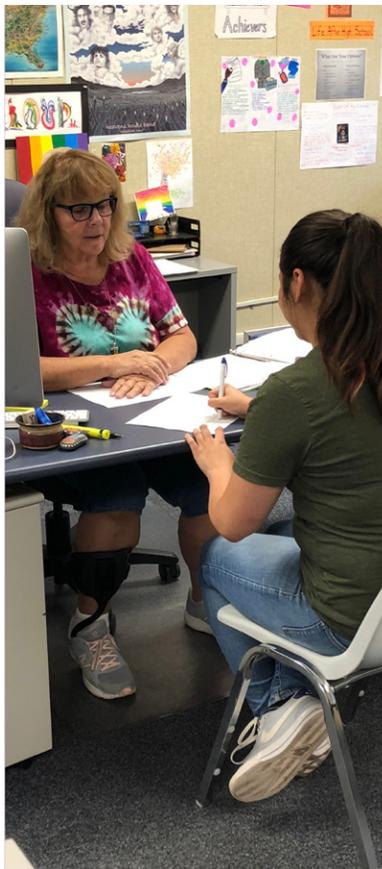


SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Denair Charter Academy

Grades K-12
CDS Code 50-71068-5030267

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Denair Unified School District

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District Mission Statement

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

District Belief Statement

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

Governing Board

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

PREAMBLE

CODE OF ETHICS OF THE EDUCATION PROFESSION

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

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

GUIDING BELIEFS and PRINCIPLES

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

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

PRINCIPLES

Teaching and Learning:

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

Curriculum:

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

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

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

PRINCIPLES

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

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

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

PRINCIPLES

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



Principal's Message

As principal, I have the unique privilege of introducing you to the annual School Accountability Report Card for Denair Charter Academy (DCA). Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget and facility enhancement. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as a means of complying with the state Legislature and recognize it as an opportunity to publish our accomplishments.

We take great pride in sharing and setting forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities. Our goal in presenting you with this information is to keep our community—and the public in general—well-informed. In reflection of this goal, we desire to keep the lines of communication open and welcome any suggestions, comments or questions you may have. It is our opinion of that a well-informed public is vital in continuing the advancement in an ever-evolving world.

School Mission Statement

The Denair Charter Academy is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. Denair Charter Academy provides personalized instruction through Individual learning plans so students can receive meaningful individual attention. The academy's approach to teaching and learning is to seek and match the student's educational experiences to his or her identified abilities, interests, motivation, learning style and demonstrated achievement.

School Vision Statement

Denair Charter Academy endeavors to provide a comprehensive, high-quality, individualized learning experience in an independent study program according to an individual learning plan for any student seeking an alternative approach to schooling. This includes but is not limited to those for whom the traditional education system has been least effective. DCA is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. At the same time, DCA recognizes that each individual is unique and, therefore, is entitled to an education that is meaningful and sensitive to his or her varied and often changing needs.

Portrait of a Graduate

- Ignite your passion
- Fire up Empowerment
- Embrace Humanity and Diversity
- Create Solutions
- Mindset of Success
- Grinding and Gritty



School Safety

The safety of students and staff is a primary concern of Denair Charter Academy. 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.

The Comprehensive School Safety Plan was developed by staff 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 a dangerous pupil, disaster-response, safely entering and exiting the school, the sexual-harassment policy, suspension and expulsion policies, and the dress code. The plan is reviewed with school staff at the beginning of each school year. The most recent update and review with staff was in August, and it was presented at the managers meeting in August 2018.

Superintendent's Message

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

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

We have made a commitment to provide the best educational experience possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Denair schools offer a welcoming, stimulating environment, where students are actively engaged in their own learning as well as development of positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

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



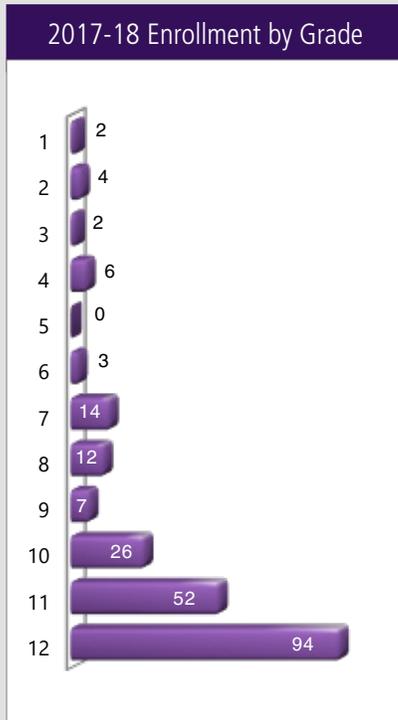
School Accountability Report Card

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



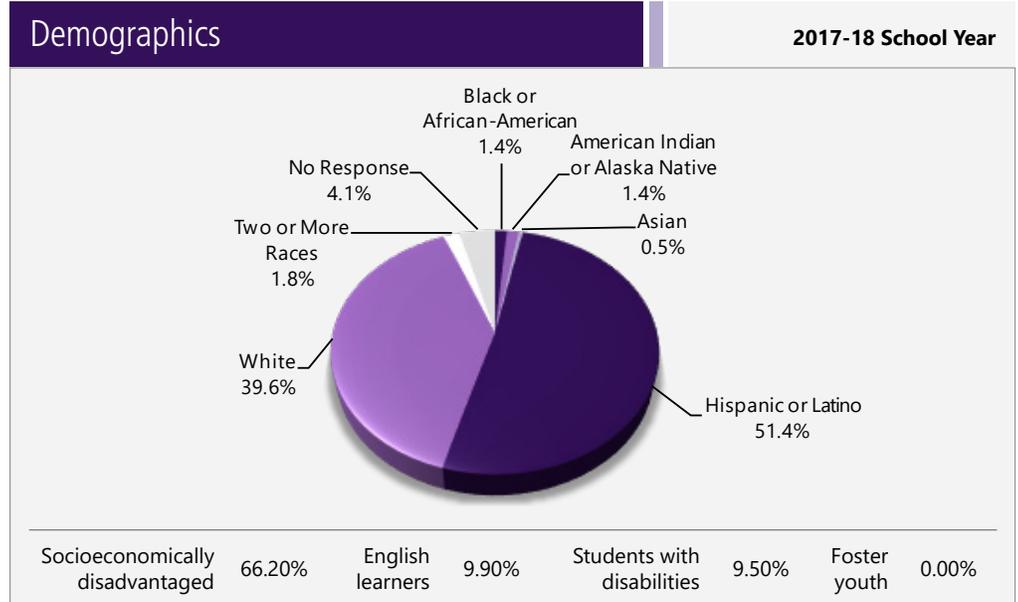
Enrollment by Grade

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



Enrollment by Student Group

The total enrollment at the school was 222 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

Denair Charter Academy homeschool students (K-8) are with their teacher one full school day per week in a traditional class setting. The four remaining days of their instruction is completed at home under the guidance and support of their parent/guardian. Independent study students (9-12) are with their teachers in a one-on-one setting for one hour per week. The rest of their instruction is completed at home under the guidance of their parent/guardian. All teachers may be assigned up to 25 students. DCA has five classrooms where the teachers are housed. Three classrooms are designated for 9-12 instruction. Each classroom contains workstations where students meet with their teacher one-on-one. The other two classrooms serve K-8 homeschool students, and are set up as traditional classrooms. DCA teachers provide instruction in all subjects, including core and elective courses. Online courses and supports are also available for K-12.

Parental Involvement

Parents who wish to participate in Denair Charter Academy's Parent Advisory Committee, school activities or become volunteers may contact DCA principal Breanne Aguiar at (209) 634-0917 or baguiar@dusd.k12.ca.us.

Parents and the community are supportive of the educational program at DCA. Numerous programs and activities are enriched by the generous contributions made by the Parent Advisory Committee, local businesses, community colleges and state colleges, and Stanislaus County.

Suspensions and Expulsions

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

| | Denair Charter | | | Denair USD | | | California | | |
|-------------------------|----------------|-------|-------|------------|-------|-------|------------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Suspension rates | 0.0% | 0.4% | 0.3% | 5.2% | 6.5% | 8.4% | 3.7% | 3.6% | 3.5% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% | 0.1% | 0.1% | 0.1% |



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.

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

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

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

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

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|----------------|-------|------------|-------|---------------|-------|
| | Denair Charter | | Denair USD | | California | |
| Subject | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English language arts/literacy | 33% | 19% | 33% | 26% | 48% | 50% |
| Mathematics | 6% | 5% | 13% | 13% | 37% | 38% |

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | | 2017-18 School Year | | |
|--|--|---------------------|---------|---------|
| Percentage of Students Meeting Fitness Standards | | Denair Charter | | |
| | | Grade 5 | Grade 7 | Grade 9 |
| Four of six standards | | ✧ | 21.4% | 21.7% |
| Five of six standards | | ✧ | 0.0% | 13.0% |
| Six of six standards | | ✧ | 14.3% | 4.3% |

✧ Not applicable.

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

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



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

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8 and 11.

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

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

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2017-18 School Year |
|---|------------------|---------------|-------------------|----------------------------|
| English Language Arts | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
| All students | 117 | 108 | 92.31% | 18.69% |
| Male | 54 | 47 | 87.04% | 8.70% |
| Female | 63 | 61 | 96.83% | 26.23% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 66 | 63 | 95.45% | 24.19% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 41 | 37 | 90.24% | 8.11% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 73 | 67 | 91.78% | 24.24% |
| English learners | 23 | 22 | 95.65% | 13.64% |
| Students with disabilities | 11 | 9 | 81.82% | 0.00% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |
| Mathematics | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
| All students | 118 | 108 | 91.53% | 4.63% |
| Male | 54 | 46 | 85.19% | 4.35% |
| Female | 64 | 62 | 96.88% | 4.84% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 66 | 62 | 93.94% | 6.45% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 42 | 38 | 90.48% | 0.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 74 | 68 | 91.89% | 4.41% |
| English learners | 23 | 21 | 91.30% | 4.76% |
| Students with disabilities | 11 | 9 | 81.82% | 0.00% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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

Completion of High School Graduation Requirements

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

| Completion of High School Graduation Requirements | | Graduating Class of 2017 | |
|---|----------------|--------------------------|------------|
| Group | Denair Charter | Denair USD | California |
| All students | 100.00% | 98.84% | 88.72% |
| Black or African-American | ❖ | 100.00% | 82.15% |
| American Indian or Alaska Native | 100.00% | 100.00% | 82.81% |
| Asian | ❖ | ❖ | 94.93% |
| Filipino | ❖ | ❖ | 93.45% |
| Hispanic or Latino | 92.00% | 95.06% | 86.54% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | 88.56% |
| White | 100.00% | 100.00% | 92.12% |
| Two or more races | 100.00% | 100.00% | 91.15% |
| Socioeconomically disadvantaged | 100.00% | 100.00% | 88.64% |
| English learners | 60.00% | 53.85% | 56.74% |
| Students with disabilities | 100.00% | 100.00% | 67.12% |
| Foster youth | ❖ | ❖ | 74.08% |

Graduation and Dropout Rates

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

| Graduation and Dropout Rates | Three-Year Data | | | | | |
|------------------------------|-----------------|--------|--------|--------------|--------|--------|
| | Graduation Rate | | | Dropout Rate | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Denair Charter | 75.00% | 69.10% | 82.10% | 14.80% | 15.50% | 10.40% |
| Denair USD | 82.60% | 80.60% | 89.20% | 11.60% | 9.70% | 6.30% |
| California | 82.30% | 83.80% | 82.70% | 10.70% | 9.70% | 9.10% |

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

Admission Requirements for California's Public Universities

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

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

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

| UC/CSU Admission | |
|--|-------|
| Denair Charter | |
| 2016-17 and 2017-18 School Years | |
| Percentage of students enrolled in courses required for UC/CSU admission in 2017-18 | 0.45% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17 | 0.00% |



Advanced Placement Courses

No information is available for Denair Charter School regarding Advanced Placement (AP) courses offered.

Currency of Textbooks

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

| Currency of Textbooks | |
|-----------------------------|-----------|
| 2018-19 School Year | |
| Data collection date | 9/13/2018 |

Availability of Textbooks and Instructional Materials

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

| Percentage of Students Lacking Materials by Subject | |
|---|----|
| 2018-19 School Year | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |
| Science laboratory equipment | 0% |

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 13, 2018, and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* All students, including special education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's six-year adoption cycle for core content materials.

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

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

| Textbooks and Instructional Materials List | | 2018-19 School Year |
|--|--------------------------------------|---------------------|
| Subject | Textbook | Adopted |
| English language arts | Houghton Mifflin Harcourt (K-5) | 2017 |
| English language arts | Glencoe (6-8) | 2008 |
| English language arts | Holt (9-12) | 2003 |
| History/social science | Houghton Mifflin (K-5) | 2007 |
| History/social science | Teachers' Curriculum Institute (6-8) | 2005 |
| History/social science | Glencoe (9-12) | 2010 |
| Mathematics | McGraw-Hill (K-5) | 2015 |
| Mathematics | Eureka Math (6-8) | 2015 |
| Mathematics | Pearson (9-12) | 2012 |
| Science | Harcourt (K-5) | 2000 |
| Science | Holt (6-8) | 2007 |
| Science | Glencoe, Holt (9-12) | 2008 |
| Health | Pearson (9-12) | 2017 |

Quality of Textbooks

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

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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

| School Facility Good Repair Status | | 2018-19 School Year |
|--|---------------|---------------------|
| Items Inspected | Repair Status | |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good | |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | Good | |
| Cleanliness: Pest/vermin control, overall cleanliness | Good | |
| Electrical: Electrical systems | Good | |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | Good | |
| Safety: Fire safety, emergency systems, hazardous materials | Good | |
| Structural: Structural condition, roofs | Good | |
| External: Windows/doors/gates/fences, playgrounds/school grounds | Good | |
| Overall summary of facility conditions | Exemplary | |
| Date of the most recent school site inspection | 11/19/2018 | |
| Date of the most recent completion of the inspection form | 11/19/2018 | |

Career Technical Education Programs

Denair Charter Academy offers a variety of career-path-related non-CTE program classes: computer literacy, work experience, careers, child development, culinary and industrial arts/wood shop. To address the needs of all students in career preparation, Denair Charter Academy offers counseling and guidance services. Concurrent enrollment in local community colleges is available to students.

It is the goal of Denair Charter Academy that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively and apply skills in real-world contexts.

Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership and academic skills are consistently taught to the students to ensure work-readiness skills.

Speakers from the community, job shadowing, work experiences, the use of technology, career-related research projects and community service projects are available to students. This is provided to heighten awareness of options for education, training and employment beyond high school.

Career Technical Education Participation

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

| Career Technical Education Data | | 2017-18 Participation |
|---|----|-----------------------|
| | | Denair Charter |
| Number of pupils participating in CTE | 0 | |
| Percentage of pupils who completed a CTE program and earned a high school diploma | 0% | |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | 0% | |

School Facilities

The school's facilities were built in 2001 and included 10 classrooms and an administration office. The school expanded its facilities to include a library/media center, teacher workroom and additional classroom. Current facilities include a wing of classrooms added in 2009. These classrooms include a tutoring center, computer lab, testing facilities, counseling office, music room and a science/art room.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed, all hard surfaces cleaned, and the trash emptied regularly. All restrooms are cleaned daily. Grounds are groomed on a rotating basis, with exterior trash emptied regularly.

District maintenance staff members ensure repairs necessary to keep the school in good repair and working order are completed in a timely manner. The custodian and groundskeeper ensure all classrooms and facilities are in adequate condition. A work-order process is used to maintain efficient service and give emergency repairs the highest priority.



Types of Services Funded

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

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



Academic Counselors and School Support Staff

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

| Academic Counselors and School Support Staff Data | |
|---|------|
| 2017-18 School Year | |
| Academic Counselors | |
| FTE of academic counselors | 1.00 |
| Average number of students per academic counselor | 222 |
| Support Staff | |
| FTE | |
| Social/behavioral counselor | 0.40 |
| Career development counselor | 1.00 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 0.15 |
| Psychologist | 0.10 |
| Social worker | 0.00 |
| Nurse | 0.10 |
| Speech/language/hearing specialist | 0.10 |
| Resource specialist (nonteaching) | 0.00 |
| Other | |
| FTE | |
| Site paraeducator | 1.00 |

Teacher Qualifications

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

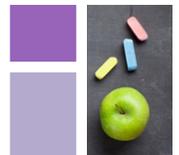
| Teacher Credential Information | Three-Year Data | | | |
|--|-----------------|----------------|-------|-------|
| | Denair USD | Denair Charter | | |
| Teachers | 18-19 | 16-17 | 17-18 | 18-19 |
| With a full credential | 77 | 27 | 21 | 19 |
| Without a full credential | 10 | 0 | 1 | 2 |
| Teaching outside subject area of competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

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

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

"The Denair Charter Academy is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined."



Professional Development

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

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

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

| Salary Data | | 2016-17 Fiscal Year | |
|--|------------|------------------------|--|
| | Denair USD | Similar Sized District | |
| Beginning teacher salary | \$34,226 | \$42,990 | |
| Midrange teacher salary | \$71,068 | \$61,614 | |
| Highest teacher salary | \$79,119 | \$85,083 | |
| Average elementary school principal salary | \$86,924 | \$100,802 | |
| Average middle school principal salary | \$86,924 | \$105,404 | |
| Average high school principal salary | \$86,924 | \$106,243 | |
| Superintendent salary | \$140,277 | \$132,653 | |
| Teacher salaries: percentage of budget | 35% | 30% | |
| Administrative salaries: percentage of budget | 6% | 6% | |

Financial Data Comparison

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

| Financial Data Comparison | | 2016-17 Fiscal Year | |
|---|--|-------------------------------|--|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary | |
| Denair Charter | \$8,946 | \$67,809 | |
| Denair USD | \$9,099 | \$58,683 | |
| California | \$7,125 | \$63,590 | |
| School and district: percentage difference | -1.7% | +15.6% | |
| School and California: percentage difference | +25.6% | +6.6% | |

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 | |
|---|----------|
| 2016-17 Fiscal Year | |
| Total expenditures per pupil | \$9,901 |
| Expenditures per pupil from restricted sources | \$954 |
| Expenditures per pupil from unrestricted sources | \$8,946 |
| Annual average teacher salary | \$67,809 |



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.

