilities were built in 2001 and included 10 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 tutoring center, computer lab, testing facilities, counseling office, music room and a science/art room.

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. Grounds are groomed on a rotating basis, 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 adequate condition. A work-order process is used to maintain efficient service and give emergency repairs the highest priority.

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.4	39.4%	58.3	74.6%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	1.5	1.9%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.7	2.2%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	5.2	37.7%	8.0	10.3%	12,115.8	4.4%
<b>Unknown</b>	3.1	22.7%	8.5	11.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	13.8	100.0%	78.2	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	DCA	
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	

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

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

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



## 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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	190:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.40
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.67
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.17
Resource specialist (nonteaching)	0.33

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

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2020-21 School Year

Indicator	DCA
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	5.2
Total Out-of-Field Teachers	5.2

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments

2020-21 School Year

Indicator	DCA
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%

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

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data	2019-20 Fiscal Year	
	Denair USD	Similar Sized District
<b>Beginning teacher salary</b>	\$42,609	\$45,813
<b>Midrange teacher salary</b>	\$60,749	\$70,720
<b>Highest teacher salary</b>	\$83,960	\$93,973
<b>Average elementary school principal salary</b>	\$89,610	\$111,613
<b>Average middle school principal salary</b>	\$89,610	\$119,477
<b>Average high school principal salary</b>	\$89,610	\$120,270
<b>Superintendent salary</b>	\$155,121	\$150,704
<b>Teacher salaries: percentage of budget</b>	32%	29%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## 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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>DCA</b>	\$10,048	\$68,755
<b>Denair USD</b>	\$8,867	\$60,454
<b>California</b>	\$8,444	\$71,544
<b>School and district: percentage difference</b>	+13.3%	+13.7%
<b>School and California: percentage difference</b>	+19.0%	-3.9%

## 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	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$11,719
<b>Expenditures per pupil from restricted sources</b>	\$1,671
<b>Expenditures per pupil from unrestricted sources</b>	\$10,048
<b>Annual average teacher salary</b>	\$68,755



## 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.



## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	287	237	82.58%	17.42%	29.96%
<b>Female</b>	115	97	84.35%	15.65%	39.18%
<b>Male</b>	172	140	81.40%	18.60%	23.57%
<b>American Indian or Alaska Native</b>	40	36	90.00%	10.00%	33.33%
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	34	24	70.59%	29.41%	33.33%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	15	12	80.00%	20.00%	25.00%
<b>White</b>	194	163	84.02%	15.98%	29.45%
<b>English Learners</b>	46	32	69.57%	30.43%	9.38%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	32	80.00%	20.00%	6.25%
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically disadvantaged</b>	184	152	82.61%	17.39%	25.66%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	32	23	71.88%	28.12%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	287	234	81.53%	18.47%	6.41%
<b>Female</b>	115	99	86.09%	13.91%	6.06%
<b>Male</b>	172	135	78.49%	21.51%	6.67%
<b>American Indian or Alaska Native</b>	40	36	90.00%	10.00%	0.00%
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	34	24	70.59%	29.41%	4.17%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	15	12	80.00%	20.00%	8.33%
<b>White</b>	194	160	82.47%	17.53%	8.13%
<b>English Learners</b>	46	31	67.39%	32.61%	0.00%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	32	80.00%	20.00%	0.00%
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically disadvantaged</b>	184	152	82.61%	17.39%	5.26%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	32	24	75.00%	25.00%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

