

Denair Elementary Charter Academy

Grades TK-5
CDS Code 50-71068-0132662

Kelly Beard, Principal
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Denair Unified School District

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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- and career-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/vision: Denair Elementary Charter Academy is dedicated to providing an equitable, innovative and engaging learning environment for all students with a multicultural and multilingual emphasis. We are a community that fosters positive relationships by promoting the growth of the whole student.

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 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, the 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 February 2022.



"We have an ongoing tradition of providing a unique small-school environment."

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

Kathi Dunham-Filson, *President*

Ray Prock, Jr., *Clerk*

Carmen Wilson, *Trustee*

Regina Gomes, *Trustee*

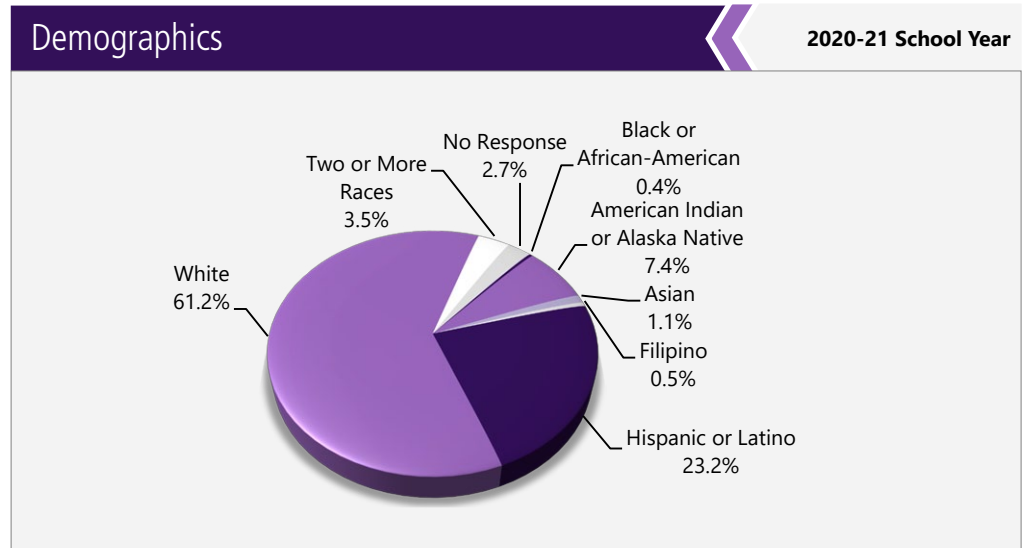
Crystal Sousa, *Trustee*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	50.70%
Male	49.30%
Non-Binary	0.00%
English learners	24.50%
Foster youth	0.40%
Homeless	8.00%
Migrant	0.90%
Socioeconomically Disadvantaged	59.20%
Students with Disabilities	11.70%

Enrollment by Student Group

The total enrollment at the school was 564 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

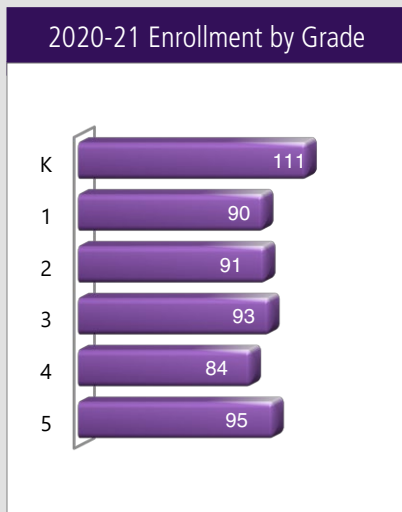


Class Size Distribution

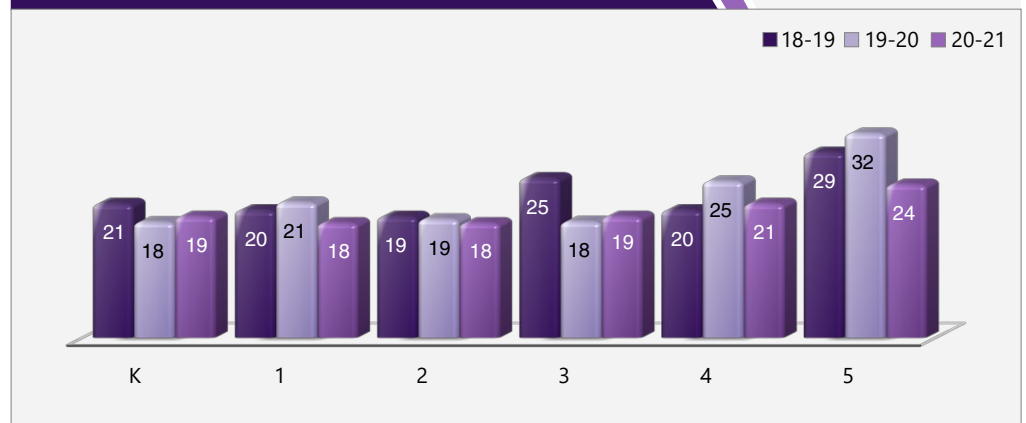
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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

Enrollment by Grade

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



Average Class Size



Number of Classrooms by Size

Grade	Three-Year Data								
	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	3		7			6		
1	5			2	3		5		
2	5			5			5		
3		4		4	1		4	1	
4	3				4		2	2	
5		3			2			4	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	DECA		Denair USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	2.10%	0.50%	8.80%	0.40%	3.50%	0.20%
Expulsion rates	0.20%	0.00%	0.50%	0.00%	0.10%	0.00%

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

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

Suspensions and Expulsions		2019-20 School Year		
	DECA	Denair USD	California	
	2019-20	2019-20	2019-20	
Suspension rates	0.50%	3.30%	2.50%	
Expulsion rates	0.00%	0.00%	0.10%	

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.5%	0.0%	
Female	0.0%	0.0%	
Male	1.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.8%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	1.9%	0.0%	
Socioeconomically Disadvantaged	0.8%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	1.3%	0.0%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Types of Services Funded

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

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

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	DECA
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	587	94	16.00%
Female	304	295	49	16.60%
Male	303	292	45	15.40%
American Indian or Alaska Native	40	40	8	20.00%
Asian	8	7	0	0.00%
Black or African American	2	2	0	0.00%
Filipino	3	3	0	0.00%
Hispanic or Latino	154	150	30	20.00%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	24	20	3	15.00%
White	361	350	51	14.60%
English Learners	146	145	40	27.60%
Foster Youth	3	3	1	33.30%
Homeless	53	52	13	25.00%
Socioeconomically Disadvantaged	361	352	89	25.30%
Students Receiving Migrant Education Services	5	5	2	40.00%
Students with Disabilities	76	73	10	13.70%

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



SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	DECA		Denair USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	10.71%	■	12.50%	■	28.72%

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

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	DECA		Denair USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

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

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

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



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	91	84	92.31%	7.69%	10.71%
Female	48	45	93.75%	6.25%	11.11%
Male	43	39	90.70%	9.30%	10.26%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	12	11	91.67%	8.33%	9.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	60	55	91.67%	8.33%	12.73%
English Learners	20	19	95.00%	5.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	51	92.73%	7.27%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	248	93.58%	6.42%	22.98%
Female	121	112	92.56%	7.44%	26.79%
Male	144	136	94.44%	5.56%	19.85%
American Indian or Alaska Native	27	27	100.00%	0.00%	11.11%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	33	94.29%	5.71%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	18	90.00%	10.00%	22.22%
White	174	162	93.10%	6.90%	24.07%
English Learners	66	62	93.94%	6.06%	4.84%
Foster Youth	❖	❖	❖	❖	❖
Homeless	22	20	90.91%	9.09%	10.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	145	94.77%	5.23%	16.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	28	75.68%	24.32%	7.14%

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



CAASPP Test Results by Student Group: Mathematics (grades 3-5) For students taking and completing a state-administered assessment.

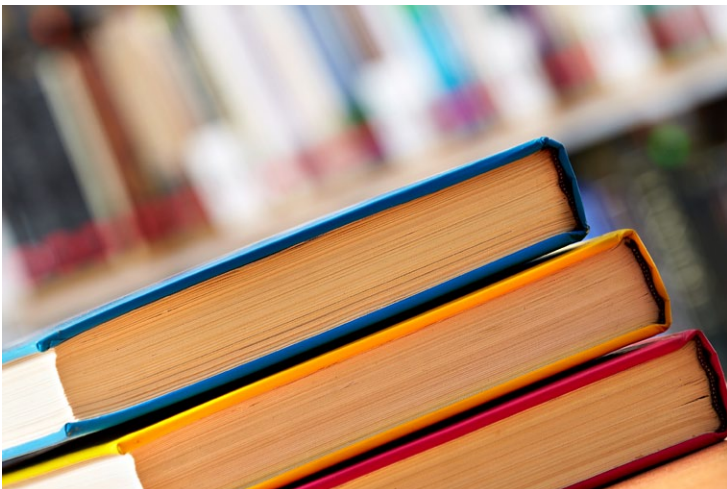
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	248	93.58%	6.42%	10.08%
Female	121	113	93.39%	6.61%	7.96%
Male	144	135	93.75%	6.25%	11.85%
American Indian or Alaska Native	27	27	100.00%	0.00%	0.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	33	94.29%	5.71%	6.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	18	90.00%	10.00%	0.00%
White	174	162	93.10%	6.90%	12.96%
English Learners	66	62	93.94%	6.06%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	22	20	90.91%	9.09%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	146	95.42%	4.58%	4.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	29	78.38%	21.62%	0.00%

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



Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 9, 2021, and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the Williams Settlement. All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

The district follows the State Board of Education's adoption cycles for core content materials. English language arts and mathematics textbooks and instructional materials used within the district are aligned with the California Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. We are currently examining science textbooks/curriculum in the 2021-22 school year.

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

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
English language arts	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2015
English language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt (K-5)	2017
English language arts Spanish	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2014
English language arts Spanish	<i>Senderos Estándares Comunes</i> , Houghton Mifflin Harcourt (K-5)	2014
Mathematics	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2014
Mathematics	<i>My Math</i> , McGraw-Hill (English and Spanish) (K-5)	2014
Science	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2015
Science	Harcourt Science California Edition (K-5)	2000
History/social science	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2019
History/social science	Studies Weekly (K-5)	2019
Spanish	<i>Descubre el Español con Santillana</i> Level A (TK-K) Level B (1) Level C (2) Level D (3) Level E (4) Level F (5)	2015

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/9/2021
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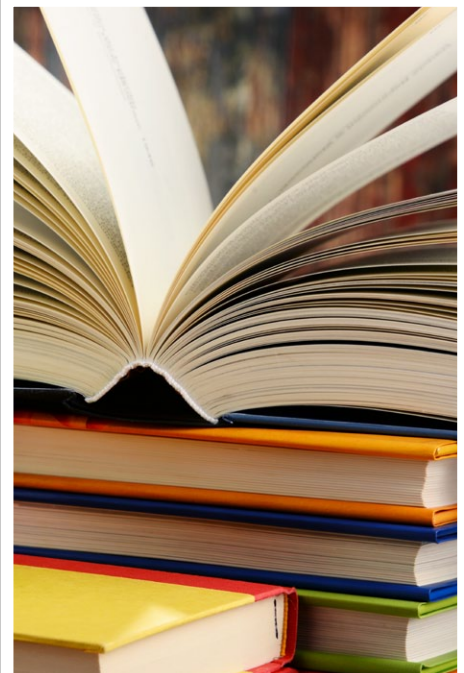
Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%





School Facilities

Our school includes 34 classrooms, a library, staff lounge, Language Lab, Intervention Lab, three playgrounds, cafeteria, gymnasium 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.



School Facility Good Repair Status

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

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
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	Good	
Date of the most recent school site inspection	8/30/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Electrical	Need more electrical plugins in all classrooms. Nothing is going to be done right now / surge protector cords will be used.	August, September, October 2021
Restrooms/fountains	1950's building, restrooms need updated they are very old but function. Nothing planned for now.	2022
External	New fence. Put up new fence next summer.	2022

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.



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

Teacher Preparation and Placement

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

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.1	85.8%	58.3	74.6%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	2.9%	1.5	1.9%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	2.4%	1.7	2.2%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	8.0	10.3%	12,115.8	4.4%
Unknown	3.0	8.8%	8.5	11.0%	18,854.3	6.9%
Total Teaching Positions	34	100.0%	78.2	100.0%	274,759.1	100.0%

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

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

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

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

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

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	DECA	
Permits and Waivers	0.8	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.8	

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

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

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

Teacher Preparation and Placement

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

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

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

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

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

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

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

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



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

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

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

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		2020-21 School Year
Indicator		DECA
Credentialed Teachers Authorized on a Permit or Waiver		0.0
Local Assignment Options		0.0
Total Out-of-Field Teachers		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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21	
	Ratio
Pupils to Academic counselors	548:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.80
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.30
Resource specialist (nonteaching)	1.00

Class Assignments

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

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

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

Class Assignments		2020-21 School Year
Indicator		DECA
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		1.0%

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

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



Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. 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		2019-20 Fiscal Year	
	Denair USD	Similar Sized District	
Beginning teacher salary	\$42,609	\$45,813	
Midrange teacher salary	\$60,749	\$70,720	
Highest teacher salary	\$83,960	\$93,973	
Average elementary school principal salary	\$89,610	\$111,613	
Average middle school principal salary	\$89,610	\$119,477	
Average high school principal salary	\$89,610	\$120,270	
Superintendent salary	\$155,121	\$150,704	
Teacher salaries: percentage of budget	32%	29%	
Administrative salaries: percentage of budget	5%	6%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
DECA	\$7,129	\$61,118	
Denair USD	\$8,867	\$60,454	
California	\$8,444	\$71,544	
School and district: percentage difference	-19.6%	+1.1%	
School and California: percentage difference	-15.6%	-14.6%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,615
Expenditures per pupil from restricted sources	\$2,486
Expenditures per pupil from unrestricted sources	\$7,129
Annual average teacher salary	\$61,118



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 January 2022.

School Accountability Report Card

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Denair Elementary Charter Academy

Grades TK-5
CDS Code 50-71068-0132662

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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- and career-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/vision: Denair Elementary Charter Academy is dedicated to providing an equitable, innovative and engaging learning environment for all students with a multicultural and multilingual emphasis. We are a community that fosters positive relationships by promoting the growth of the whole student.

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 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, the 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 February 2022.



"We have an ongoing tradition of providing a unique small-school environment."

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

Kathi Dunham-Filson, *President*

Ray Prock, Jr., *Clerk*

Carmen Wilson, *Trustee*

Regina Gomes, *Trustee*

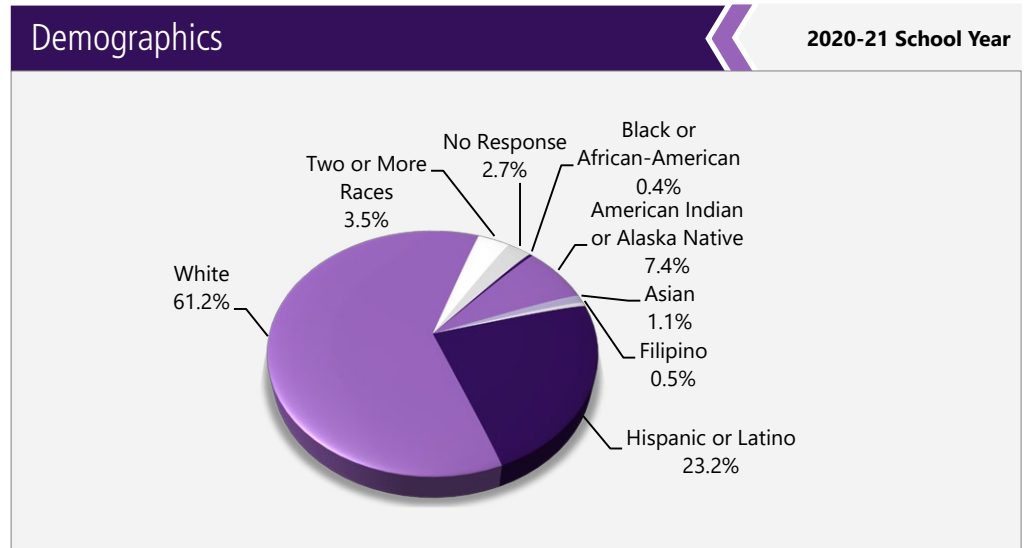
Crystal Sousa, *Trustee*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	50.70%
Male	49.30%
Non-Binary	0.00%
English learners	24.50%
Foster youth	0.40%
Homeless	8.00%
Migrant	0.90%
Socioeconomically Disadvantaged	59.20%
Students with Disabilities	11.70%

Enrollment by Student Group

The total enrollment at the school was 564 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

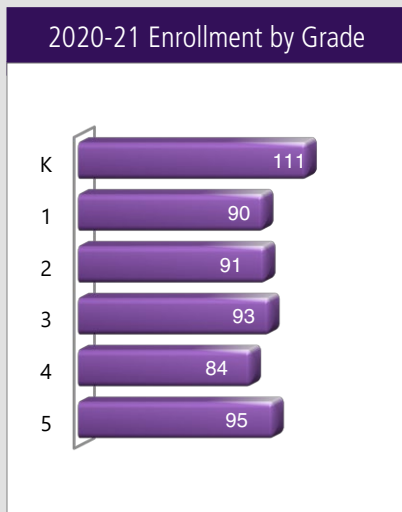


Class Size Distribution

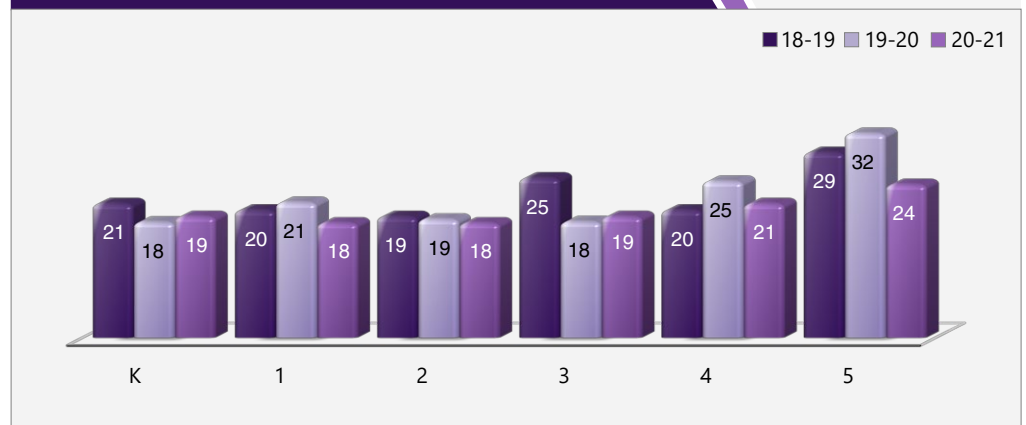
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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

Enrollment by Grade

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



Average Class Size



Number of Classrooms by Size

Grade	Three-Year Data								
	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	3		7			6		
1	5			2	3		5		
2	5			5			5		
3		4		4	1		4	1	
4	3				4		2	2	
5		3			2			4	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	DECA		Denair USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	2.10%	0.50%	8.80%	0.40%	3.50%	0.20%
Expulsion rates	0.20%	0.00%	0.50%	0.00%	0.10%	0.00%

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

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

Suspensions and Expulsions		2019-20 School Year		
	DECA	Denair USD	California	
	2019-20	2019-20	2019-20	
Suspension rates	0.50%	3.30%	2.50%	
Expulsion rates	0.00%	0.00%	0.10%	

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.5%	0.0%	
Female	0.0%	0.0%	
Male	1.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.8%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	1.9%	0.0%	
Socioeconomically Disadvantaged	0.8%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	1.3%	0.0%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Types of Services Funded

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

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

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	DECA
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	587	94	16.00%
Female	304	295	49	16.60%
Male	303	292	45	15.40%
American Indian or Alaska Native	40	40	8	20.00%
Asian	8	7	0	0.00%
Black or African American	2	2	0	0.00%
Filipino	3	3	0	0.00%
Hispanic or Latino	154	150	30	20.00%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	24	20	3	15.00%
White	361	350	51	14.60%
English Learners	146	145	40	27.60%
Foster Youth	3	3	1	33.30%
Homeless	53	52	13	25.00%
Socioeconomically Disadvantaged	361	352	89	25.30%
Students Receiving Migrant Education Services	5	5	2	40.00%
Students with Disabilities	76	73	10	13.70%

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



SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	DECA		Denair USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	10.71%	■	12.50%	■	28.72%

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

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	DECA		Denair USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

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

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

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



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	91	84	92.31%	7.69%	10.71%
Female	48	45	93.75%	6.25%	11.11%
Male	43	39	90.70%	9.30%	10.26%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	12	11	91.67%	8.33%	9.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	60	55	91.67%	8.33%	12.73%
English Learners	20	19	95.00%	5.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	55	51	92.73%	7.27%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	248	93.58%	6.42%	22.98%
Female	121	112	92.56%	7.44%	26.79%
Male	144	136	94.44%	5.56%	19.85%
American Indian or Alaska Native	27	27	100.00%	0.00%	11.11%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	33	94.29%	5.71%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	18	90.00%	10.00%	22.22%
White	174	162	93.10%	6.90%	24.07%
English Learners	66	62	93.94%	6.06%	4.84%
Foster Youth	❖	❖	❖	❖	❖
Homeless	22	20	90.91%	9.09%	10.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	145	94.77%	5.23%	16.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	28	75.68%	24.32%	7.14%

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



CAASPP Test Results by Student Group: Mathematics (grades 3-5) For students taking and completing a state-administered assessment.

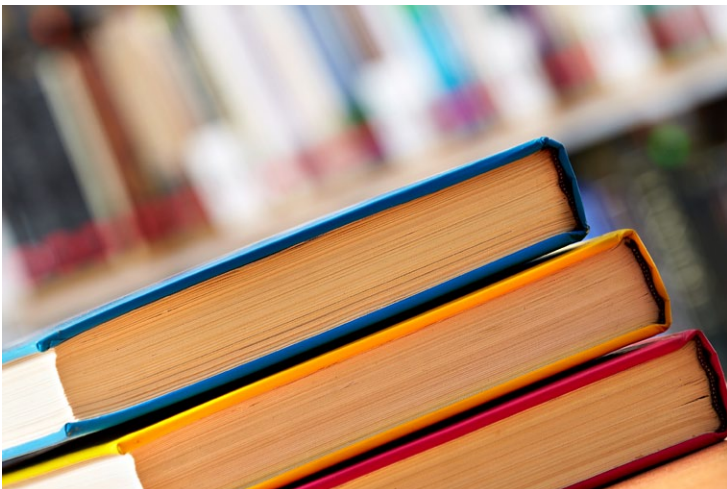
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	248	93.58%	6.42%	10.08%
Female	121	113	93.39%	6.61%	7.96%
Male	144	135	93.75%	6.25%	11.85%
American Indian or Alaska Native	27	27	100.00%	0.00%	0.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	33	94.29%	5.71%	6.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	18	90.00%	10.00%	0.00%
White	174	162	93.10%	6.90%	12.96%
English Learners	66	62	93.94%	6.06%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	22	20	90.91%	9.09%	0.00%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	146	95.42%	4.58%	4.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	29	78.38%	21.62%	0.00%

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



Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 9, 2021, and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the Williams Settlement. All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

The district follows the State Board of Education's adoption cycles for core content materials. English language arts and mathematics textbooks and instructional materials used within the district are aligned with the California Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. We are currently examining science textbooks/curriculum in the 2021-22 school year.

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

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
English language arts	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2015
English language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt (K-5)	2017
English language arts Spanish	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2014
English language arts Spanish	<i>Senderos Estándares Comunes</i> , Houghton Mifflin Harcourt (K-5)	2014
Mathematics	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2014
Mathematics	<i>My Math</i> , McGraw-Hill (English and Spanish) (K-5)	2014
Science	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2015
Science	Harcourt Science California Edition (K-5)	2000
History/social science	<i>Big Day</i> , Houghton Mifflin Harcourt (TK)	2019
History/social science	Studies Weekly (K-5)	2019
Spanish	<i>Descubre el Español con Santillana</i> Level A (TK-K) Level B (1) Level C (2) Level D (3) Level E (4) Level F (5)	2015

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/9/2021
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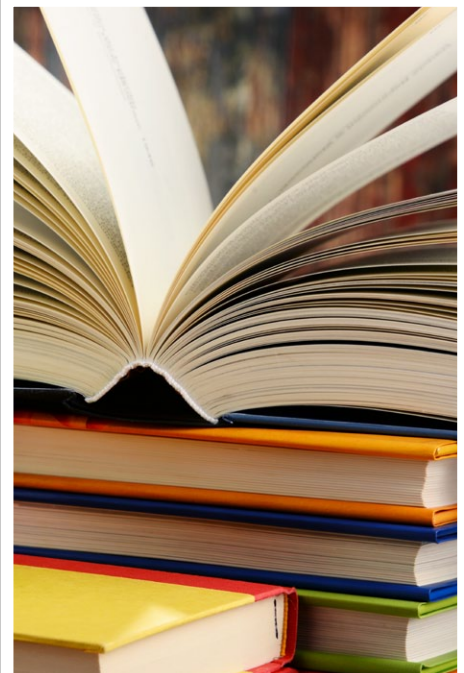
Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%





School Facilities

Our school includes 34 classrooms, a library, staff lounge, Language Lab, Intervention Lab, three playgrounds, cafeteria, gymnasium 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.



School Facility Good Repair Status

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

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
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	Good	
Date of the most recent school site inspection	8/30/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Electrical	Need more electrical plugins in all classrooms. Nothing is going to be done right now / surge protector cords will be used.	August, September, October 2021
Restrooms/fountains	1950’s building, restrooms need updated they are very old but function. Nothing planned for now.	2022
External	New fence. Put up new fence next summer.	2022

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.



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

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2019-20 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

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

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

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

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	DECA	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

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

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

Teacher Preparation and Placement

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

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

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

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

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

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

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



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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

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

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		2019-20 School Year
Indicator		DECA
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	548:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.80
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.30
Resource specialist (nonteaching)	1.00

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

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

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

Class Assignments		2019-20 School Year
Indicator		DECA
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

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



Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. 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		2019-20 Fiscal Year	
	Denair USD	Similar Sized District	
Beginning teacher salary	\$42,609	\$45,813	
Midrange teacher salary	\$60,749	\$70,720	
Highest teacher salary	\$83,960	\$93,973	
Average elementary school principal salary	\$89,610	\$111,613	
Average middle school principal salary	\$89,610	\$119,477	
Average high school principal salary	\$89,610	\$120,270	
Superintendent salary	\$155,121	\$150,704	
Teacher salaries: percentage of budget	32%	29%	
Administrative salaries: percentage of budget	5%	6%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
DECA	\$7,129	\$61,118	
Denair USD	\$8,867	\$60,454	
California	\$8,444	\$71,544	
School and district: percentage difference	-19.6%	+1.1%	
School and California: percentage difference	-15.6%	-14.6%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,615
Expenditures per pupil from restricted sources	\$2,486
Expenditures per pupil from unrestricted sources	\$7,129
Annual average teacher salary	\$61,118



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 January 2022.

School Accountability Report Card

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ADDENDUM

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

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

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

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

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



ADDENDUM

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

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

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

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

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

