

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Denair High School

Grades 9-12  
CDS Code 50-71068-5031521

Kara Backman  
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Para español, visita [denairusd.org](http://denairusd.org).



## Denair Unified School District

3460 Lester Road Denair, CA 95316 ▪ [denairusd.org](http://denairusd.org)

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.

### 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.

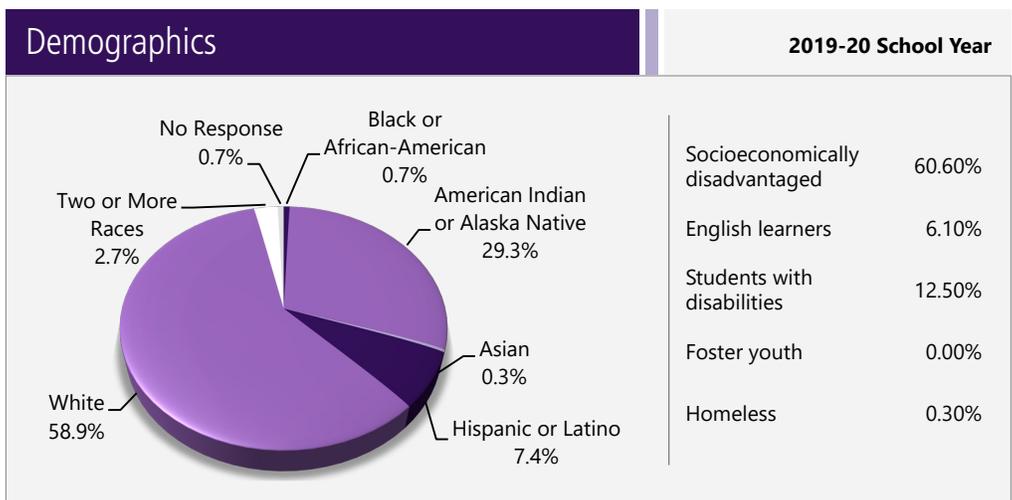
### School Safety

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 February 2021.

### Enrollment by Student Group

The total enrollment at the school was 297 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



### 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.



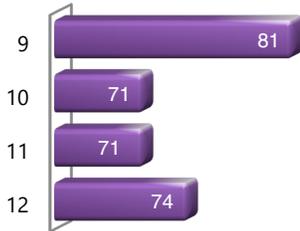
### Governing Board

- 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



## Professional Development

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

| Year    | Number of Days |
|---------|----------------|
| 2018-19 | 3              |
| 2019-20 | 3              |
| 2020-21 | 3              |

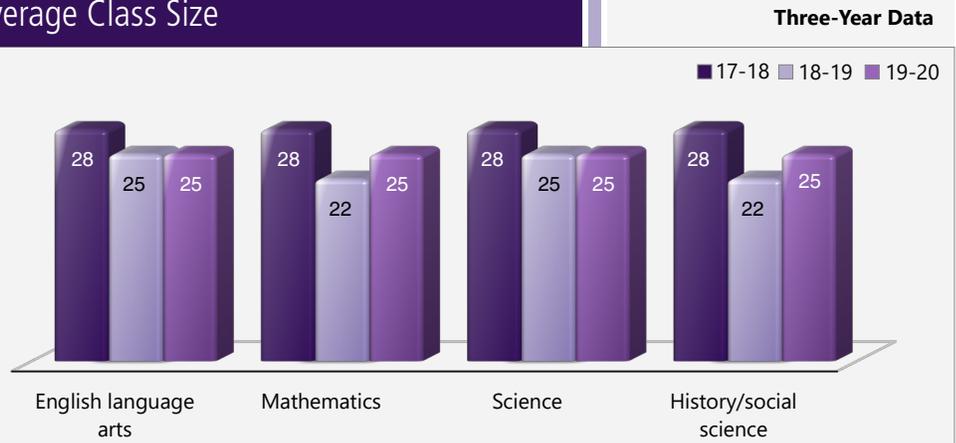
## California School Dashboard

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

## Class Size Distribution

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

### Average Class Size



### Number of Classrooms by Size

| Subject                | Three-Year Data    |       |     |         |       |     |         |       |     |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
|                        | 2017-18            |       |     | 2018-19 |       |     | 2019-20 |       |     |
|                        | Number of Students |       |     |         |       |     |         |       |     |
|                        | 1-22               | 23-32 | 33+ | 1-22    | 23-32 | 33+ | 1-22    | 21-32 | 33+ |
| English language arts  |                    | 12    |     | 3       | 8     |     | 2       | 8     | 2   |
| Mathematics            | 2                  | 9     |     | 4       | 6     |     | 3       | 5     |     |
| Science                | 3                  | 6     |     | 5       | 4     |     | 2       | 7     |     |
| History/social science | 3                  | 6     |     | 5       | 5     |     | 2       | 7     |     |

## 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 |       |            |       |            |       |
|------------------|-----------------|-------|------------|-------|------------|-------|
|                  | Denair HS       |       | Denair USD |       | California |       |
|                  | 17-18           | 18-19 | 17-18      | 18-19 | 17-18      | 18-19 |
| Suspension rates | 24.9%           | 20.3% | 8.4%       | 8.8%  | 3.5%       | 3.5%  |
| Expulsion rates  | 0.0%            | 1.7%  | 0.0%       | 0.5%  | 0.1%       | 0.1%  |
|                  | Denair HS       |       | Denair USD |       | California |       |
|                  | 19-20           |       | 19-20      |       | 19-20      |       |
| Suspension rates | 9.5%            |       | 3.3%       |       | *          |       |
| Expulsion rates  | 0.0%            |       | 0.0%       |       | *          |       |

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



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

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

| Percentage of Students Meeting or Exceeding State Standards |           |       |            |       | Two-Year Data |       |
|---|-----------|-------|------------|-------|---------------|-------|
| Subject   | Denair HS |       | Denair USD |       | California    |       |
|   | 18-19     | 19-20 | 18-19      | 19-20 | 18-19         | 19-20 |
| Science   | 28%       | ◇     | 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   | Denair HS |       | Denair USD |       | California    |       |
|   | 18-19     | 19-20 | 18-19      | 19-20 | 18-19         | 19-20 |
| English language arts/literacy                              | 49%       | ◇     | 27%        | ◇     | 51%           | ◇     |
| Mathematics   | 19%       | ◇     | 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](http://www.cde.ca.gov/ta/tg/pf).

| California Physical Fitness Test                 |  | 2019-20 School Year |
|--|--|---------------------|
| Percentage of Students Meeting Fitness Standards |  | Denair HS           |
|  |  | 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](http://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.

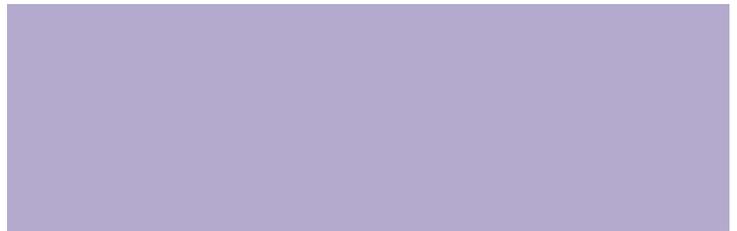
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (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 (grade 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  | ◇                | ◇             | ◇                 | ◇                     | ◇                          |

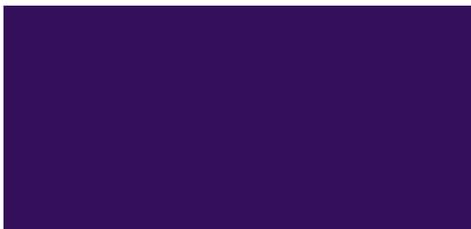
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



## CAASPP Results by Student Group: Mathematics (grade 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

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:

#### 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.

### 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   |  | 2018-19 and 2019-20 School Years |
|--|--|----------------------------------|
|  |  | Denair HS                        |
| Percentage of students enrolled in courses required for UC/CSU admission in 2019-20        |  | 94.28%                           |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19 |  | 43.10%                           |

### 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  |     |
| 2019-20 Participation  |     |
| Number of pupils participating in a CTE program  | 199 |
| Percentage of pupils who completed a CTE program and earned a high school diploma  | 8%  |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | 18% |

### Advanced Placement Courses

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

| Advanced Placement Courses                            |        |
|---|--------|
| 2019-20 School Year                                   |        |
| Percentage of total enrollment enrolled in AP courses | 15.20% |
| Number of AP courses offered at the school            | 8      |
| Number of AP Courses by Subject                       |        |
| Computer science                                      | 0      |
| English   | 1      |
| Fine and performing arts                              | 1      |
| Foreign language                                      | 0      |
| Mathematics   | 1      |
| Science   | 3      |
| Social science  | 2      |

## 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    |



## 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% |

## Textbooks and Instructional Materials

enair 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                      | My Perspectives California English Language Arts Grades (9-10)   | 2017                |
| English-language arts                      | My Perspectives California American Literature Grade (11)  | 2017                |
| English-language arts                      | My Perspectives California British and World Literature Grade (12)   | 2017                |
| English-language arts                      | Meyer The Compact Bedford Introduction to Literature 7th Edition (Grade 12)                                | 2006                |
| English-language arts                      | Writing America AP Edition (Grade 12)  | 2014                |
| Mathematics                                | Pearson Integrated HS Mathematics Mathematics I – III Volume 1 & 2 Common Core (Grades 9-11)               | 2014                |
| Mathematics                                | On Ramp to Algebra (Grade 9)   | 2013                |
| Mathematics                                | Trigonometry w/ Applications (Grades 12)   | 1990                |
| Mathematics                                | Mathematics in Action (Grades 12)  | 2012                |
| Science                                    | Biology Foundations Reading & Study Guide  | 2019                |
| Science                                    | Miller Levine Biology  | 2019                |
| Science                                    | Pearson 2006 Fundamentals of Anatomy & Physiology (Grade 11)   | 2007                |
| Science                                    | Pearson Prentice Hall Chemistry (Grade 12)   | 2005                |
| History/social science                     | CA World History (Grade 10)  | 2019                |
| History/social science                     | CA US History (Grade 11)   | 2019                |
| History/social science                     | Krugman's AP Macroeconomics 2nd Edition (Grade 12)   | 2015                |
| History/social science                     | CA Magruder's American Government (Grade 12)   | 2019                |
| History/social science                     | CA Economics (Grade 12)  | 2019                |
| History/social science                     | AP Edition Government in America (Grade 12)  | 2018                |
| History/social science                     | AP US Government in America (Grade 12)   | 2018                |
| Foreign language                           | Vista Higher Learning Descubre 1-3 Lengua y Cultura del Mundo Hispanico (9-12)                             | 2017                |
| Foreign language                           | Temas AP Spanish Language & Culture and AP Spanish Language & Culture Exam Prep                            | 2014                |
| Health                                     | Health Pearson and Health Reading & Note Taking Guide (Grade 9)  | 2017                |
| Forensic science                           | Prentice Hall Criminal Justice Today an Introduction, Test for the 21st Century 15th Edition (Grades 9-12) | 2015                |
| Forensic science                           | Pearson California Criminal Law Concepts (Grades 9-12)   | 2018                |



## Textbooks and Instructional Materials, *Continued from page 10*

| Textbooks and Instructional Materials List |   | 2020-21 School Year |
|--|---|---------------------|
| Subject                                    | Textbook  | Adopted             |
| Forensic science                           | Pearson Prentice Hall Forensic Science an Introduction        | 2008                |
| Forensic science                           | Police Field Operations, 8th Edition                          | 2014                |
| Forensic science                           | Cengage Learning (9-12)                                       | 2015                |
| Agriculture mechanics                      | (GW) Goodheart-Willcox Publishing Modern Welding 11th Edition | 2013                |
| AVID                                       | Avid (9-12)   | 2017                |

## 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           |

## 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       |
| <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>  |  | Exemplary           |
| <b>Date of the most recent school site inspection</b>                                |  | 4/28/2020           |
| <b>Date of the most recent completion of the inspection form</b>                     |  | 4/28/2020           |

## Public Internet Access

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

## 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

## 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 groundskeeper 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.



## 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      |
| <b>Pupils to Academic counselors</b>                                 | 290:1      |
| <b>Support Staff</b>   | <b>FTE</b> |
| <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>   | 0.50       |
| <b>Speech/language/hearing specialist</b>                            | 0.50       |
| <b>Resource specialist (nonteaching)</b>                             | 0.50       |

## 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](http://www.ctc.ca.gov).

| Teacher Credential Information  | Three-Year Data |           |       |       |
|---|-----------------|-----------|-------|-------|
|   | Denair USD      | Denair HS |       |       |
| Teachers  | 20-21           | 18-19     | 19-20 | 20-21 |
| <b>With a full credential</b>   | 79              | 15        | 19    | 17    |
| <b>Without a full credential</b>  | 5               | 1         | 2     | 1     |
| <b>Teaching outside subject area of competence (with full credential)</b> | 0               | 1         | 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 HS       |       |       |
| Teachers  | 18-19           | 19-20 | 20-21 |
| <b>Teacher misassignments of English learners</b>   | 1               | 0     | 1     |
| <b>Total teacher misassignments</b>                 | 0               | 0     | 0     |
| <b>Vacant teacher positions</b>                     | 0               | 0     | 0     |

## 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  |
| <b>Denair HS</b>             | 100.00%         | 96.80% | 96.70% | 0.00%        | 3.20%  | 1.70%  |
| <b>Denair USD</b>            | 89.20%          | 79.30% | 77.60% | 6.30%        | 11.50% | 19.10% |
| <b>California</b>            | 82.70%          | 83.00% | 84.50% | 9.10%        | 9.60%  | 9.00%  |



### 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](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  | 2018-19 Fiscal Year |                        |
|--|---------------------|------------------------|
|  | Denair USD          | Similar Sized District |
| <b>Beginning teacher salary</b>                      | \$41,177            | \$44,318               |
| <b>Midrange teacher salary</b>                       | \$58,707            | \$67,053               |
| <b>Highest teacher salary</b>                        | \$81,140            | \$90,163               |
| <b>Average elementary school principal salary</b>    | \$88,042            | \$106,389              |
| <b>Average middle school principal salary</b>        | \$88,042            | \$113,976              |
| <b>Average high school principal salary</b>          | \$88,042            | \$114,214              |
| <b>Superintendent salary</b>                         | \$147,252           | \$141,066              |
| <b>Teacher salaries: percentage of budget</b>        | 27%                 | 29%                    |
| <b>Administrative salaries: percentage of budget</b> | 5%                  | 6%                     |

### 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 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 |
| <b>Denair HS</b>                                    | \$7,668  | \$50,949                      |
| <b>Denair USD</b>                                   | \$10,046   | \$59,965                      |
| <b>California</b>                                   | \$7,750  | \$68,990                      |
| <b>School and district: percentage difference</b>   | -23.7%   | -15.0%                        |
| <b>School and California: percentage difference</b> | -1.1%  | -26.1%                        |

### 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                                     |          |
| <b>Total expenditures per pupil</b>                     | \$9,078  |
| <b>Expenditures per pupil from restricted sources</b>   | \$1,410  |
| <b>Expenditures per pupil from unrestricted sources</b> | \$7,668  |
| <b>Annual average teacher salary</b>                    | \$50,949 |



### 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.

### School Vision Statement

#### 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?

# Denair High School

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.

## School Accountability Report Card

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