

# Denair High School

Grades 9-12  
CDS Code 50-71068-5031521

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## Denair Unified School District

3460 Lester Road Denair, CA 95316 ▪ [www.dusd.k12.ca.us](http://www.dusd.k12.ca.us)

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



## Principal's Message

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

The 2019-20 Schoolwide Action Plan may be found on the DHS website.

## School Mission Statement

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

## Parental Involvement

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

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

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

## School Safety

The safety of students and staff is a primary concern at Denair High School. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Assigned staff monitor school grounds daily before, during and after school. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include procedures for child-abuse reporting, teacher notification of dangerous pupils, disaster-response, safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office. The plan was last reviewed, updated and discussed with school staff in October 2021.



## School Accountability Report Card

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

## Superintendent's Message

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

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

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

## District Mission Statement

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

## Governing Board

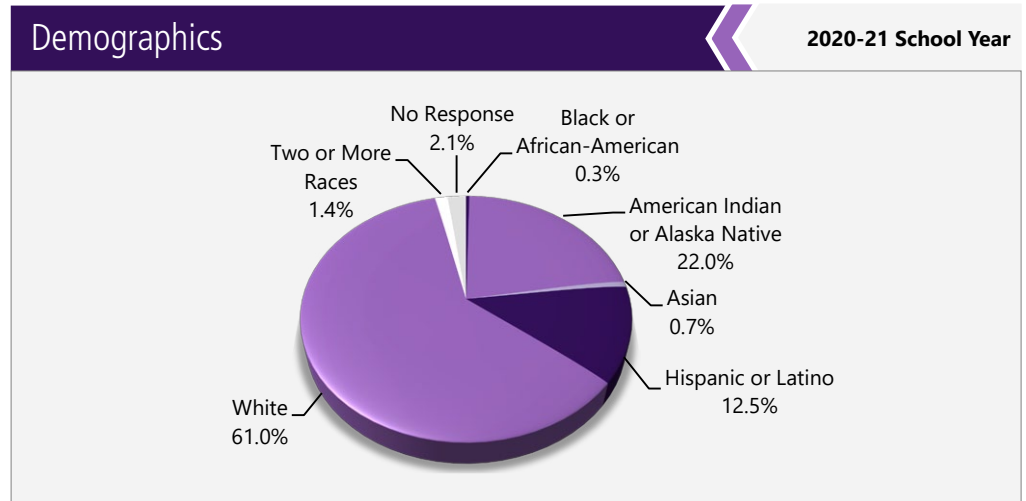
Crystal Sousa, President  
 Kathi Dunham-Filson, Clerk  
 Ray Prock, Jr., Trustee  
 Carmen Wilson, Trustee  
 Regina Gomes, Trustee

## Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	48.80%
Male	51.20%
Non-Binary	0.00%
English learners	9.10%
Foster youth	0.00%
Homeless	4.50%
Migrant	3.10%
Socioeconomically Disadvantaged	65.50%
Students with Disabilities	12.20%

## Enrollment by Student Group

The total enrollment at the school was 247 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

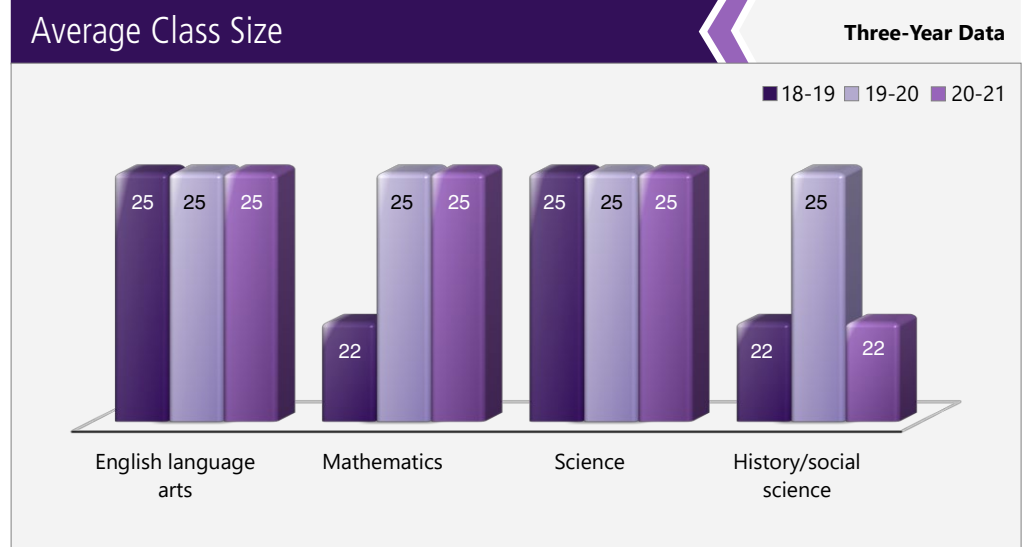
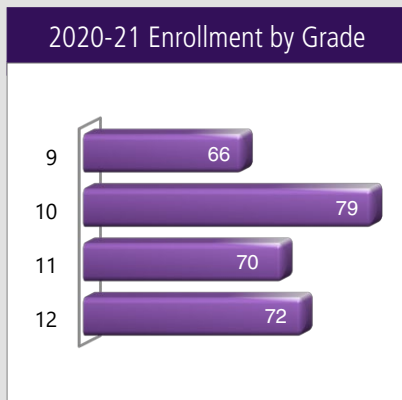


## Class Size Distribution

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.



Number of Classrooms by Size		Three-Year Data								
		2018-19			2019-20			2020-21		
Subject	Number of Students									
		1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		3	8		2	8	2	2	2	2
Mathematics		4	6		3	5		2	2	2
Science		5	4		2	7		2	3	2
History/social science		5	5		2	7		2	2	2



## 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				
	Denair HS		Denair USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	20.30%	0.70%	8.80%	0.40%	3.50%	0.20%
<b>Expulsion rates</b>	1.70%	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		
	Denair HS	Denair USD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	9.50%	3.30%	2.50%	
<b>Expulsion rates</b>	0.00%	0.00%	0.10%	

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

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.7%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	1.3%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	1.1%	0.0%	
<b>English Learners</b>	3.7%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.5%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	0.0%	0.0%	

## Professional Development

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

<b>2019-20</b>	3
<b>2020-21</b>	3
<b>2021-22</b>	3

## Portrait of a Graduate

*Ignite Your Passion*

*Create Solutions*

*Fire Up Empowerment*

*Mindset of Success*

*Embrace Humanity and Diversity*

*Grinding and Gritty*

*What is your genius factor?*



## 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, 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:

- 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Denair HS
	<b>Grade 9</b>
<b>Four of six standards</b>	◇
<b>Five of six standards</b>	◇
<b>Six of six standards</b>	◇

## 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
<b>All Students</b>	293	292	9	3.10%
<b>Female</b>	142	142	3	2.10%
<b>Male</b>	151	150	6	4.00%
<b>American Indian or Alaska Native</b>	63	63	3	4.80%
<b>Asian</b>	2	2	0	0.00%
<b>Black or African American</b>	1	1	0	0.00%
<b>Filipino</b>	0	0	0	0.00%
<b>Hispanic or Latino</b>	39	39	4	10.30%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.00%
<b>Two or More Races</b>	5	5	0	0.00%
<b>White</b>	177	176	2	1.10%
<b>English Learners</b>	27	27	5	18.50%
<b>Foster Youth</b>	0	0	0	0.00%
<b>Homeless</b>	16	16	3	18.80%
<b>Socioeconomically Disadvantaged</b>	194	194	8	4.10%
<b>Students Receiving Migrant Education Services</b>	11	11	4	36.40%
<b>Students with Disabilities</b>	36	36	1	2.80%

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



## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## 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	Denair HS		Denair USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	13.51%	■	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	Denair HS		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).

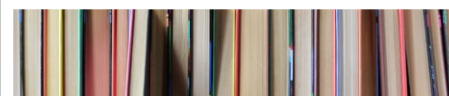
The CAASPP System encompasses the following assessments and student participation requirements:

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 (high school)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	128	111	86.72%	13.28%	13.51%
Female	66	59	89.39%	10.61%	13.56%
Male	62	52	83.87%	16.13%	13.46%
American Indian or Alaska Native	37	31	83.78%	16.22%	12.90%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	75	68	90.67%	9.33%	14.71%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	6	50.00%	50.00%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	76	65	85.53%	14.47%	15.38%
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 (grade 11) For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	67	57	85.07%	14.93%	43.86%
<b>Female</b>	28	25	89.29%	10.71%	52.00%
<b>Male</b>	39	32	82.05%	17.95%	37.50%
<b>American Indian or Alaska Native</b>	15	14	93.33%	6.67%	42.86%
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖	❖
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	44	38	86.36%	13.64%	42.11%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	38	32	84.21%	15.79%	43.75%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖

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

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	67	55	82.09%	17.91%	3.64%
<b>Female</b>	28	26	92.86%	7.14%	3.85%
<b>Male</b>	39	29	74.36%	25.64%	3.45%
<b>American Indian or Alaska Native</b>	15	14	93.33%	6.67%	0.00%
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖	❖
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	44	36	81.82%	18.18%	2.78%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	38	32	84.21%	15.79%	6.25%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖

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



## Career Technical Education Programs

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

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

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

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

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

Denair High School offers the following CTE programs:

### Health Classes

- Intro to Health Science
- Kinesiology
- Anatomy/Physiology
- Physical Therapy-Work Experience

### Agriculture Classes

- Ag Biology
- Ag Animal Science
- Intro to Agricultural Mechanics
- Advanced Agricultural Mechanics
- Floral Design1
- Floral Design 2
- Advanced Floral Design
- Introduction to Agriculture
- Introduction to Ag Welding
- Advanced Ag Welding
- Ag Construction
- Introduction to Plant Science
- Ag SAE
- Ag Vet Science
- Ag Leadership
- Farm to Fork

### Law enforcement classes

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

### Business courses

- Work Experience

### Special Education 18-22-year-old transition services

- Project Life/Work Study

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



## Career Technical Education Participation

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

### Career Technical Education Data

#### Denair HS

#### 2020-21 Participation

<b>Number of pupils participating in a CTE program</b>	200
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	12.00%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	100.00%



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



## Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	11.20%
Number of AP courses offered at the school	7
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	2
Foreign language	1
Mathematics	0
Science	1
Social science	2

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

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

UC/CSU Admission	
Denair HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	94.77%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	43.08%

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Denair HS	96.70%	91.30%	93.80%	1.70%	5.80%	3.10%
Denair USD	77.60%	76.80%	86.20%	19.10%	13.20%	11.70%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group	2020-21 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	65	61	93.80%
Female	39	39	100.00%
Male	26	22	84.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	22	20	90.90%
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	33	33	100.00%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	49	46	93.90%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 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.

## 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

<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	0%
<b>Health</b>	0%
<b>Science laboratory equipment</b>	0%

## Textbooks and Instructional Materials List

### 2021-22 School Year

Subject	Textbook	Adopted
<b>English language arts</b>	My Perspectives California English Language Arts (9-10)	2017
<b>English language arts</b>	My Perspectives California American Literature (11)	2017
<b>English language arts</b>	My Perspectives California British and World Literature (12)	2017
<b>English language arts</b>	The Compact Bedford Introduction to Literature, Meyer (12)	2006
<b>Mathematics</b>	Pearson Integrated HS Mathematics; Mathematics I-III Volume 1 & 2 Common Core (9-11)	2014
<b>Mathematics</b>	AP Statistics (12)	2015
<b>Mathematics</b>	Mathematics in Action (12)	2012
<b>Science</b>	Biology Foundations Reading & Study Guide (9)	2019
<b>Science</b>	Miller Levine Biology (9)	2019
<b>Science</b>	Fundamentals of Anatomy & Physiology, Pearson (11)	2007
<b>Science</b>	AP Edition Campbell Biology (12)	2011
<b>Science</b>	Experience Chemistry, SAAVAS (12)	2021
<b>Science</b>	Experience Chemistry Guide, SAAVAS	2021
<b>Science</b>	Human Kinetics with Web Study Guide (10-12)	
<b>History/social science</b>	CA World History (10)	2019
<b>History/social science</b>	CA US History (11)	2019
<b>History/social science</b>	Krugman's AP Macroeconomics (12)	2015
<b>History/social science</b>	CA Magruder's American Government (12)	2019
<b>History/social science</b>	CA Economics (12)	2019
<b>History/social science</b>	AP Edition Government in America (12)	2018
<b>History/social science</b>	AP US Government in America (12)	2018
<b>Foreign language</b>	Vista Higher Learning Descubre 1-3; Lengua y Cultura del Mundo Hispanico (9-12)	2017
<b>Foreign language</b>	Temas AP Spanish Language & Culture and AP Spanish Language & Culture Exam Prep	2014
<b>Health</b>	Health Pearson and Health Reading & Note Taking Guide (9)	2017
<b>Forensic science</b>	Prentice Hall Criminal Justice Today an Introduction, Test for the 21st Century (9-12)	2015

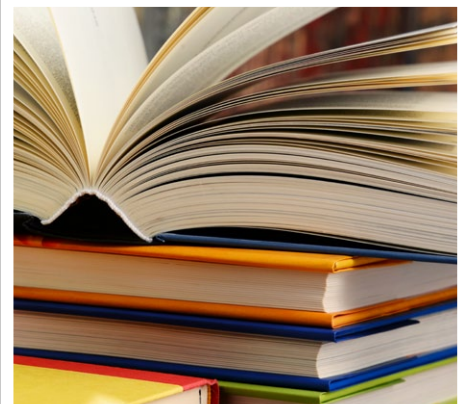
## Currency of Textbooks

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

<b>Data collection date</b>	9/9/2021
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## 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

## School Facilities

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service so that emergency repairs are given the highest priority. At the time of publication, 100% of Denair High School's restrooms were in good working order.

## Textbooks and Instructional Materials, *Continued from page 13*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Forensic science	Pearson California Criminal Law Concepts (9-12)	2018
Forensic science	Pearson Prentice Hall Forensic Science an Introduction	2008
Forensic science	Police Field Operations	2014
Forensic science	Cengage Learning (9-12)	2015
Agriculture mechanics	Modern Welding, Goodheart-Willcox Publishing	2013
AVID	Avid (9-12)	2017

## School Facility Good Repair Status

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

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	8/20/2021	

## 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
Restrooms/fountains	Replace 3 doors on restroom stalls, ag shop bathrooms need to be updated, In progress now.	October 2021
External	One roof needs to be redone, need external paint on several buildings. Getting bid for next summer.	June 2022



## Teacher Preparation and Placement

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

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.8	82.6%	58.3	74.6%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	1.5	1.9%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.7	2.2%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.0	11.4%	8.0	10.3%	12,115.8	4.4%
<b>Unknown</b>	1.0	6.0%	8.5	11.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	17.9	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	Denair HS	
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	

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

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

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

## Teacher Preparation and Placement

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

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

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

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

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

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

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



## 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		Denair HS
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0.6
<b>Local Assignment Options</b>		1.4
<b>Total Out-of-Field Teachers</b>		2.0

## 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 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	285:1
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	2.50
<b>Library media teacher (librarian)</b>	0.50
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.25
<b>Social worker</b>	0.00
<b>Nurse</b>	1.00
<b>Speech/language/hearing specialist</b>	0.25
<b>Resource specialist (nonteaching)</b>	0.50 †

† SDC Teachers.

## 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		Denair HS
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>		0.0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>		9.4%

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/calpads-sup-dflash201.asp>.

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





## Financial Data

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

## District Financial Data

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

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

## Financial Data Comparison

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

Financial Data Comparison	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Denair HS</b>	\$7,176	\$58,481
<b>Denair USD</b>	\$8,867	\$60,454
<b>California</b>	\$8,444	\$71,544
<b>School and district: percentage difference</b>	-19.1%	-3.3%
<b>School and California: percentage difference</b>	-15.0%	-18.3%

## School Financial Data

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

School Financial Data	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,867
<b>Expenditures per pupil from restricted sources</b>	\$1,691
<b>Expenditures per pupil from unrestricted sources</b>	\$7,176
<b>Annual average teacher salary</b>	\$58,481



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



## ADDENDUM

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

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

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

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

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



## ADDENDUM

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

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

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

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

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

