

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Denair Charter Academy

Grades K-12
CDS Code 50-71068-5030267

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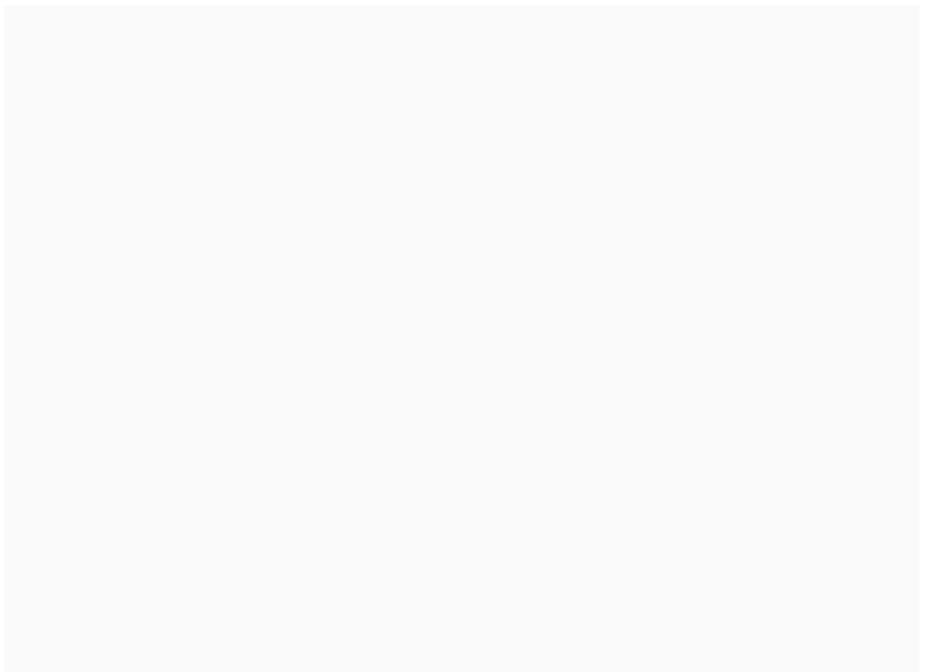
Para español, visita denairusd.org.



Denair Unified School District

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Principal’s Message

As principal, I have the 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. At DCA, we believe in providing all students with a meaningful education aligned with our districtwide motto shown by the visual located in all secondary schools known as A Portrait of a Graduate. The belief behind a Portrait of a Graduate is: to ensure all students ignite their passion, fire up empowerment, embrace humanity and diversity, create solutions, establish grit and have a mindset of success.

Parental Involvement

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.

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.

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 December 2019.

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.



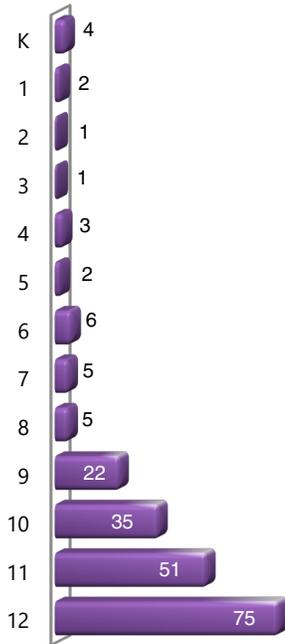
Governing Board

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

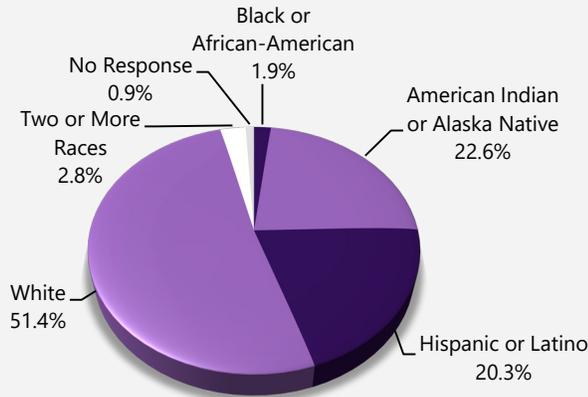


Enrollment by Student Group

The total enrollment at the school was 212 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year



Socioeconomically disadvantaged	66.00%
English learners	11.30%
Students with disabilities	5.70%
Foster youth	0.50%
Homeless	1.40%

Class Size Distribution

Denair Charter Academy homeschool students (K-8) have the opportunity to attend school in a traditional class setting on a weekly basis with their homeschool advisor. 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 provided instruction in a one-on-one setting for one hour each week. The remainder of instruction is completed at home under the guidance and support of the parent/guardian. All teachers may be assigned up to 25 students. DCA is composed of eight classrooms, a learning center, computer lab and library. Three classrooms are designated for 9-12 grade instruction. Each independent study classroom contains workstations where students meet with their teacher one-on-one. Two classrooms serve K-8 grade homeschool students, and are set up as traditional classrooms. The remaining three classrooms are used for all on-site and elective courses. Given the model of the program, all on-site and elective courses provide students with small group and individual learning opportunities. DCA teachers provide instruction in all subjects, including core and elective courses. Online courses, credit recovery courses and supports are also available for K-12 students.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	DCA		Denair USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	0.3%	0.7%	8.4%	8.8%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.5%	0.1%	0.1%
	DCA		Denair USD		California	
	19-20		19-20		19-20	
Suspension rates	0.0%		3.3%		*	
Expulsion rates	0.0%		0.0%		*	

* California suspension and expulsion data is not available at this time.

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.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	DCA		Denair USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
Science	1%	◇	12%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	DCA		Denair USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	23%	◇	27%	◇	51%	◇
Mathematics	5%	◇	16%	◇	40%	◇

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2019-20 School Year		
Percentage of Students Meeting Fitness Standards	DCA			
	Grade 5	Grade 7	Grade 9	
Four of six standards	◇	◇	◇	
Five of six standards	◇	◇	◇	
Six of six standards	◇	◇	◇	

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

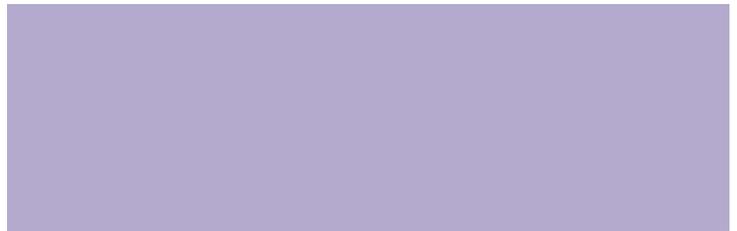
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

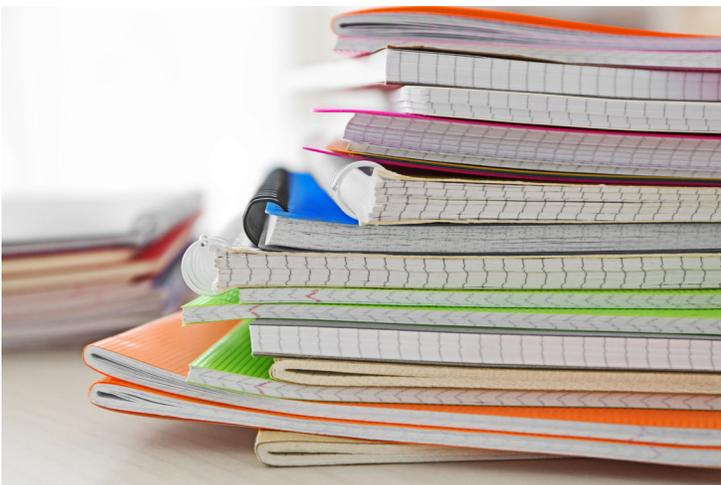




CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Career Technical Education Programs

Denair Charter Academy offers the following CTE pathways: Criminal Science Information, Medical Technology, Computer Information Systems and Hospitality and Tourism.

Denair Charter Academy also offers a variety of career-path-related non-CTE program classes: computer literacy, work experience, careers, child development and culinary. 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 our goal for students to 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.



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		
	16-17	17-18	18-19	16-17	17-18	18-19
DCA	82.10%	69.40%	65.20%	10.40%	16.20%	30.40%
Denair USD	89.20%	79.30%	77.60%	6.30%	11.50%	19.10%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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.

UC/CSU Admission	2018-19 and 2019-20 School Years
	DCA
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	0.55%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	0.00%

Career Technical Education Participation

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

Career Technical Education Data	
DCA	
2019-20 Participation	
Number of pupils participating in a CTE program	8
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%



Advanced Placement Courses

No information is available for Denair Charter Academy regarding Advanced Placement (AP) Courses offered.



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	
2020-21 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%

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	
2020-21 School Year	
Data collection date	9/10/2020

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 10, 2020, 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 2020-21 school year.

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

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English-language arts	Houghton Mifflin Harcourt California Journeys (Grades K-5)	2017
English-language arts	myPerspectives. Savvas (Grades 6-8)	2017
English-language arts	Holt Literature and Language Arts Third Course (Grade 9)	2003
English-language arts	Holt Literature and Language Arts Fourth Course (Grade 10)	2003
English-language arts	Holt Literature and Language Arts Fifth Course (Grade 11)	2003
English-language arts	Holt Literature and Language Arts Sixth Course (Grade 12)	2003
English-language arts	Exploring Literature (Grades 9-12)	2007
English-language arts	World Literature (Grades 9-12)	2007
English-language arts	American Literature (Grades 9-12)	2007
English-language arts	British Literature (Grades 9-12)	2007
English-language arts	Basic English Grammar (Grades 9-12)	2003
English-language arts	Basic English Composition (Grades 9-12)	2003
English-language arts	English to Use (Grades 9-12)	2003
English-language arts	Vocabulary for Achievement 1st-6th Course (Grades 9-12)	2003
Mathematics	McGraw-Hill My Math (K-5)	2015
Mathematics	Great Minds Eureka Math 2015 and Eureka Math 2017 (6-8)	2015
Mathematics	Pearson Algebra 1 2012; AGS Algebra 2 (Grade 9)	2004
Mathematics	Pearson Geometry 2012; AGS Geometry (Grade 10)	2004
Mathematics	Pearson Algebra 2 2012; AGS Algebra 2 (Grade 11)	2004
Mathematics	Duxbury Intro to Statistics (Grade 12)	2005
Mathematics	Pre-Algebra (Grades 9-12)	2004
Mathematics	Life Skills Math (Grades 9-12)	2003
Mathematics	Basic Math Skills (Grades 9-12)	2003
Science	Harcourt Science California Edition (K-5)	2000
Science	Holt California Earth Science (Grade 6)	2007
Science	Holt California Life Science (Grade 7)	2007





Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Science	Holt California Physical Science (Grade 8)	2007
Science	Glencoe Earth Science (Grade 9)	2002
Science	Glencoe Biology, Miller and Levine Biology (Grade 10)	2007,2020
Science	Holt Environmental Science (Grade 11)	2008
Science	Prentice Hall Chemistry (Grade 12)	2007
Science	AGS Science: Physical Science (Grades 9-12)	2004
Science	Biology (Grades 9-12)	2006
Science	Interstate Publishing Intro to Landscaping (Grades 9-12)	2006
History/social science	Houghton Mifflin History-Social Science California Studies	2007
History/social science	Studies Weekly (K-5)	2020
History/social science	CA World History myWorld Interactive Ancient Civilizations Savvas (Grade 6)	2019
History/social science	myWorld Interactive Ancient Civilizations Savvas (Grade 6)	2019
History/social science	CA World History; myWorld Interactive Medieval and Early Modern Times Savvas (Grade 7)	2019
History/social science	CA World History; myWorld Interactive Growth and Conflict Savvas (Grade 8),	2019
History/social science	Glencoe World Geography (Grade 9)	2003
History/social science	Glencoe World History: Modern Times (Grade 11)	2006
History/social science	AGS U.S. History (Grade 11)	2005
History/social science	Glencoe United States Government: Democracy in Action (Grade 12)	2010
History/social science	AGS U.S. Government (Grade 12)	2005
History/social science	Glencoe Economics Today and Tomorrow (Grade 12)	2008
History/social science	AGS Economics (Grade 12)	2005
Health	Advantage Press Academic Learning (Grade 8)	2008
Health	Pearson Health (Grade 9)	2017



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.

Quality of Textbooks

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

Quality of Textbooks		2020-21 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		2020-21 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	4/29/2020	
Date of the most recent completion of the inspection form	4/29/2020	

Types of Services Funded

In addition to general state funding, Denver 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

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.



"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."



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	DCA		
	20-21	18-19	19-20	20-21
Teachers				
With a full credential	79	19	19	18
Without a full credential	5	2	0	0
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		
	DCA		
	18-19	19-20	20-21
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



"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."

Professional Development

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
	Number of school days dedicated to staff development and continuous improvement	3	3



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	240:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.40
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

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$13,531
Expenditures per pupil from restricted sources	\$1,761
Expenditures per pupil from unrestricted sources	\$11,769
Annual average teacher salary	\$74,496



Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2018-19 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	2018-19 Fiscal Year	
	Denair USD	Similar Sized District
Beginning teacher salary	\$41,177	\$44,318
Midrange teacher salary	\$58,707	\$67,053
Highest teacher salary	\$81,140	\$90,163
Average elementary school principal salary	\$88,042	\$106,389
Average middle school principal salary	\$88,042	\$113,976
Average high school principal salary	\$88,042	\$114,214
Superintendent salary	\$147,252	\$141,066
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

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

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
DCA	\$11,769	\$74,496
Denair USD	\$10,046	\$59,965
California	\$7,750	\$68,990
School and district: percentage difference	+17.2%	+24.2%
School and California: percentage difference	+51.9%	+8.0%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2020.