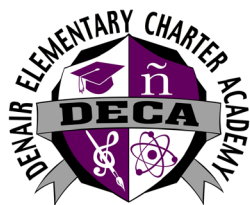
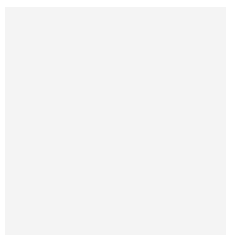


SARC School Accountability Report Card 2018-19

Published in 2019-20



Denair Elementary Charter Academy

Grades TK-5
CDS Code 50-71068-0132662

Kelly Beard
Principal
kbeard@dusd.k12.ca.us

3773 Madera Avenue
Denair, CA 95316
(209) 632-8887

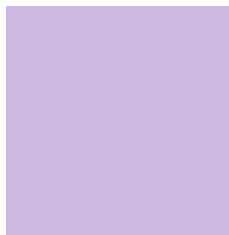
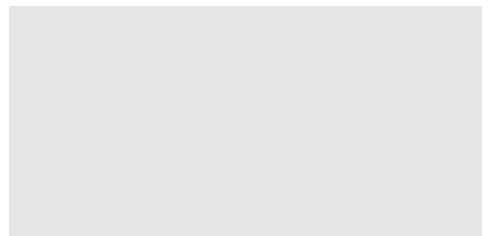
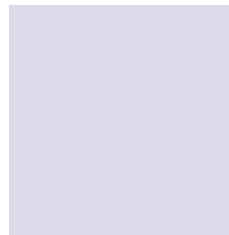
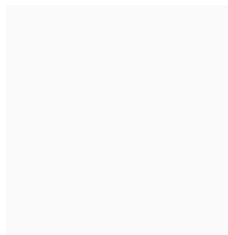
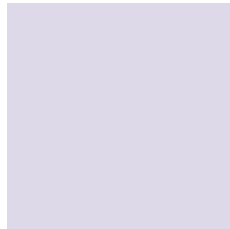
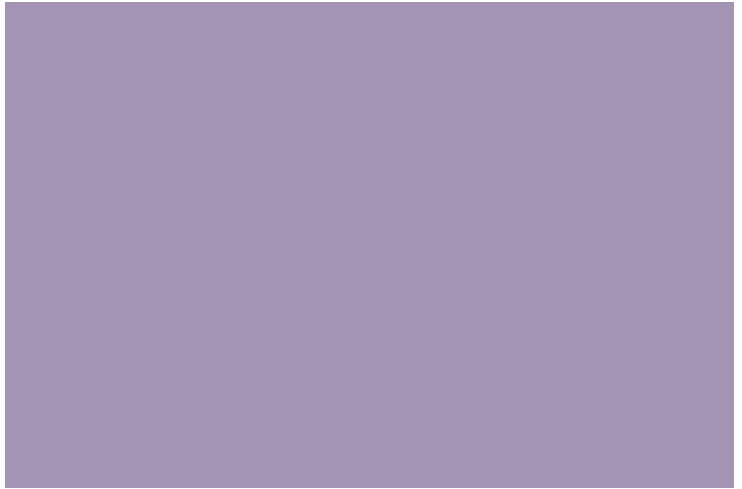
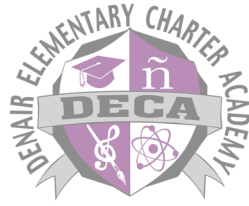
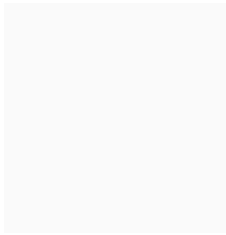
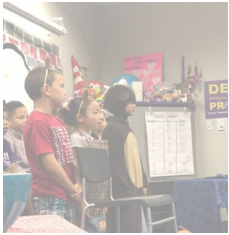
www.dusd.k12.ca.us/deca

Para español, visita www.dusd.k12.ca.us.



Denair Unified School District

3460 Lester Road Denair, CA 95316 ▪ www.dusd.k12.ca.us
Dr. Terry Metzger, Superintendent ▪ tmetzger@dusd.k12.ca.us ▪ (209) 632-7514





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 one 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.



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

Parental Involvement

Parents and community members are an essential part of our school. DECA encourages and believes that parent and community involvement is crucial to ensure student achievement. Our parents, community and staff work together in a number of settings, including classroom volunteers, field trip chaperones, open house, back-to-school night, Advisory Committee, Local Control and Accountability Plan (LCAP) meetings, parent-teacher conferences, DECA Parents Club (DECA PC), community events and many more ways. We encourage any parents or community members who want to become involved to contact the school at (209) 632-8887.

School 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.

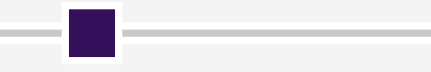
We recognize that parents and the community play a very important role in the school. Understanding the school's educational program, student achievement levels, and curriculum can assist both the school and the community in ongoing improvement.

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.



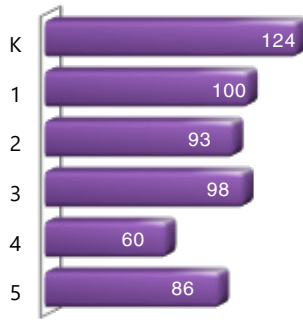
Governing Board

- Regina Gomes, President
- Crystal Sousa, Clerk
- Kathi Dunham-Filson, Trustee
- Ray Prock, Jr., Trustee
- Carmen Wilson, Trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 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

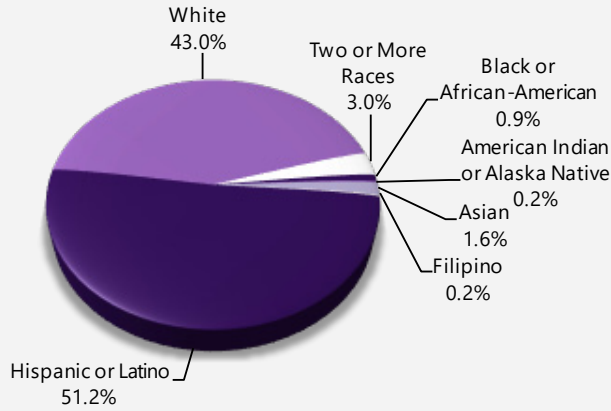
| DECA | | | |
|------------------|-------|-------|-------|
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 2.8% | 4.2% | 2.1% |
| Expulsion rates | 0.0% | 0.0% | 0.2% |
| Denair USD | | | |
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 6.5% | 8.4% | 8.8% |
| Expulsion rates | 0.2% | 0.0% | 0.5% |
| California | | | |
| | 16-17 | 17-18 | 18-19 |
| Suspension rates | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

Enrollment by Student Group

The total enrollment at the school was 561 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



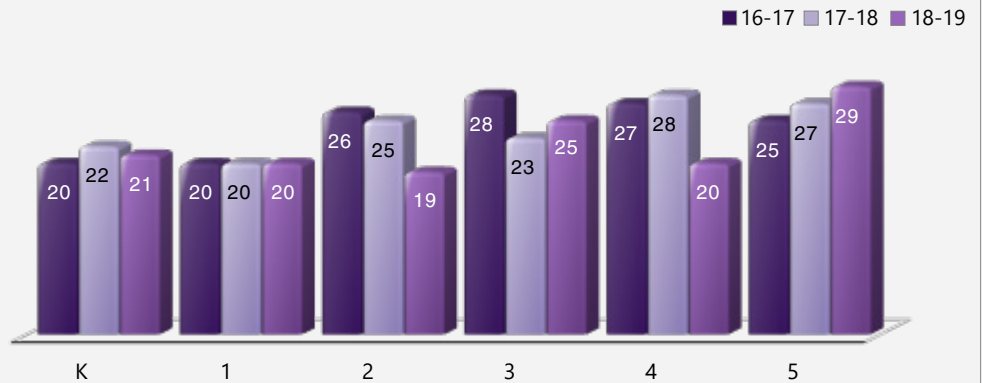
| | |
|---------------------------------|--------|
| Socioeconomically disadvantaged | 51.70% |
| English learners | 26.00% |
| Students with disabilities | 11.60% |
| Foster youth | 0.70% |
| Homeless | 0.00% |

Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

| Grade | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 6 | | | 3 | 3 | | 3 | 3 | |
| 1 | 2 | 3 | | 4 | 1 | | 5 | | |
| 2 | | 3 | | | 4 | | 5 | | |
| 3 | | 3 | | | 3 | | | 4 | |
| 4 | | 3 | | | 3 | | 3 | | |
| 5 | | 3 | | | 3 | | | 3 | |



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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|--|-------|-------|------------|-------|---------------|-------|
| | DECA | | Denair USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Science | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |

CAASPP Test Results in ELA and Mathematics for All Students (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 | |
|---|-------|-------|------------|-------|---------------|-------|
| | DECA | | Denair USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 26% | 26% | 26% | 33% | 50% | 51% |
| Mathematics | 19% | 21% | 13% | 13% | 38% | 40% |

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 | | 2018-19 School Year |
|--|--|---------------------|
| Percentage of Students Meeting Fitness Standards | | DECA |
| | | Grade 5 |
| Four of six standards | | 19.3% |
| Five of six standards | | 27.7% |
| Six of six standards | | 43.4% |

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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 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.

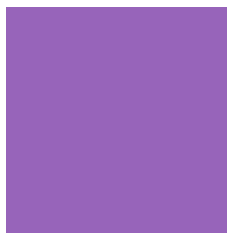
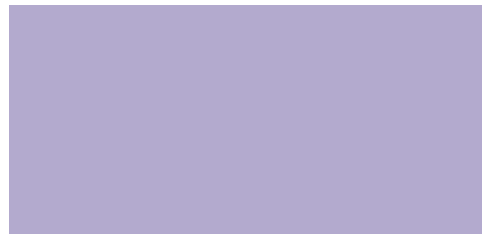
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2018-19 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| English Language Arts | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 243 | 239 | 98.35% | 1.07% | 25.52% |
| Male | 130 | 126 | 96.92% | 1.03% | 25.40% |
| Female | 113 | 113 | 100.00% | 0.00% | 25.66% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 125 | 125 | 100.00% | 0.00% | 16.80% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 106 | 103 | 97.17% | 1.03% | 35.92% |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 134 | 132 | 98.51% | 1.02% | 20.45% |
| English learners | 65 | 64 | 98.46% | 1.02% | 15.63% |
| Students with disabilities | 37 | 34 | 91.89% | 1.09% | 11.76% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.

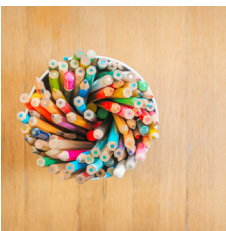
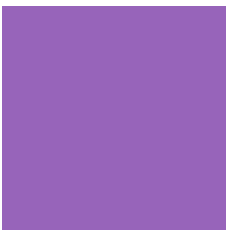




CAASPP Results by Student Group: Mathematics (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2018-19 School Year |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| Mathematics | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students | 242 | 239 | 98.76% | 1.01% | 21.34% |
| Male | 130 | 127 | 97.69% | 1.02% | 19.69% |
| Female | 112 | 112 | 100.00% | 0.00% | 23.21% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 125 | 125 | 100.00% | 0.00% | 10.40% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 106 | 103 | 97.17% | 1.03% | 33.01% |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 133 | 131 | 98.50% | 1.02% | 16.03% |
| English learners | 65 | 65 | 100.00% | 0.00% | 10.77% |
| Students with disabilities | 37 | 34 | 91.89% | 1.09% | 8.82% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |

❖ 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.



Quality of Textbooks

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

| Quality of Textbooks | |
|---|--------|
| 2019-20 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 |



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 | |
|-----------------------|-----------|
| 2019-20 School Year | |
| Data collection date | 9/12/2019 |



Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 12, 2019, 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. New History/social science textbooks will be adopted in 2019-20 and new science textbooks will be examined this year for adoption in 2020-21.

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 | | 2019-20 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 |

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 | | 2019-20 School Year |
|---|--------------------|---------------------|
| DECA | Percentage Lacking | |
| Reading/language arts | 0% | |
| Mathematics | 0% | |
| Science | 0% | |
| History/social science | 0% | |
| Visual and performing arts | ✦ | |
| Foreign language | 0% | |
| Health | ✦ | |

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.



School Facility Good Repair Status

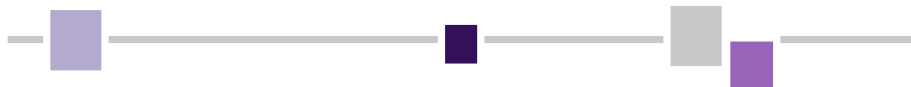
The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | | 2019-20 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 | 10/4/2019 | |
| Date of the most recent completion of the inspection form | 10/4/2019 | |

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 | | 2019-20 School Year |
|----------------------------|--|---------------------|
| Items Inspected | Deficiencies and Action Taken or Planned | Date of Action |
| Restrooms/fountains | Updates in bathrooms needed. | TBD |



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 December 2019.

School Facilities

Our school includes 30 classrooms, a library, staff lounge, Language Lab, Intervention Lab, three 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.

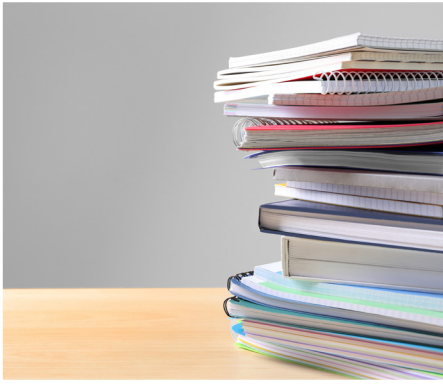
District maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work-order process is used to ensure efficient service so that emergency repairs are given the highest priority.



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



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 | |
|---|-------|
| 2018-19 School Year | |
| | Ratio |
| Academic counselors | ◇ |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 0.0 |
| Library media teacher (librarian) | 0.0 |
| Library media services staff (paraprofessional) | 0.0 |
| Psychologist | 0.0 |
| Social worker | 0.0 |
| Nurse | 0.0 |
| Speech/language/hearing specialist | 0.0 |
| Resource specialist (nonteaching) | 4.0 |

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 | 19-20 | 17-18 | 18-19 | 19-20 |
| With a full credential | 79 | 29 | 31 | 31 |
| Without a full credential | 8 | 3 | 1 | 3 |
| Teaching outside subject area of competence (with full credential) | 1 | 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 | | |
|---|-----------------|-------|-------|
| | DECA | | |
| Teachers | 17-18 | 18-19 | 19-20 |
| Teacher misassignments of English learners | 0 | 1 | 0 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 0 | 0 | 0 |



"We believe it is our responsibility to prepare students to be college and career ready."

Professional Development

| Professional Development Days | Three-Year Data | | |
|---|-----------------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 |
| Number of school days dedicated to staff development and continuous improvement | 2 | 3 | 3 |



Financial Data

The financial data displayed in this SARC is from the 2017-18 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 | 2017-18 Fiscal Year | |
|---|---------------------|------------------------|
| | Denair USD | Similar Sized District |
| Beginning teacher salary | \$40,757 | \$43,574 |
| Midrange teacher salary | \$58,110 | \$63,243 |
| Highest teacher salary | \$80,314 | \$86,896 |
| Average elementary school principal salary | \$87,146 | \$103,506 |
| Average middle school principal salary | \$87,146 | \$108,961 |
| Average high school principal salary | \$87,146 | \$108,954 |
| Superintendent salary | \$145,561 | \$136,125 |
| Teacher salaries: percentage of budget | 31% | 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 | 2017-18 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| DECA | \$9,335 | \$54,277 |
| Denair USD | \$10,158 | \$48,916 |
| California | \$7,507 | \$64,732 |
| School and district: percentage difference | -8.1% | +11.0% |
| School and California: percentage difference | +24.4% | -16.2% |



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 | |
|--|----------|
| 2017-18 Fiscal Year | |
| Total expenditures per pupil | \$9,395 |
| Expenditures per pupil from restricted sources | \$60 |
| Expenditures per pupil from unrestricted sources | \$9,335 |
| Annual average teacher salary | \$54,277 |



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.



Denair Elementary Charter Academy

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 2019.

School Accountability Report Card

PUBLISHED BY:



School
Innovations
& Achievement

www.sia-us.com | 800.487.9234