



DENAIR UNIFIED SCHOOL DISTRICT DENAIR HIGH SCHOOL



Ninth through Twelfth Grade
Gerald Savelson, Principal
2007-2008 SCHOOL ACCOUNTABILITY REPORT CARD

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2007-08

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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 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 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 the Denair Schools offer a welcoming and 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

This report is intended to provide parents and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will read and consider the information provided. We encourage all community members to visit and become familiar with our unique, small school and to ask any questions you may have about this report.

Denair High School has a long-standing tradition of excellence. We will continue to explore new educational ideas and trends to improve our effectiveness.

We have made significant improvements this year but much remains to be accomplished. We will continue to strive for an academic program that is without comparison in our county and beyond. This means expanding program activities before, during, and after-school and continuing our reputation as a full-service community school.

DISTRICT & SCHOOL PROFILE

Denair Unified School District educates students in pre-school through twelfth grade. There is currently one elementary school, one middle school, one high school, one charter academy, and two community day schools 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.

Denair High School, the only comprehensive high school in the district, opened its doors in 1968 to grades nine through twelve. The school offers students a chance to excel academically and prepare for their future with its state-of-the-art facilities, knowledgeable teachers and staff, and all-inclusive curriculum. Denair High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. At the beginning of the 2007-08 school year, 373 students were enrolled at Denair High School. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.8%
American Indian	1.1%
Asian	0.5%
Caucasian	59.8%
Filipino	1.1%
Hispanic or Latino	36.7%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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 High 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. Assertive discipline and conflict resolution tools are utilized to further develop personal growth in all students.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks, and are reminded of these policies in classroom postings and during parent conferences.

The Suspensions and Expulsions table 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						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	68	35	45	164	120	100
Suspension Rate	18.3%	9.4%	12.1%	11.2%	7.9%	6.2%
Expulsions	7	12	5	7	17	6
Expulsion Rate	1.9%	3.2%	1.3%	0.5%	1.1%	0.4%

EXTRACURRICULAR ACTIVITIES

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

- Academic Block D
- Academic Decathlon
- Mock Trial
- Yearbook
- Audio Club
- California Scholastic Federation
- Christians In Action
- "The Paw Print" Newspaper
- Multicultural Club
- FFA
- Students Against Destructive Decisions (SADD)
- Renaissance
- Drama Club
- Sober Grad
- Key Club
- Occupational Olympics
- Peer Tutoring Program
- Cheerleading/Pep Squad
- Volunteer Tutorial Program
- Executive Student Council
- Paintball Club

The school's participation in California Interscholastic Federation competitive sports promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Denair High School offers students the opportunity to participate in Baseball, Basketball, Football, Soccer, Softball, Track, Volleyball, and Wrestling.

ACHIEVING ACADEMIC SUCCESS

Denair High School offers Advancement Via Individual Determination (AVID). This program supports highly capable yet under-performing students. Students in the AVID program are encouraged to complete college-preparatory classes and may receive extra support in order to make enrollment in college a goal. Denair High School also recognizes students who perform at high levels with its "Academic Block D" program, for students who maintain a certain grade point average and do not receive any "D's" or "F's." These students are awarded patches to be worn on their school jackets.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include Academic Award Night Recognitions, Athletic Awards Program, and FFA Award Night Recognition.

CONTACT INFORMATION

Parents who wish to participate in Denair High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Jerry Savelson at (209) 632-9911.

SCHOOL ENROLLMENT

Denair High School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. The chart shows the trend in enrollment for the past three years at Denair High School.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	94	103	99
10th	101	94	98
11th	88	91	93
12th	89	86	83

DROPOUT & GRADUATION RATES

Intervention programs that promote attendance and reduce dropout rates include Parent Conferences, Support Groups/Counseling, Peer Helping Program, Resource Officers, Saturday School, County Programs, and Counselors for At Risk Students. The chart reflects the graduation and dropout rates for the most recent three year period for which data is available.

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	0.51%	0.81%	1.34%
Graduation Rate	100.00%	98.90%	96.60%

CLASS SIZE

Denair High School maintained a schoolwide average class size of 20.7 students and a pupil-to-teacher ratio of 17.3:1 for the 2007-08 school year. The following chart illustrates average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	18	20	19	20	16	17	4	6	5	-	-	1
Mathematics	23	23	25	6	7	6	10	8	8	-	1	2
Science	23	21	20	5	6	5	4	3	4	-	-	-
Social Science	23	22	22	4	7	6	8	6	6	1	-	1

CURRICULUM DEVELOPMENT

All curriculum development at Denair High 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 High 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.

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Denair Unified School District held a Public Hearing on August 14, 2008, and determined that each school within the district had 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.

Denair High School follows the district's textbook adoption process and integrates appropriate textbooks when necessary, but the school also provides additional alternative materials to students to meet the needs of the home schooling process. The most recent textbooks as of October 2008 are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English Language Development	Scott Foresman	2004	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2004	Yes	0.0%
9th-12th	Health	Prentice Hall	2004	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2003	Yes	0.0%
9th-12th	Language Arts	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2004	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2004	Yes	0.0%
10th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
10th-12th	Science	Prentice Hall	2005	Yes	0.0%
11th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science	Glencoe/McGraw Hill	2002	Yes	0.0%
10th-11th	Social Science/History	Prentice Hall	2007	Yes	0.0%
12th	Social Science/History	Prentice Hall	2006	Yes	0.0%

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

LIBRARY INFORMATION

The school's library is stocked with more than 3,500 books that are available for students to check out. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library, classrooms and computer lab are connected to the Internet so students are able to access resources and information online.

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

In addition to the computers at the school, students have access to the computers at the Denair Branch of the Stanislaus County Library. For library hours and other information please call (209) 634-1283.

COMPUTER RESOURCES

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the classroom as well as in the computer labs. The school has three computer labs for student use. Students are trained on computer software programs that develop critical thinking skills, technological skills, mathematical proficiency, U.S. History (History Alive), science, Web-design, and general workability skills. Denair High School is a digital high school where students can make-up work, review class lessons, and interact with staff members via the Internet.

Computer Resources			
	05-06	06-07	07-08
Computers	112	156	158
Students per computer	3.3	2.4	2.4
Classrooms connected to Internet	24	28	28

COUNSELING & SUPPORT STAFF

It is the goal of Denair High School to ensure that all students are provided the support they need in order to experience success in their academic career, and puts an emphasis on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

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. Three full-time staff members districtwide with Pupil Personnel Credentials are available to provide counseling and other pupil support services. The table below indicates the counseling and support services staff available to all students at Denair High School. The counselor to pupil ratio is 1:187.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	1.0
Counselor	2	1.5
Health Aide	1	0.5
Librarian	1	1.0
Nurse	1	0.5
Occupational Therapist	1	As Needed
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Para-Professional	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Technology Aide	1	0.2

Denair High School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students who have been recognized by their teachers as capable of high levels of achievement. At Denair High School, Advanced Placement and Honors courses are available to GATE students.

For students whose primary language is not English and who have limited English proficiency, Denair High School offers programs to prepare them to meet the state's academic content and performance standards.

Those students identified as English Learners (EL) are assigned to appropriately credentialed teachers and provided specialized instruction. The school's bilingual aide is also available to assist EL students.

Denair High School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a variety of options.

A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a resource specialist, placement in a Special Day Class, and/or additional assistance from the school's special education aides.

The school provides migrant education services to identified student who are children of farm laborers or have other types of traveling jobs. The school's migrant education counselor assists these students with any educational, social, or emotional issues they may have.

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 High 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, and Social Science for the most recent three-year period, is shown at right. Summative scores are not available for Math, Science, and ninth grade Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

PHYSICAL FITNESS

In the spring of each year, Denair High School is required by the state to administer a Physical Fitness Test to all students in ninth 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). For the 2007-08 school year, 39.5% of all ninth graders at Denair High School met the standards in all six fitness areas.

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table below displays by student group the percent who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>.

DATA SOURCES

Data within the SARC was provided by Denair Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system maintained by the California Department of Education (CDE) that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																		
School	49	35	48	36	40	36	39	35	35	37	31	37	30	32	40			
District	42	33	44	30	32	29	27	25	27	27	23	29	21	20	25			
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38			
Males																		
School	43	27	39	28	36	27	30	28	31	34	37	49	28	28	43			
District	37	24	38	22	27	20	19	20	22	26	24	36	17	19	27			
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40			
Females																		
School	54	41	56	47	43	44	46	45	39	40	28	27	33	38	37			
District	47	42	48	39	37	36	35	29	32	28	22	22	26	23	22			
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36			
Socioeconomically Disadvantaged																		
School	33	23	30	17	32	21	36	12	30	11	18	28	19	6	34			
District	30	25	26	14	25	19	31	12	22	9	15	27	14	5	25			
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24			
Hispanic or Latino																		
School	33	24	33	14	28	29	32	19	24	7	16	26	25	11	21			
District	29	24	30	10	19	28	21	14	16	8	11	23	16	8	12			
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25			
Caucasian																		
School	57	43	61	44	48	41	42	42	41	49	41	45	32	41	48			
District	48	39	53	36	38	29	31	28	31	33	29	33	24	24	29			
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51			

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

Completion of High School Graduation Requirements

	School	District	State
All Students	93%	97%	*
Socioeconomically Disadvantaged	87%	87%	*
Hispanic or Latino	88%	50%	*
Caucasian	94%	87%	*
English Learners	67%	67%	*
Students with Disabilities	64%	36%	*

* Data was not available at the time of publication.

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).

A "Yes" in the chart at right means the school or district was at or above the 2007 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 High School met all of the 2007 AYP criteria.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	28.57%

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	4	5	
Similar Schools Rank	5	4	4	
All Students				
Actual Growth	-34	21	6	703
Socioeconomically Disadvantaged				
Actual Growth	-86	50	3	646
Hispanic or Latino				
Actual Growth	-73	42	3	649
Caucasian				
Actual Growth	-19	18	12	735

ACADEMIC PERFORMANCE INDEX

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. 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.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table below displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	43.2	38.1	51.1	53.7	47.6	48.6	46.2	45.0	52.9
Mathematics	37.5	32.4	46.8	34.1	28.4	49.9	33.3	27.5	51.3

The adjacent table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53.8	36.6	9.7	66.7	28.0	5.4
Male	55.8	41.9	2.3	60.5	30.2	9.3
Female	52.0	32.0	16.0	72.0	26.0	2.0
Hispanic or Latino	65.8	26.3	7.9	76.3	23.7	0
White	46.0	44.0	10.0	60.0	32.0	8.0
English Learners	77.3	18.2	4.5	77.3	18.2	4.5
Socioeconomically Disadvantaged	64.3	31.0	4.8	81.0	19.0	0

ADVANCED PLACEMENT CLASSES

Denair High School students are encouraged to continue their education past high school. Denair High School offers numerous advanced placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	32
Foreign Language	1	9
Mathematics	1	6
Social Science	1	4
Studio Art	1	2
Totals	6	53
Percent of Students in AP Courses	2.1%	

UC/CSU COURSE COMPLETION

College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school, Modesto Junior College, and Stanislaus State College. Students at Denair High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	59.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	26.2%

* Duplicated Count (one student can be enrolled in several courses).

COLLEGE ENTRANCE REQUIREMENTS

California high school students have two options for attending public universities in the state: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements." All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and the minimum GPA for admission to a CSU is 2.0.

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (4 recommended for UC)
- D: Two years of laboratory science (3 recommended for UC)
- E: Two years of a single language other than English (3 recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

For more information about admissions to UC schools, please visit the website for University of California application information. (www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit the California State University Mentor site (www.csumentor.edu).

COMMUNITY INVOLVEMENT

Parents and the community are very supportive of the educational program at Denair High School. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, Denair Lion's Club, Kiwanis Club, Booster Clubs, English Learner Advisory Council, and School Site Council.

WORKFORCE PREPARATION

Denair High School offers a variety of career-path-related classes, including Law Enforcement, Animal Science, Agricultural Mechanics, and Agri-Business. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. The sophomore counseling program exposes students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

It is the goal of Denair High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

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

To address the needs of all students in career preparation, Denair High School offers counseling and guidance services, professional development, Special Education services, English Language Learner support services and tutoring. The primary representatives for the district's career technical advisory committee are the agriculture teachers at Denair High School. The table lists the career preparation courses offered at Denair High School.

CTE Programs			
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How are the courses evaluated for effectiveness
Law Enforcement	ROP		
Farm Power		Electives	
Vocational Agriculture		A-G Requirements & Elective	Tests, quizzes, presentations, projects, & labs.
Business Education	Denair HS	Electives	
AgriBusiness Academy			
Work Experience		CTE	

CAREER TECHNICAL EDUCATION PARTICIPATION

Denair High School Career Technical Education programs provide a sequence of courses that provide individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in Denair High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	257
What percent of the school's pupils complete a CTE program and earn a high school diploma?	25%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	90%

TEACHER ASSIGNMENT

Denair Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Denair High School had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	18	21	23	83
Without Full Credentials	4	1	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester (for middle and high schools) or for an entire year (for elementary schools). For the 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

HIGHLY QUALIFIED TEACHERS

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 2006-07 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 Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.1%	0.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

STAFF DEVELOPMENT

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school offered seven staff development days in the 2007-08 school year.

SCHOOL FACILITIES & SAFETY

The school's facilities were built in 1968 and include 22 classrooms, a library, a staff lounge, a counseling office, a drama room, two student social areas, a dining hall, a gymnasium, and a computer lab. Denair High School has recently completed construction of a new library, four new computer labs, and a new parking lot.

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. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, 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 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.

CLEANING PROCESS & SCHEDULE

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 grounds keeper ensure that 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.

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 2007-08 school year, the district budgeted \$142,514 for the deferred maintenance program. The list of deferred maintenance projects can be obtained from the school office.

MAINTENANCE & 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. 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 High School's restrooms were in good working order. The following chart displays the results of the most recent facility inspection provided by the district in October 2008.

School Facility Conditions				
Date of Last Inspection: 2/5/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		Some vibration from HVAC units.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Some flooring is in need of replacing; stained, bad seams, gum.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

TEACHER & ADMINISTRATIVE SALARIES

The table below displays average district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website www.cde.ca.gov.

SCHOOL SITE TEACHER SALARIES

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 2006-07 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 illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$61,374
District	\$61,949
Percentage of Variation	0.93%
School & State	
All Unified School Districts	\$54,955
Percentage of Variation	11.68%

Average Salary Information

Teachers - Principal - Superintendent 2006-07

	District	State
Beginning Teachers	\$32,821	\$36,658
Mid-Range Teachers	\$55,584	\$53,646
Highest Teachers	\$75,874	\$69,160
Elementary School Principals	\$90,000	\$85,019
Middle School Principals	\$83,000	\$85,660
High School Principals	\$87,000	\$91,134
Superintendent	\$110,000	\$110,844

Salaries as a Percentage of Total Budget

Teacher Salaries	40.9%	35.2%
Administrative Salaries	6.2%	6.4%

DISTRICT EXPENDITURES & SERVICES FUNDED

Denair Unified School District spent an average of \$7,791 to educate each student (based on 2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,900
From Restricted Sources	\$1,661
From Unrestricted Sources	\$6,239
District	
From Unrestricted Sources	\$5,979
Percentage of Variation between School & District	4.35%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.72%

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