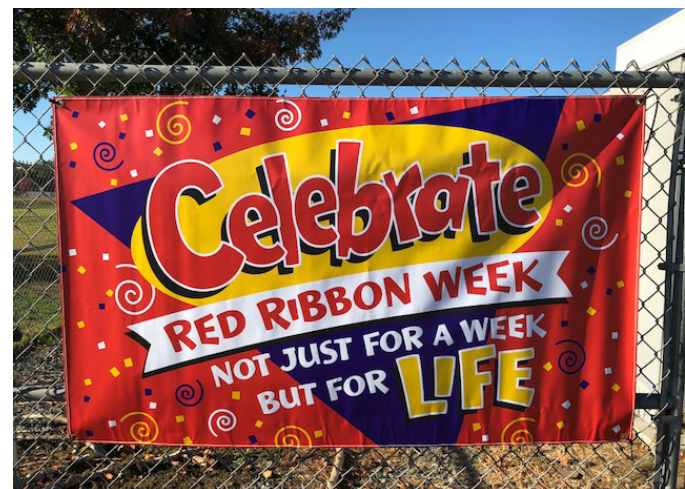
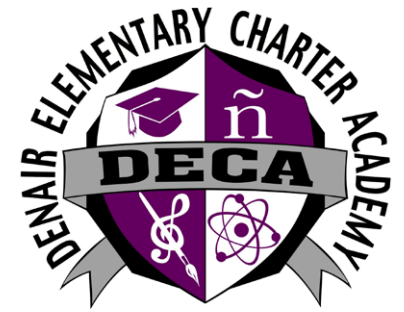


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Denair Elementary Charter Academy

Grades TK-5
CDS Code 50-71068-0132662

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Denair Unified School District

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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.

District Belief Statement

We believe that Denair Unified School District, in collaboration with parents and community members, can and will provide support to ensure that every student will come to school, stay in school, and do the very best he or she can.

Governing Board

Regina Gomes, President
 Crystal Sousa, Clerk
 Ray Prock, Jr., Member
 John Plett, Member
 Kathi Dunham-Filson, Member

PREAMBLE

CODE OF ETHICS OF THE EDUCATION PROFESSION

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

GUIDING BELIEFS and PRINCIPLES

Belief 1: *Educating youth is the centerpiece of our business. The process of education is dynamic, multi-dimensional, organized and transformative for all students.*

- Teaching and learning is a living, multifaceted activity that encompasses the WHOLE CHILD. By instructing through the cognitive, affective and psychomotor domains, students are best able to learn, perform, achieve and motivate. The process of education increasingly reveals and uses knowledge, skill and performance. Education changes lives through the continuous increased discovery and use of human potential.

PRINCIPLES

Teaching and Learning:

- Is Interactive and Dynamic
- Invites creativity, curiosity and inquiry
- Is a balance of collaborative and individual activities
- Imbeds critical thinking, problem solving and performance
- Uses innovative and research-based practices
- Is planned and uses a mastery approach
- Targets the whole child

Curriculum:

- Based on State Standards
- Driven by relevancy and future readiness
- Uses technology and other world class tools
- Employs multiple materials, approaches, activities and performance
- Includes World Languages and the Visual and Performing Arts
- Cultivates leadership, democratic participation, self-actualization

Belief 2: *Education is a service sector industry and a PEOPLE business.*

- We believe that high quality relationships set the stage for high quality outcomes, and that excellence in service requires loyalty to educational purpose, superior communication, strong interpersonal relations, and a commitment to continuous improvement and advancement.

PRINCIPLES

- Employees are role models for students
- Students are viewed and treated as part of the "Denair family"
- Staff is highly trained and eminently qualified for job assignment(s)
- Human worth and dignity are inherent in all interaction and pursuits
- Partnership with parents/guardians and community is integral in our operations
- Real-time, full communication occurs within and across the organization, and to all stakeholders
- We develop the fullest potential of all students in the context of democratic principles and ideals

Belief 3: *Optimal environment(s) are secured for teaching, learning and performance.*

- Attractive, safe facilities and the timely, efficient use of ready resources lend to the highest levels of pride and performance.

PRINCIPLES

- Safety and security first
- Clean, well-maintained facilities
- Inventory of necessary materials and tools
- Positive classroom and work environments
- Exemplary expectations within and across the District
- Excellent classroom management and work schedule management
- Manage resources (time, money, materials and people) according to beliefs, principles and priorities



Principal's Message

We are proud of Denair Elementary Charter Academy (DECA) and welcome this opportunity to tell you more about us. We have an ongoing tradition of providing a unique small-school environment. This small-school environment allows us to address the needs of all students on a personal basis and really brings personalized education to life. Our stakeholders work together to ensure a positive experience and educational success for all students. The staff at DECA strives to meet each child's unique needs and provide every student with a rich, positive educational environment.

We currently offer two programs within our school. Students can enroll in our traditional program and receive Spanish as a world language two to three days per week to learn Spanish skills to prepare them for our global society. Students can enroll in our dual language immersion program and receive a majority of their instruction in Spanish with the goal of becoming bilingual, biliterate and multicultural. All DECA students participate in Academic Adventures, an elective program that introduces students to technology, art, drama, geography, STEM/STEAM, music, nutrition, etc.

We promote and implement Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based framework for developing positive behavior in order to create a positive climate for learning. We also have a college-bound initiative on campus. We believe it is our responsibility to prepare students to be college and career ready.

We encourage you to join our DECA family! #DECAproud!

School Mission Statement

The mission of DECA is to provide students with an engaging, nurturing, equitable learning environment that promotes the development of skills necessary for the 21st century. DECA will provide students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA will facilitate students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community by building upon research-based educational philosophies. Moreover, this charter school shall design its academic core through the instructional blocks called "core" and elective blocks called "electives." The Common Core State Standards shall consist of English language arts, math, science, social studies and physical education. The elective pathways shall include but are not limited to world and foreign languages, drama, music, art and dance. In addition, all of the educational experiences will be based on thematically integrating character development, technology, and career and college readiness and awareness.

School Vision Statement

Our vision is to provide a learning environment where students of all socioeconomic levels and ethnic backgrounds embrace education, exhibit compassion and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized seat time-based instructional support integrating a standards-based academic core with visual and performing arts, world and foreign languages, technology, and character development.

DECA also will recognize that there are two institutions of learning: home and school. In order to bring about true success in teaching and learning, parents and guardians must take an integral role in the promise of this charter school.

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, Denair Parent Service Club (DPSC), 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.

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. Information about Denair Unified School District is also provided.

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 welcoming, stimulating environment, where students are actively engaged in their own learning as well as development of positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Denair schools believe that cooperation between school and community is imperative, and this is reflected in our mission statement.



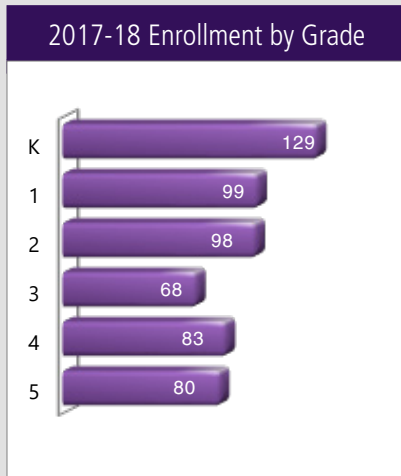
School Accountability Report Card

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.



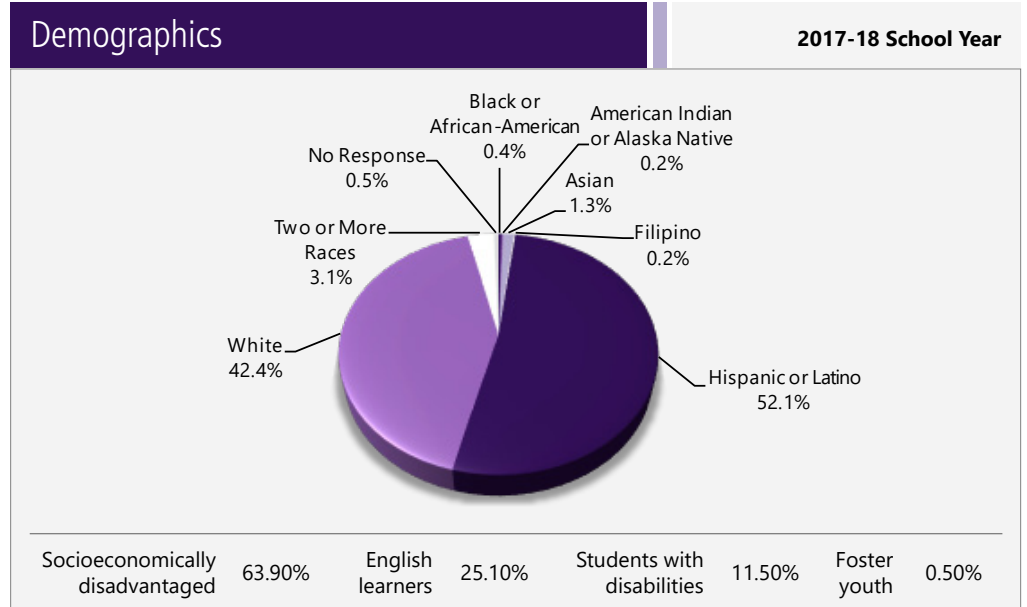
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Enrollment by Student Group

The total enrollment at the school was 557 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



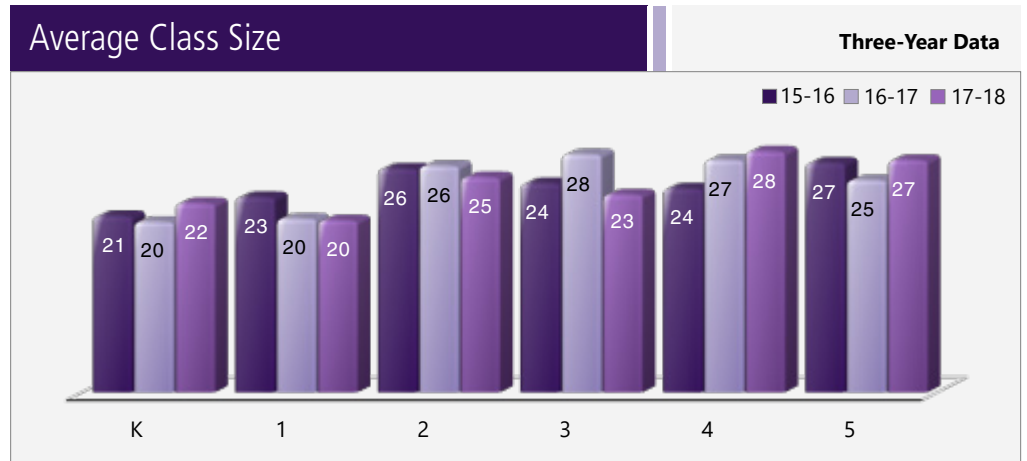
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
DECA			
	15-16	16-17	17-18
Suspension rates	1.5%	2.8%	4.2%
Expulsion rates	0.0%	0.0%	0.0%
Denair USD			
	15-16	16-17	17-18
Suspension rates	5.2%	6.5%	8.4%
Expulsion rates	0.2%	0.2%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

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.



Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	3		6			3	3	
1		3		2	3		4	1	
2		3			3			4	
3		3			3			3	
4		3			3			3	
5		3			3			3	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	DECA		Denair USD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	DECA		Denair USD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	25%	26%	33%	26%	48%	50%
Mathematics	16%	19%	13%	13%	37%	38%

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.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		DECA
		Grade 5
Four of six standards		26.3%
Five of six standards		21.1%
Six of six standards		27.6%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	224	223	99.55%	25.56%
Male	129	128	99.22%	20.31%
Female	95	95	100.00%	32.63%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	114	113	99.12%	14.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	100	100	100.00%	38.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	147	146	99.32%	19.18%
English learners	58	57	98.28%	8.77%
Students with disabilities	43	43	100.00%	6.98%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	224	224	100.00%	18.75%
Male	129	129	100.00%	17.05%
Female	95	95	100.00%	21.05%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	114	114	100.00%	9.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	100	100	100.00%	29.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	147	147	100.00%	12.93%
English learners	58	58	100.00%	5.17%
Students with disabilities	43	43	100.00%	6.98%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 13, 2018, and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* 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. All textbooks and instructional materials used within the district are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's six-year adoption cycle for core content materials.

All Denair USD schools follow the district's textbook-adoption process and integrate appropriate textbooks when necessary, but the schools also provide additional alternative materials to students to meet the needs of the homeschooling process.

State standards have not changed, and all texts are currently aligned with the standards. Although not all are current adoptions, we are in compliance with the state due to the state waiver postponing adoptions due to budget cuts.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
English-language arts	Houghton Mifflin Harcourt	2017
Mathematics	McGraw-Hill	2014
Science	Harcourt	2000
History/Social Science	Houghton Mifflin	2007
Spanish	Santillana USA	2015

Quality of Textbooks

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

Quality of Textbooks		2018-19 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	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 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.

Availability of Textbooks and Instructional Materials

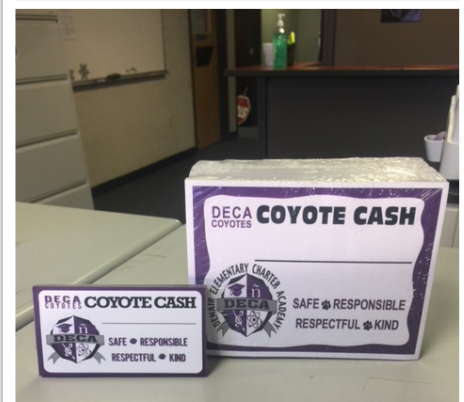
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 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	
2018-19 School Year	
Data collection date	9/13/2018



School Facilities

Our school includes 31 classrooms, a library, staff lounge, Language Lab, Intervention Lab, two playgrounds, cafeteria, gymnasium, two computer labs 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.



Our DECA mascot Scout is on the look out for safe, responsible, respectful and kind students!

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:

- Educational Technology
- Assistance grants
- Entitlement per UDC
- Federal, Vocational and Applied
- Technology Education Act
- Federal, special education
- Federal, Elementary and Secondary Education Act (ESEA)
- Federal, interagency
- Grade Span Adjustment

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 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	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	11/19/2018	
Date of the most recent completion of the inspection form	11/19/2018	

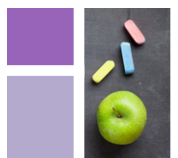
School Safety

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, 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 2018.

"The staff at DECA strives to meet each child's unique needs and provide every student with a rich, positive educational environment."



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Denair USD	DECA		
Teachers	18-19	16-17	17-18	18-19
With a full credential	77	31	29	31
Without a full credential	10	3	3	1
Teaching outside subject area of competence (with full credential)	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).

Academic Counselors and School Support Staff Data

2017-18 School Year

Academic Counselors

FTE of academic counselors 0.0000

Average number of students per academic counselor ✧

Support Staff FTE

Social/behavioral counselor 0.2000

Career development counselor 0.0000

Library media teacher (librarian) 0.8125

Library media services staff (paraprofessional) 0.0000

Psychologist 0.1000

Social worker 0.0000

Nurse 0.4000

Speech/language/hearing specialist 0.5000

Resource specialist (nonteaching) 0.0000

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	DECA		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	1
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Throughout the year, staff members build teaching skills and concepts through participation in conferences, workshops, peer training and individual mentoring. These skills and concepts include but are not limited to the Instructional Coaching Network, Teacher Induction Program, Common Core State Standards, Next Generation Science Standards (NGSS), English language learners, school leadership, Gifted and Talented Education (GATE), use of technology, special education, and administrative training.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
DECA	3 days	2 days	3 days

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$8,756
Expenditures per pupil from restricted sources	\$46
Expenditures per pupil from unrestricted sources	\$8,710
Annual average teacher salary	\$62,909



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.

Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Denair USD	Similar Sized District
Beginning teacher salary	\$34,226	\$42,990
Midrange teacher salary	\$71,068	\$61,614
Highest teacher salary	\$79,119	\$85,083
Average elementary school principal salary	\$86,924	\$100,802
Average middle school principal salary	\$86,924	\$105,404
Average high school principal salary	\$86,924	\$106,243
Superintendent salary	\$140,277	\$132,653
Teacher salaries: percentage of budget	35%	30%
Administrative salaries: percentage of budget	6%	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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
DECA	\$8,710	\$62,909
Denair USD	\$9,099	\$58,683
California	\$7,125	\$63,590
School and district: percentage difference	-4.3%	+7.2%
School and California: percentage difference	+22.2%	-1.1%

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.