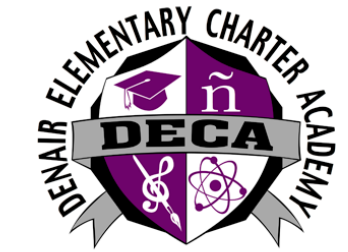
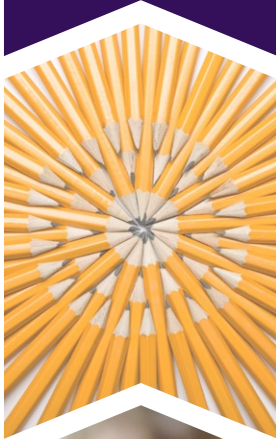
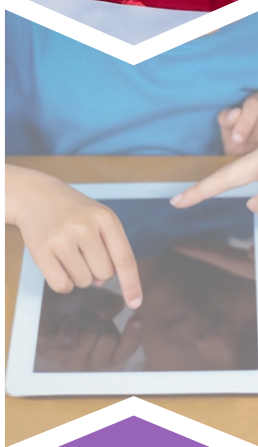


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Denair Elementary Charter Academy

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Denair USD





Superintendent’s Message

The purpose of the School Accountability Report Card 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.

Principal’s Message

All of us at Denair Elementary Charter Academy (DECA) are eager and excited to begin what promises to be the best year ever. This year we will continue to provide academic experiences for our students that are rigorous and relevant and build relationships. Everyone who steps on our DECA campus—teachers, students and parents—are excited to be at DECA. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment.

We will focus on character education incentives (Positive Behavioral Interventions and Supports, or PBIS); common core skills; use of data to inform instruction; No Excuses University (NEU); constant implementation of newly adopted curriculum; and provide exciting, challenging and enriching opportunities of all students.

As we continue to grow our Dual Immersion program at DECA, we will focus on educating our staff and community on Dual Immersion programs. Being that our vision and mission has a multicultural focus, we will create events and opportunity for students to learn about other cultures. Currently, our Dual Immersion program is teaching Spanish using a 90/10 model in kindergarten and first grade. Next year, we will expand our Dual Immersion program by hiring two new dual language teachers for second grade.

We will continue to train newly incorporated staff by having them attend the yearly NEU conference. We will continue to work on the first pillar of the NEU philosophy, which is the Culture of Universal Achievement. It states that “the critical mass of the staff believes that each student is capable of meeting academic standards in reading, writing, and math [and] that the school has the power to make that opportunity a reality.” Successful schools simplify their focus, and our goals this year will be to simplify and fine-tune our instruction and materials, to develop (as a team), a commitment to our families and to create a living plan to reach our goals through explicit behavior instruction and character development.

School Mission Statement

The mission of DECA, Denair Elementary Charter Academy, is to provide students with an engaging, nurturing, equitable learning environment that promotes the development of skills necessary for the 21st century. DECA will provide students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA will facilitate students’ educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community by building upon research-based educational philosophies. Moreover, this charter school shall design its academic core through the instructional blocks called “core” and elective blocks called “electives.” The Common Core State Standards shall consist of English language arts, math, science, social studies and physical education. The elective pathways shall include but are not limited to world and foreign languages, drama, music, art, and dance. In addition, all of the educational experiences will be based on thematically integrating character development, technology, and career and college readiness and awareness.

School Vision Statement

Our vision is to provide a learning environment where students of all socioeconomic levels and ethnic backgrounds embrace education, exhibit compassion and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized seat-time-based instructional support integrating a standards-based academic core with visual and performing arts, world and foreign languages, technology, and character development.

DECA also will recognize that there are two institutions of learning: home and school. In order to bring about true success in teaching and learning, parents and guardians must take an integral role in the promise of this charter school.

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.



District Mission Statement

Offering superior customer service, exemplary instruction, powerful educational programs in exceptional school environments, Denair Unified School District seeks to be the first and best public school choice in Stanislaus County for those seeking a small school setting.

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

Sandie Dirkse
President

Kathi Dunham-Filson
Clerk

Robert Hodges

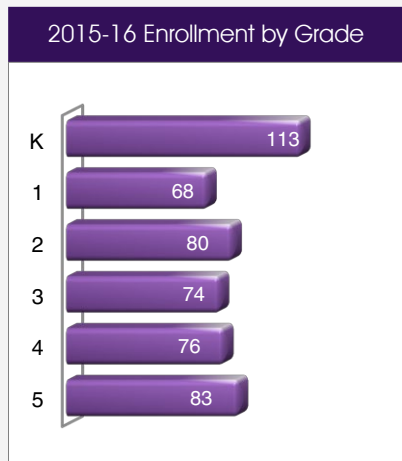
John Plett

Ray Prock Jr.



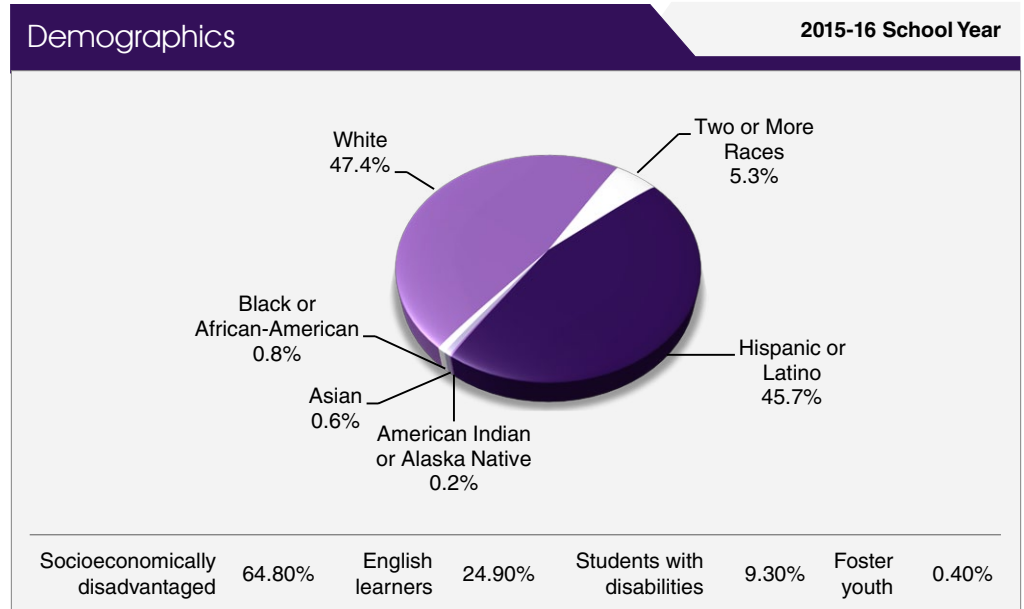
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



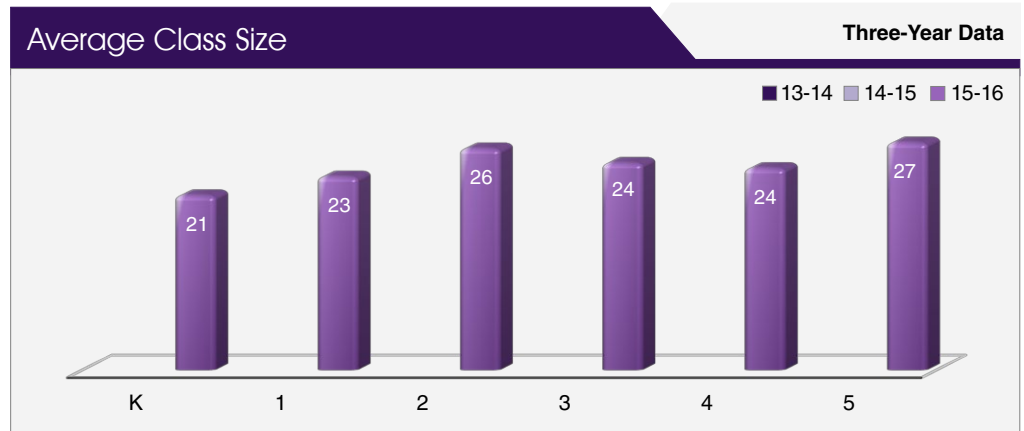
Enrollment by Student Group

The total enrollment at the school was 494 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

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



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.

Suspension and Expulsion Rates			
DECA			
	13-14	14-15	15-16
Suspension rates	×	×	1.5%
Expulsion rates	×	×	0.0%
Denair USD			
	13-14	14-15	15-16
Suspension rates	7.3%	3.8%	5.2%
Expulsion rates	0.4%	0.4%	0.2%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	×	×	×	×	×	×	3	3	
1	×	×	×	×	×	×		3	
2	×	×	×	×	×	×		3	
3	×	×	×	×	×	×		3	
4	×	×	×	×	×	×		3	
5	×	×	×	×	×	×		3	

× Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.



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		
	2014-15	2015-16	2016-17
DECA	✘	2 days	3 days

School Safety

The safety of students and staff is a primary concern at Denair Elementary Charter Academy. The school is always in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. The monitoring of the school grounds before, during and after school is performed by assigned staff. All visitors must sign in at the main office before entering the campus, wear a visitor's badge while on school grounds and sign out upon leaving.

The Comprehensive School Safety Plan was developed by the administration in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the 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 Advisory Committee evaluates and updates the plan as needed. The plan is currently being reviewed and updated. We will be presenting it to the Advisory Committee in December 2016. It includes changes such as a parent waiting area before and after school.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	DECA	Denair USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2011-2012
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement	2	
Percentage of schools currently in Program Improvement	100.00%	

✘ Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.
✧ Not applicable. The school is not in Program Improvement.



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.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	19.3%
Five of six standards	30.1%
Six of six standards	41.0%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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 tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	DECA			Denair USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	×	×	52%	55%	44%	44%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	82	82	100.00%	52.44%
Male	37	37	100.00%	59.46%
Female	45	45	100.00%	46.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	45.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	39	100.00%	53.85%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	57	57	100.00%	49.12%
English learners	11	11	100.00%	54.55%
Students with disabilities	11	11	100.00%	45.45%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	DECA		Denair USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	×	28%	33%	32%	44%	48%
Mathematics	×	23%	20%	17%	33%	36%

× Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.

❖ 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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	76	76	100.00%	26.30%
Male	45	45	100.00%	20.00%
Female	31	31	100.00%	35.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35	35	100.00%	22.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	53	53	100.00%	24.50%
English learners	14	14	100.00%	7.10%
Students with disabilities	11	11	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	76	76	100.00%	29.00%
Male	45	45	100.00%	28.90%
Female	31	31	100.00%	29.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35	35	100.00%	28.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	53	53	100.00%	26.40%
English learners	14	14	100.00%	21.40%
Students with disabilities	11	11	100.00%	9.10%
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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	73	72	98.60%	29.20%
Male	41	41	100.00%	17.10%
Female	32	31	96.90%	45.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33	33	100.00%	18.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	38	97.40%	36.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	46	45	97.80%	17.80%
English learners	13	13	100.00%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	74	73	98.70%	23.30%
Male	41	41	100.00%	24.40%
Female	33	32	97.00%	21.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	17.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	38	97.40%	29.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	47	46	97.90%	13.00%
English learners	13	13	100.00%	0.00%
Students with disabilities	❖	❖	❖	❖
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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	82	82	100.00%	29.30%
Male	37	37	100.00%	27.00%
Female	45	45	100.00%	31.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	22.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	39	100.00%	30.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	57	57	100.00%	24.60%
English learners	11	11	100.00%	0.00%
Students with disabilities	11	11	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	82	82	100.00%	15.90%
Male	37	37	100.00%	21.60%
Female	45	45	100.00%	11.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	8.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	39	100.00%	18.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	57	57	100.00%	12.30%
English learners	11	11	100.00%	0.00%
Students with disabilities	11	11	100.00%	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.



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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	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	
2016-17 School Year	
Data collection date	10/13/2016

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on October 13, 2016, 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		2016-17 School Year
Subject	Textbook	Adopted
English-language development	Hampton-Brown	2002
English-language development	Houghton Mifflin	2002
English-language development	McGraw-Hill	2002
Language arts	Houghton Mifflin	2002
Language arts	Houghton Mifflin	2010
Mathematics	<i>Saxon Math</i> , Houghton Mifflin Harcourt	2009
Science	Harcourt	2000
Social science	Houghton Mifflin	2006

Quality of Textbooks

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

Quality of Textbooks		2016-17 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	

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.





School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			11/15/2016
Date of the most recent completion of the inspection form			11/15/2016

Deficiencies and Repairs

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

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	Gym, Office & Surrounding buildings, B Wing, D Wing: Minor roof leaks during rain storms. Will patch in the winter and reroof bad areas in the summer.	Ongoing

Parental Involvement

Denair Elementary Charter Academy prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons, including Parent Visitation Days for different curricular areas, awards assemblies and other special events. We believe that parents, community members and the staff must work together for the education of all students. We are proud of our parent involvement at DECA.

For more ways to become involved at the school, please contact Kelly Beard, Denair Parent Service Club president, at (209) 632-8887; or Lucy Zamora, school principal, at (209) 632-8887 or lzamora@dusd.k12.ca.us.

School Facilities

The school's facilities were built in 1968 and include 12 classrooms, a library, staff lounge, counseling office, Spanish room, science lab, art room, two student social areas, a dining hall, gymnasium and computer lab.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Two full-time custodians and a groundskeeper ensure that all classrooms and facilities are in adequate condition. Each classroom is swept or vacuumed, and the trash is 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 members ensure 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.

Students are kept safe on school grounds in various ways. Students are always supervised by staff before and after school. During dismissal, students are escorted to our roundabout pickup area. The students who are picked up late are to be signed out in the office.

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0000
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.0000
Career development counselor	0.0000
Library media teacher (librarian)	0.8125
Library media services staff (paraprofessional)	0.0000
Psychologist	0.2500
Social worker	0.0000
Nurse	0.4000
Speech/language/hearing specialist	0.7000
Resource specialist (nonteaching)	0.0000

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	DECA		
	16-17	14-15	15-16	16-17
Teachers				
With a full credential	64	×	24	27
Without a full credential	6	×	2	2
Teaching outside subject area of competence (with full credential)	3	×	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		
	DECA		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	×	0	0
Total teacher misassignments	×	0	0
Vacant teacher positions	×	1	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
DECA	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	◇	◇

× Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data	2014-15 Fiscal Year	
	Denair USD	Similar Sized District
Beginning teacher salary	\$32,461	\$40,430
Midrange teacher salary	\$54,973	\$58,909
Highest teacher salary	\$75,040	\$77,358
Average elementary school principal salary	\$82,442	\$94,634
Average middle school principal salary	\$82,442	\$97,839
Average high school principal salary	\$82,442	\$100,453
Superintendent salary	\$124,200	\$123,728
Teacher salaries: percentage of budget	35%	32%
Administrative salaries: percentage of budget	8%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
DECA	✘	✘
Denair USD	\$6,864	\$60,020
California	\$5,677	\$60,705
School and district: percentage difference	✘	✘
School and California: percentage difference	✘	✘

✘ Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	✘
Expenditures per pupil from restricted sources	✘
Expenditures per pupil from unrestricted sources	✘
Annual average teacher salary	✘

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.





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://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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