

SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Denair High School

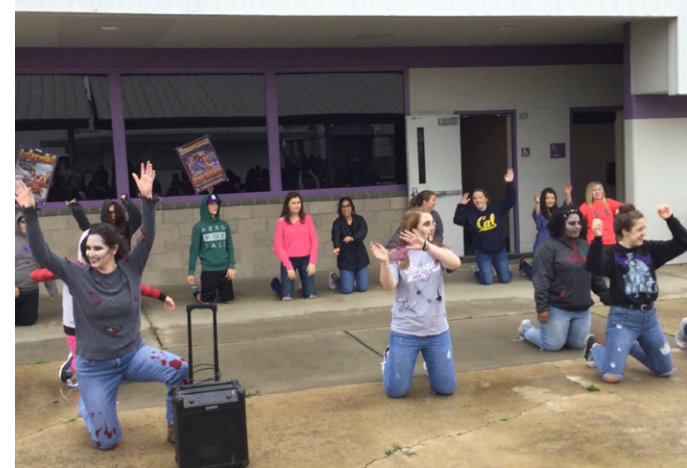
Grades 9-12
CDS Code 50-71068-5031521

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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



Denair High School began serving students in 1902. We pride ourselves on tradition, leadership and community pride. We have been rebuilding our culture and academic proficiency for three years and our return on investment has proven to be quite successful. We have increased our enrollment over 11 percent over the last three years and have over 55 percent of our graduating seniors attending a four-year college. We have one of the strongest school leadership clubs in the state, have significantly increased our CIF competitive equity score and have 73 percent of our student population in FFA.

#webleedpurple

#weempower

#wearegritty



Principal's Message

Denair High School (DHS) is the best private high school that happens to be public in our state. We strive to personalize our students' education through fostering life-altering relationships with students and families. We are focusing on high-quality instructional strategies, behavior-management routines and culturally responsive teaching. We are also focusing on a differentiated yet comprehensive academic and extracurricular experience for every student. We appreciate the small-community support and look forward to giving our student, staff and guardian community the small-school atmosphere they so deserve.

The 2017-18 Schoolwide Action Plan may be found on the DHS website.

School Mission Statement

Denair High School is dedicated to preparing students in a small school community to learn through differentiation and strong relationships in order to achieve college, career and vocational success.

School Vision Statement

Portrait of a Graduate

Ignite Your Passion

Create Solutions

Fire Up Empowerment

Mindset of Success

Embrace Humanity and Diversity

Grinding and Gritty

What is your genius factor?

Parental Involvement

The School Site Council, Agriculture Boosters, Athletic Boosters and Sober Grad Committee meet monthly. A Dual Language Advisory Committee (DLAC) has been developed and meets monthly. Parents are encouraged to participate in all parent clubs made available.

Parent involvement continues to increase. Parents support graduation activities by sponsoring Sober Grad Night, homecoming, Senior Night and college field trips each year. The Ed Foundation supports parent and student groups toward their financial endeavors.

For more ways to become involved, please contact Principal Kara Backman at (209) 632-9911 or kbackman@dusd.k12.ca.us.

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.

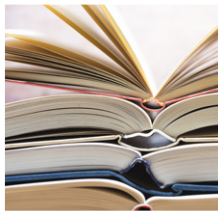
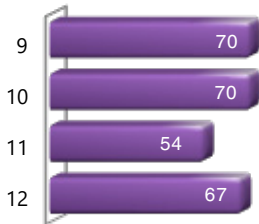


Denair High School Chant: Go, go, go Coyotes

Enrollment by Grade

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

2017-18 Enrollment by Grade



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

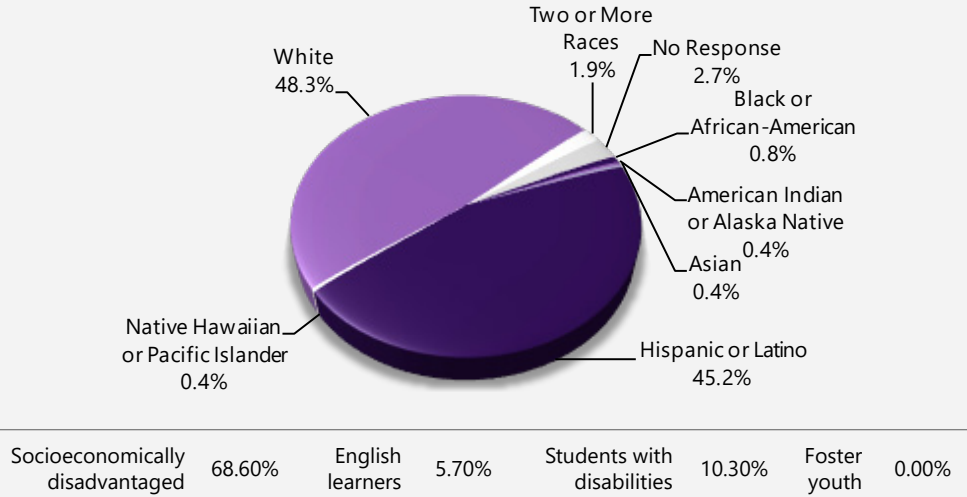
Denair HS			
	15-16	16-17	17-18
Suspension rates	4.5%	9.8%	12.7%
Expulsion rates	1.1%	0.7%	0.0%
Denair USD			
	15-16	16-17	17-18
Suspension rates	5.2%	6.5%	8.4%
Expulsion rates	0.2%	0.2%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 261 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

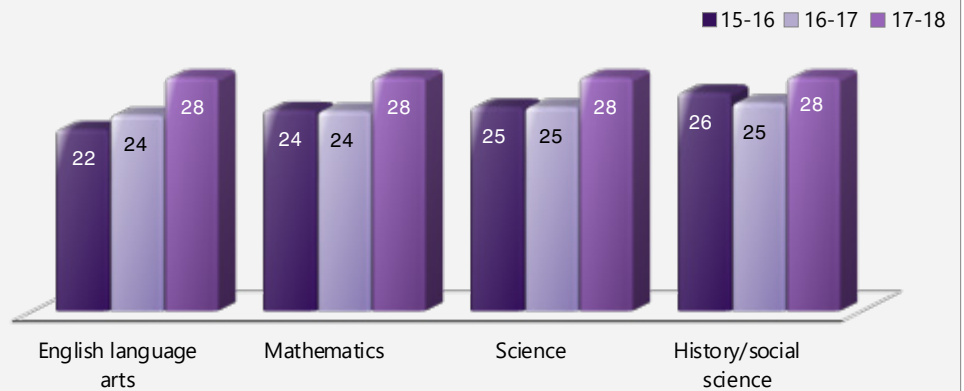


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	8		10	5	2		12	
Mathematics	4	4	1	8	1		2	9	
Science	1	3		7	2	2	3	6	
History/social science	3	6	1	3	4	2	3	6	

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	Denair HS		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	Denair HS		Denair USD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	62%	50%	33%	26%	48%	50%
Mathematics	18%	21%	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		Denair HS
		Grade 9
Four of six standards		20.6%
Five of six standards		27.9%
Six of six standards		20.6%

◇ 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 grade 11.

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 (grade 11)

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	51	50	98.04%	50.00%
Male	22	22	100.00%	40.91%
Female	29	28	96.55%	57.14%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	40.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	28	27	96.43%	59.26%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	35	34	97.14%	50.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	52	52	100.00%	21.15%
Male	22	22	100.00%	13.64%
Female	30	30	100.00%	26.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	13.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	29	29	100.00%	27.59%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	35	35	100.00%	22.86%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Career Technical Education Programs

At Denair High School, every effort is made to integrate "real world" applications into the core curriculum. An annual survey of students determines their plans after graduation. Follow-up surveys are conducted, and the results are analyzed and used to improve our career-preparation education.

Our goal is to continue offering programs and classes that are integrated with our standards-based curriculum while developing career pathways that will help students meet the demanding performance requirements expected of the 21st-century workforce. New programs have been developed to support these stated goals. Special attention is placed on enrolling students of special populations into career technical courses.

Our mission for building a high-quality career technical education (CTE) program is to provide all students with an opportunity to experience high-quality CTE programs whereby they acquire the technical, academic, employability, social and decision-making skills to successfully transition into postsecondary training or education and the labor force. We recognize the importance of CTE to be woven into the fabric of our educational system. Our CTE programs reflect the collaboration of our staff and community. Most career technical classes or programs are competency-based on students performing to a specific level of proficiency. Students enrolled in CTE classes are monitored via accountability and assessment data. The data reflects (among other things) program completers who transition to colleges or entry-level positions. All career-preparation courses satisfy the district's graduation requirements and incorporate state CTE standards.

This year we have a Memorandum of Understanding between Modesto Junior College and DHS to offer a 2+2 articulation agreement with our law enforcement classes.

Denair High School CTE programs provide a sequence of courses that provide individuals with the academic, technical knowledge and skills individuals need to prepare for further education and careers in current or emerging employment sectors.

Denair High School offers the following CTE programs:

Agriculture classes

- Ag Biology
- Ag Animal Science
- Intro to Agricultural Mechanics
- Advanced Agricultural Mechanics
- Floral Design
- Advanced Floral Design
- Introduction to Agriculture
- Agriculture Leadership and Skills
- Introduction to Ag Welding
- Advanced Ag Welding
- Ag Construction
- Introduction to Plant Science
- Ag SAE
- Ag Animal Nutrition and Management
- Ag Leadership

Law enforcement classes

- Criminal Justice
- Forensics Science/Crime Scene Investigation
- Criminal Law
- Administration of Justice

Business courses

- Work Experience

Special Education 18-22 year old transition services

- Work Study

The primary representative of the district Career Technical Advisory Committee is Kara Backman, and the industries represented are agriculture, law enforcement and special education.

Course Enrollment for UC/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>.

UC/CSU Admission	
Denair HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	98.85%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	43.66%



Career Technical Education Participation

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

Career Technical Education Data	
Denair HS	
2017-18 Participation	
Number of pupils participating in a CTE program	175
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	100%



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	22.90%
Number of AP courses offered at the school	5
Number of AP Courses by Subject	
Computer science	0
English	2
Fine and performing arts	1
Foreign language	1
Mathematics	1
Science	0
Social science	0

"We are focusing on high-quality instructional strategies, behavior-management routines and culturally responsive teaching."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgsrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsg-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Denair HS	Denair USD	California
All students	94.67%	98.84%	88.72%
Black or African-American	100.00%	100.00%	82.15%
American Indian or Alaska Native	❖	100.00%	82.81%
Asian	❖	❖	94.93%
Filipino	❖	❖	93.45%
Hispanic or Latino	100.00%	95.06%	86.54%
Native Hawaiian or Pacific Islander	❖	❖	88.56%
White	92.50%	100.00%	92.12%
Two or more races	100.00%	100.00%	91.15%
Socioeconomically disadvantaged	95.45%	100.00%	88.64%
English learners	33.33%	53.85%	56.74%
Students with disabilities	100.00%	100.00%	67.12%
Foster youth	❖	❖	74.08%

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. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Denair HS	93.80%	97.10%	100.00%	6.20%	1.50%	0.00%
Denair USD	82.60%	80.60%	89.20%	11.60%	9.70%	6.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ 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	Pearson (9-12)	2011
Foreign language	Vista Higher Learning (9-12)	2004
Foreign language	Wayside (12)	2004
Health	Prentice Hall (9-12)	2004
History/social science	Prentice Hall (10-12)	2007
Mathematics	Pearson (9-12)	2014
Science	Holt, Rinehart and Winston (10-12)	2007
Science	Pearson (9-12)	2007
Science	Prentice Hall (10-12)	2005
Health	Pearson (9)	2017
Forensic science	Prentice Hall (9-12)	2015
Forensic science	Pearson (9-12)	2015
Forensic science	Cengage Learning (9-12)	2015
Agriculture mechanics	Jeffus (9-12)	2008
Agriculture mechanics	Herren (9-12)	2008
AVID	Avid (9-12)	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		2018-19 School Year
Data collection date	9/13/2018	

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%
Science laboratory equipment	0%



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

School Facilities

The school's facilities were built in 1968 and include 22 classrooms, a library, staff lounge, counseling office, drama room, two student social areas, a dining hall, gymnasium and three computer labs. The outside facilities include an agriculture school farm, outdoor basketball court, football field, two baseball fields, two softball fields, practice soccer and football field, two parking lots and shop class.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Custodians and a grounds-keeper ensure all classrooms and facilities are in adequate condition. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn and plumbing issues addressed daily.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and 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. At the time of publication, 100 percent of Denair High School's restrooms were in good working order.



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 High School. 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. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council 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 dangerous pupils, disaster-response, safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. 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.

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.

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	Denair HS		
	18-19	16-17	17-18	18-19
Teachers				
With a full credential	77	15	15	15
Without a full credential	10	3	4	1
Teaching outside subject area of competence (with full credential)	0	0	0	1

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		
	Denair HS		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	1
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"We strive to personalize our students' education through fostering life-altering relationships with students and families."



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
	Denair HS	3 days	2 days



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 1.00

Average number of students per academic counselor 280

Support Staff FTE

Social/behavioral counselor 1.50

Career development counselor 1.00

Library media teacher (librarian) 0.50

Library media services staff (paraprofessional) 0.00

Psychologist 0.25

Social worker 0.00

Nurse 0.25

Speech/language/hearing specialist 0.25

Resource specialist (nonteaching) 1.00

Other FTE

SPED paraprofessional 3.00

SPED one-on-one 1.00

PE technician 1.00

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	\$6,950
Expenditures per pupil from restricted sources	\$1,143
Expenditures per pupil from unrestricted sources	\$5,807
Annual average teacher salary	\$53,110



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
Denair HS	\$5,807	\$53,110
Denair USD	\$9,099	\$58,683
California	\$7,125	\$63,590
School and district: percentage difference	-36.2%	-9.5%
School and California: percentage difference	-18.5%	-16.5%

School Accountability Report Card

PUBLISHED BY:



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.