



DENAIR UNIFIED SCHOOL DISTRICT DENAIR ELEMENTARY SCHOOL



2005-2006 SCHOOL ACCOUNTABILITY REPORT CARD

Kindergarten through Fifth Grade

Gary L. Jones, Principal

<http://www.dusd.k12.ca.us/>

3460 LESTER ROAD
DENAIR, CA 95316
PHONE (209) 632-8887
FAX (209) 632-8442

2005-06

BOARD OF TRUSTEES

Louisa Allen
Carolyn Brown
Norma Cordova
Denise Hurd
Tim Ellis

ADMINISTRATION

Edward E. Parraz
Superintendent

Judy Sylvester
Director of Business Services

Alex Marshall
Director of Alternative Education

DISTRICT MISSION STATEMENT

The Denair Unified School District, in cooperation and communication with the home and the community, recognizes our children as our future and will provide quality education in a safe environment that renders students competent in basic learning, technical, and social skills and will foster work habits, intrinsic values, and character in students that reflect a life-long love for learning.

Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting state and national objectives. This annual report is based on the best data available at the time of publication.

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, materials and facilities, and staff. Information about Denair Unified School District is also provided.

Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and the community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Denair Schools offer a welcoming, stimulating environment where students are actively involved in learning academics as well as 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

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Denair Elementary School and welcome this opportunity to tell you more about us.

Denair Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students.

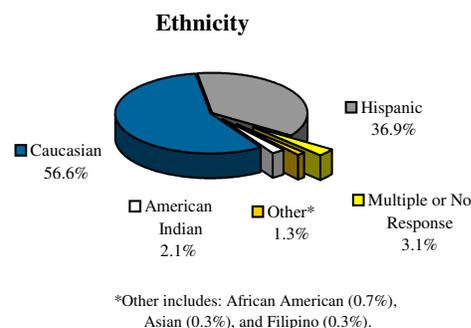
The staff at Denair Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our hard working staff is both skilled and dedicated to the success of the students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunity to develop those talents. We really care about each one of our students.

Denair Elementary School 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 staff must work together for the education of all students. We are proud of our fine tradition at Denair Elementary School.

DISTRICT & SCHOOL PROFILE

The Denair Unified School District educates students in preschool through twelfth grade. There is currently one elementary school, one middle school, one high school, and one charter academy in the district. Denair Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

The school offers students a chance to excel academically and prepare for their future with its facilities, knowledgeable teachers and staff, and all-inclusive curriculum. Denair Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. During the 2005-06 school year 605 students were enrolled at Denair Elementary School, of which 12.0% were students with disabilities, 23.0% were English Learners, and 36.1% were socioeconomically disadvantaged. Student body demographics are illustrated in the chart to the right.



DISCIPLINE & CLIMATE FOR LEARNING

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Denair Elementary School. The code's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth in all students.

Students at Denair Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's Discipline Plan, built on the model "Character Counts," promotes a safe school, warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Students are presented with the "Character Counts" pillars by teachers and staff throughout the year, reminded of them in school announcements and classroom assignments, and recognized at regularly scheduled assemblies for exemplifying the positive character trait pillars.

The goal of Denair Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through Back-to-School Student Orientation and individual student/parent handbooks, which also includes the district's Student Conduct Code. Rules are reinforced throughout the year in classroom postings and at parent conferences.

The Suspensions and Expulsions table below illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Denair ES			DUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	39	77	48	162	126	164
Suspension Rate	7.2%	9.4%	7.9%	12.4%	8.9%	11.2%
Expulsions	0	1	0	9	6	7
Expulsion Rate	0.0%	0.02%	0.0%	0.7%	0.4%	0.5%

EXTRACURRICULAR ACTIVITIES AND STUDENT RECOGNITION

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Parent Service Club
- Back-to-School Night
- Open House
- Safety Patrol
- After-school Art Class
- Migrant Education Program
- Homework Club: Primary & Intermediate
- After-school PLAY
- School Site Council
- After-school Choir
- After-school Music
- The "Green Team"
- Assemblies
- Field Trips

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the year. Activities, honors, and programs include:

- Academic Awards Programs
- Student of the Month
- Perfect Attendance Award
- Coyote Coupons
- Gold & Silver Honor Rolls
- Special Field Trips

HOMWORK

Denair Elementary School believes that homework is a fundamental part of the learning process that helps to reinforce what was learned in class, to develop basic academic and study skills, and to promote student responsibility and self-discipline.

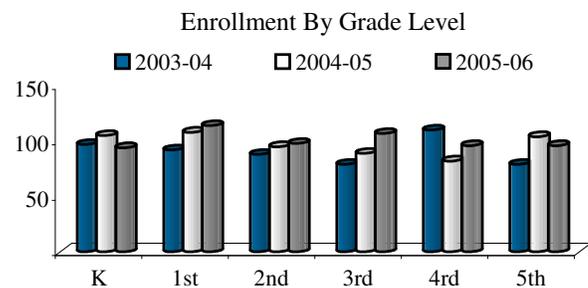
Homework is assigned on a regular basis for all grade levels and major subject areas as deemed appropriate by each teacher. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive homework environment and be responsible for reviewing homework assignments with their child. Agendas are provided for fourth and fifth grade students to enhance homework and organizational skills.

SCHOOL ENROLLMENT & ATTENDANCE

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Denair Elementary School. The school accepts students from neighboring districts, provided space is available and class sizes do not exceed the school's maximum allowable class size.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. During the 2005-06 school year, the actual attendance rate for all grade levels at Denair Elementary School was 96.5%. The following chart illustrates the trend in enrollment for the last three years.



CLASS SIZE

Denair Elementary School maintained a schoolwide average class size of 21.7 students and a pupil-to-teacher ratio of 17.5:1 for the 2005-2006 school year. The pupil-to-teacher ratio varies by grade level. The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution								
	Average			Classrooms Containing:					
	Class Size			1-20		21-32		33+	
	04	05	06	04	05	06	04	05	06
K	19	19	19	5	5	5			
1st	18	20	19	5	5	6			
2nd	18	19	20	5	5	5			
3rd	19	17	18	4	5	6			
4th	31	24	28				4	3	3.5
5th	29	28	26				2	3	3.5

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Denair Elementary School implemented CSR for grades K-3 in 1996. For the 2003-04, 2004-05, and 2005-06 school years, 100% of all K-3 classrooms participated in this program.

SCHOOL FACILITIES & SAFETY

Denair Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1952 and include the cafeteria, library, and 29 classrooms.

Safety of students and staff is a primary concern of Denair Elementary School. 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. Monitoring of 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 comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, procedures for safe entering to, and exiting from school, the sexual harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates and updates the plan as needed. The plan was last reviewed in August 2006 and shared with staff at that time. An updated copy of the plan is available to the public at the school office. The following chart displays the results of the most recent School Facilities and Safety inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions			
Date of Last Inspection: June 30, 2006			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior/exterior)	x		
Interior Surfaces (walls, floors, & ceilings)	x		
Hazardous Materials (interior/exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior/exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside/outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other	x		

CLEANING PROCESS AND SCHEDULE

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 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.

MAINTENANCE AND REPAIR

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Three full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication 100% of Denair Elementary's restrooms were in good working order.

DEFERRED MAINTENANCE BUDGET

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2005-06 school year, the district budgeted \$153,804 for their deferred maintenance program. This represents 2.0% of the district's general fund budget. For the 2005-2006 school year, the district's governing board has approved deferred maintenance projects for the district that include, but are not limited to, wall systems, carpeting, painting, lighting, and plumbing upgrade.

MINIMUM DAYS & INSTRUCTIONAL MINUTES

During the 2005-06 school year, all instructional minutes and days offered at Denair Elementary School either met or exceeded state requirements. For the 2005-06 school year, Denair Elementary School offered 180 days of instruction comprised of ten minimum days and 170 regular days. Minimum days were used for parent conferences, collaboration days, holidays, and the last day of school.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	57,600
4th-5th	54,000	57,600

COMMUNITY INVOLVEMENT

Parents and the community are very supportive of the educational program at Denair Elementary School. Numerous programs and activities are enriched by the generous contributions made by parents, community members, and local businesses.

SCHOOL LEADERSHIP

Leadership at Denair Elementary School is a responsibility shared between the Principal, instructional staff, students, and parents. The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Primary leadership duties have been assumed by Principal, Gary L. Jones. Mr. Jones' previous experience with education includes curriculum development, program planning, state and federal programs, student discipline and staff development.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Committees include the District Leadership Cabinet, the School Administrator Cabinet, the Student Study Team, and the Principal's School Advisory Committee.

CURRICULUM IMPROVEMENT

All curriculum development at Denair Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The School Site Council (SSC) is comprised of parents, teachers, and administrators who address curriculum matters and make recommendations to the Board of Trustees. The writing and implementation of Denair Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

STUDENT ACHIEVEMENT & TESTING

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program at Denair Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program, and are directly tied to the State's content standards.

CALIFORNIA STANDARDS TEST

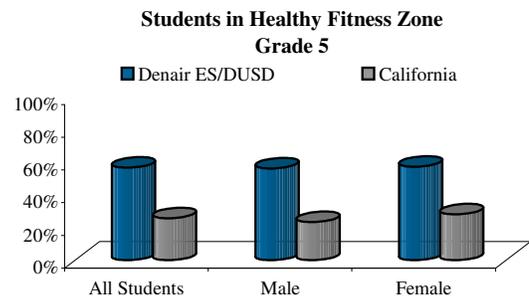
The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5), for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			5			2		3		4		5		5						
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06			
All Students																											
Denair ES	32	37	41	28	32	27	55	53	47	53	53	45	42	46	60	41	39	47	45	36	44	34	37	48	18	32	36
DUSD	31	37	40	27	30	27	54	53	48	50	49	43	41	46	57	41	38	47	43	35	44	32	35	46	17	29	34
California	36	42	47	30	31	37	40	47	49	40	43	43	51	56	59	48	54	58	45	50	54	38	44	48	24	28	32
Females																											
Denair ES	37	45	47	37	32	30	65	56	55	52	61	43	41	40	58	37	37	46	51	39	55	29	37	49	12	35	24
DUSD	37	44	46	37	31	29	63	54	55	52	57	40	41	39	56	37	36	46	49	36	54	29	35	46	12	32	22
California	39	45	51	33	35	39	43	52	54	44	46	47	50	55	58	47	54	56	45	51	55	38	45	48	22	26	30
Males																											
Denair ES	28	30	36	20	32	25	44	51	41	53	43	45	44	50	61	44	41	49	38	35	35	40	37	47	25	28	44
DUSD	27	32	36	19	29	25	43	52	42	47	39	46	42	52	58	43	40	48	37	35	35	35	34	47	22	26	44
California	32	39	43	28	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	43	48	26	32	34
Socioeconomically Disadvantaged (SED)																											
Denair ES	19	20	20	17	25	7	48	30	40	36	40	19	24	45	51	25	28	40	35	21	28	23	28	22	13	23	16
DUSD	19	19	20	17	25	7	48	30	41	36	39	21	24	47	51	25	27	40	35	23	28	23	27	24	13	23	18
California	22	28	33	17	17	22	25	32	35	24	28	28	40	45	48	36	44	46	32	38	42	25	32	35	11	14	18
Migrant Education																											
Denair ES	17	23	*	0	*	7	29	23	*	33	47	*	25	38	*	15	*	36	29	23	*	8	47	*	0	13	*
DUSD	16	23	0	0	*	7	28	23	0	33	47	0	25	38	0	16	*	36	29	23	0	8	47	0	0	14	0
California	13	16	21	10	10	13	16	20	25	16	17	20	33	37	41	28	35	39	25	32	37	18	25	29	6	7	11
Caucasian																											
Denair ES	39	46	56	42	35	38	62	62	55	64	59	54	47	46	67	52	43	50	54	40	56	45	41	52	25	38	48
DUSD	38	46	55	42	33	36	62	62	55	59	55	53	46	47	64	52	40	50	53	38	56	42	38	51	23	35	46
California	53	61	65	48	51	55	59	68	69	60	63	63	67	73	74	64	70	73	61	65	68	51	58	64	42	49	52
Hispanic																											
Denair ES	23	19	16	4	27	12	40	38	37	32	36	29	35	41	45	19	33	40	29	28	26	14	28	43	7	19	14
DUSD	22	18	16	4	26	11	39	37	37	31	34	28	34	40	44	19	35	38	28	27	26	13	26	42	7	17	14
California	22	28	33	17	17	22	25	32	35	25	27	29	39	44	47	36	43	46	33	38	43	25	33	36	11	14	18

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

PHYSICAL FITNESS

In the spring of each year, Denair Elementary School is required by the state to administer a Physical Fitness Test to all students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit, or in the 'Healthy Fitness Zone' (HFZ). The chart at right reflects the percentage of fifth grade students at Denair Elementary School/Denair Unified School District in the HFZ, compared to state results for the same grade level in 2005-06.



CALIFORNIA ACHIEVEMENT TEST SURVEY (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test																								
% At or Above 50th Percentile																								
	Reading												Math											
	2			3			4			5			2			3			4			5		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Denair ES	42			51	40	45	50			56			63			63	65	53	57			61		
DUSD	40			51	38	45	49			54			61			62	62	53	55			57		
California	47			35	36	37	36			41			59			54	55	56	49			50		
Subgroups																								
Females	43			57	46	44	60			55			57			63	54	52	65			62		
Males	40			47	34	45	40			58			70			62	75	55	48			60		
Socioeconomically Disadvantaged	35			40	31	27	31			41			56			37	47	44	46			44		
Migrant Education	33			15	*	21	19			17			58			15	*	50	38			33		
Caucasian	47			65	49	60	68			68			73			75	73	62	65			77		
Hispanic	39			24	24	26	17			36			55			32	55	35	43			32		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

NO CHILD LEFT BEHIND

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes; providing technical assistance and coaching for staff; additional tutoring and interventions for students; and transporting students requesting transfers to other schools within the district. Denair Elementary School did not qualify for program improvement in the 2005-06 school year.

API School Results				
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	6	6	6	
Similar Schools Rank	6	6	5	
All Students				
Actual API Growth	17	13	-11	752
Hispanic				
Actual API Growth	-6	47	-37	683
Caucasian				
Actual API Growth	29	-7	11	770
Socioeconomically Disadvantaged				
Actual API Growth	-9	28	-36	679
English Learners				
Actual API Growth	--	--	-31	685

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Federal Intervention Programs

Program Improvement (PI)	Denair ES	DUSD
	Program Improvement Status	Not in PI
First Year of PI	--	--
Year in PI	--	--
Number of Schools Currently in PI	--	1
Percent of Schools Identified for PI	--	16.7%

A "Yes" in the chart below means the school or district was at or above the 2006 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. Denair Elementary School met all of the 2006 AYP criteria.

Adequate Yearly Progress (AYP)					
Denair ES			DUSD		
Made AYP Overall	Yes			No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	
Participation Rate	Yes	Yes	No	No	
Percent Proficient	Yes	Yes	Yes	Yes	
API	Yes			Yes	
Graduation Rate	N/A			Yes	



TEXTBOOKS & INSTRUCTIONAL MATERIALS

Denair Unified School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. The State of California. 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. The chart at right illustrates the textbooks currently in use at Denair Elementary School as of November, 2006.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton-Mifflin	K-5	2002	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Saxon Math	K-5	2001		0%
Social Science	Houghton-Mifflin	K-5	2006		0%
Science	Harcourt	K-5	2000		0%

LIBRARY & COMPUTERS

The school's library, staffed by a full-time librarian, is stocked with approximately 10,000 books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Students visit the library based on a schedule determined by the librarian. The library is also open to students during lunch and recess. Teachers are encouraged to take advantage of the many instructional materials available in the library.

Each classroom contains an average of three computers; the school also has three mobile computer labs each containing 16 computers. Computer resources within the library, classrooms, and mobile computer labs are connected to the Internet so students are able to access resources and information online. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students are trained on computer programs that develop critical thinking skills, technological skills, mathematical proficiency, reading skills, and phonics proficiency.



Computer Resources

	2003-04	2004-05	2005-06
Computers	150	148	173
Students per computer	3.6	3.9	3.5
Classrooms connected to Internet	26	27	32



SUBSTITUTE TEACHERS

The District requires all substitutes to have a Bachelor's degree and pass the California Basic Education Skills Test (CBEST), or have an emergency credential approved by the state. The district rarely experiences difficulty finding substitute teachers to fill its needs. On occasions when a substitute teacher is not available, teachers on their preparation period, credentialed staff, or administrators are reassigned to fill the vacancy. In an effort to keep the influx of substitute teachers steadily active, the district recruits student teachers.

TEACHER ASSIGNMENT

Denair Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Denair Elementary School had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	Denair ES			DUSD
	03-04	04-05	05-06	05-06
Fully Credentialed	28	33	35	74
Without Full Credential*	2	2	2	6
Teaching Outside Subject Area	0	0	0	0

*Data reflects university interns as reported by the CDE DataQuest reporting source <http://data1.cde.ca.gov/dataquest/>.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Courses in Core Academic Subjects	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
Denair ES	100%	0%
All District Schools	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	0%

TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria includes Engaging and Supporting All Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; and Developing as a Professional Educator.

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school sites offered one staff buy back day where teachers were offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

For the three previous school years, individual school sites offered an average of three collaborative staff development days. In addition, staff members are encouraged to attend workshops and conferences. During the 2005-06 school year, site-based training topics included integrating rigorous writing components into curriculum, Houghton Mifflin reading program implementation, science instruction, and meeting State standards.

COUNSELING & OTHER SUPPORT SERVICES

It is the goal of Denair Elementary School to assist students in their social, personal development, and academic development. This includes students with special needs, who also receive additional instruction, adjusted time allocations, and differential grading as appropriate. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The district structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. When further assistance is needed, the following staff are available:

	Number of Staff	Full Time Equivalent
Counselor	1	0.25
Psychologist	1	0.2
Nurse	1	0.4
Title I Instructional Aides	4	4.0
Speech Pathologist	1	0.5
Speech Aide	1	0.5
Adaptive PE Specialist	1	*

* Services are provided by the District on an as needed basis.

Denair Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students who have been recognized by their teachers as capable of high levels of achievement. GATE students in grades four and five at Denair Elementary School receive instruction in a self-contained, combination classroom.

For students whose primary language is not English, and who have limited English proficiency, Denair Elementary School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). Those students identified as EL are assigned to appropriately credentialed teachers and provided small group instruction in the classroom.

Denair Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students may participate in reading recovery and small group instruction, or receive additional support from a Title I instructional aide. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.



SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having less than 1,500 average daily attendance throughout the state. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state. The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	DUSD	California
Beginning Teachers	\$37,734	\$33,023
Mid-Range Teachers	\$56,578	\$49,273
Highest Teachers	\$69,829	\$64,426
Elementary Principals	\$76,000	\$77,267
Middle School Principals	\$77,000	\$80,130
High School Principals	\$79,000	\$82,721
Superintendent	\$99,000	\$99,982
Salaries as a Percentage of Total Budget		
Teachers Salaries	42.0%	36.1%
Administrative Salaries	6.4%	6.5%

Average Teacher Salaries

School & District	Denair ES	\$55,066
	DUSD	\$59,791
	Percentage of Variation: 8.0%	
School & State	Denair ES	\$55,066
	All Unified School Districts	\$51,006
	Percentage of Variation: 7.1%	



EXPENDITURES & SERVICES FUNDED

Denair Unified School District spent an average of \$6,945 to educate each student (based on 2004-05 audited financial statements). The table at right provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Vocational and Applied Technology Education Act
- Federal, Interagency Contracts
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Class Size Reduction
- Peer Assistance and Review

Expenditures per Pupil

Denair ES	Total	\$4,924
	From Restricted Sources	\$1,094
	From Unrestricted Sources	\$3,830
DUSD	From Unrestricted Sources	\$4,700
	Percentage of Variation Between Denair ES & DUSD: 18.5%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation Between Denair ES & California: 19.2%	



CONTACT INFORMATION

Parents who wish to participate in Denair Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the Principal, Gary L. Jones at (209) 632-8887.