



DENAIR UNIFIED SCHOOL DISTRICT

DENAIR ELEMENTARY SCHOOL

Kindergarten through Fifth Grade

Gary L. Jones, 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 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, 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.

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. At the beginning of the 2007-08 school year, 640 students were enrolled at Denair Elementary School. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.8%
American Indian	0.8%
Asian	1.1%
Caucasian	55.8%
Filipino	0.5%
Hispanic or Latino	39.1%
Pacific Islander	0.0%
Multiple or No Response	2.0%

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 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.

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 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	48	32	19	164	120	100
Suspension Rate	7.9%	5.0%	3.0%	11.2%	7.9%	6.2%
Expulsions	0	1	0	7	17	6
Expulsion Rate	0.0%	0.2%	0.0%	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 Elementary School include:

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

STUDENT RECOGNITION

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

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

HOMEWORK

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. The following chart illustrates the trend in enrollment for the last three years..

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	94	105	93
1st	114	101	105
2nd	98	114	99
3rd	107	104	119
4th	96	107	114
5th	96	104	110

CLASS SIZE

Denair Elementary School maintained a schoolwide average class size of 19.2 students and a pupil-to-teacher ratio of 17.7:1 for the 2007-08 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

	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
By Grade Level												
K	19	21	19	5	3	5	-	2	-	-	-	-
1	19	17	16	6	6	6	-	-	-	-	-	-
2	20	19	18	5	6	5	-	-	-	-	-	-
3	18	17	19	6	6	6	-	-	-	-	-	-
4	28	31	27	-	-	-	4	4	4	-	-	-
5	26	30	27	-	-	-	3	3	4	-	-	-
K-3	-	-	15	-	-	1	-	-	-	-	-	-
4-8	26	27	27	-	-	-	1	1	1	-	-	-
By Subject Area												
English	45	5	11	-	9	4	-	-	-	1	-	1

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.

The table indicates the counseling and support services staff available to all students at Denair Elementary School. The counselor to pupil ratio is 1:640.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Counselor	1	0.25
Nurse	1	0.4
Psychologist	1	0.2
Speech Language Pathologist	2	0.6
Speech/Language Aide	1	0.6
Title I Aides	5	2.5

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.

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.

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 Elementary 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
K-5	ELD	Hampton Brown	2002	Yes	0.0%
K-5	ELD	Houghton Mifflin	2002	Yes	0.0%
K-5	ELD	McGraw-Hill	2002	Yes	0.0%
K-5	Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Mathematics	Saxon Math	2001	Yes	0.0%
K-5	Science	Harcourt	2000	Yes	0.0%
K-5	Social Science	Houghton-Mifflin	2006	Yes	0.0%

LIBRARY INFORMATION

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.

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

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			
	05-06	06-07	07-08
Computers	173	195	170
Students per computer	3.5	3.3	3.8
Classrooms connected to Internet	32	32	38

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 Language Arts, Math, and Science (grade 5), for the most recent three-year period, is shown in the chart.

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								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	41	34	42	27	33	26	47	52	54	45	43	45	60	46	56	47	55	42	44	50	55	48	46	37	36	38	39
District	40	33	42	27	31	26	48	51	53	43	42	43	57	45	54	47	53	41	44	49	55	46	46	37	34	37	38
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	36	26	30	25	27	22	41	50	48	45	32	41	61	45	55	49	59	41	35	46	51	47	42	36	44	39	39
District	36	25	29	25	26	21	42	49	48	46	31	40	58	43	53	48	56	40	35	46	50	47	41	36	44	37	39
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	47	43	52	30	38	32	55	55	60	43	57	49	58	47	55	46	50	43	55	53	62	49	51	39	24	37	39
District	46	42	52	29	38	30	55	54	60	40	57	47	56	47	56	46	50	43	54	51	62	46	51	38	22	37	38
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	20	20	24	7	18	18	40	37	33	19	31	21	51	37	45	40	41	33	28	39	36	22	33	23	16	22	19
District	20	21	24	7	18	18	41	37	33	21	30	21	51	37	46	40	41	34	28	39	35	24	32	23	18	22	19
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
School	16	20	29	12	24	19	37	40	41	29	28	33	45	29	42	40	39	35	26	37	45	43	35	28	14	28	23
District	16	20	29	11	23	19	37	37	41	28	28	33	44	28	42	38	38	35	26	35	44	42	35	28	14	29	23
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	56	43	52	38	39	30	55	58	62	54	53	51	67	61	63	50	66	46	56	55	60	52	52	42	48	43	48
District	55	40	51	36	38	29	55	58	61	53	51	49	64	59	61	50	65	46	56	55	60	51	50	41	46	42	46
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	27	24	*	13	7	20	*	31	7	0	25	*	45	41	*	20	21	20	*	23	13	18	33	*	18	0	*
District	33	24	18	13	7	20	0	31	7	0	23	0	41	42	36	20	20	20	0	23	13	18	33	0	18	0	0
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	20	6	0	6	5	7	14	10	0	0	0	7	52	21	20	38	16	14	5	10	0	7	15	0	0	0	0
District	20	6	0	6	5	7	15	10	0	0	0	7	52	21	20	37	16	15	5	10	0	7	15	0	0	0	0
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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



CALIFORNIA ACHIEVEMENT TEST SURVEY (CAT/6)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

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). In 2007-08, 55.9% of students in grade five at Denair Elementary School met the state's fitness standards.

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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	5	5	
Similar Schools Rank	5	2	1	
All Students				
Actual Growth	-11	4	-11	746
Socioeconomically Disadvantaged				
Actual Growth	-36	14	-31	667
Hispanic or Latino				
Actual Growth	-37	4	-6	689
Caucasian				
Actual Growth	11	7	-13	784
English Learners				
Actual Growth	-31	-1	-23	655

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 Elementary School met all of the 2007 AYP criteria.

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	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2008-09)	Year 1	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	28.57%

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	45	44	35	53	64	47
District	45	44	35	53	63	46
State	37	38	38	55	56	56
Males						
School	45	38	30	55	66	42
Females						
School	44	52	43	52	62	53
Socioeconomically Disadvantaged						
School	27	21	20	44	46	31
Hispanic or Latino						
School	26	32	21	35	49	40
Caucasian						
School	60	53	43	62	75	52
Students with Disabilities						
School	33	29	20	40	43	25
English Learners						
School	19	5	7	34	16	21

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

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)

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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.

STAFF DEVELOPMENT

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school offered 2 staff development days in the 2007-08 school year.

TEACHER ASSIGNMENT

Denair Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Denair Elementary School had 38 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	35	37	38	83
Without Full Credentials	1	0	1	1
Working Outside Subject	0	0	0	0

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 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	95.0%	5.0%
District	99.1%	0.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

CONTACT INFORMATION

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

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. Recent renovations include the addition of a brand new wing with six classrooms.

The safety of students and staff is a primary concern at 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 2008 and shared with staff at that time. 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. Each classroom is swept or vacuumed and the trash emptied. Three full-time custodians ensure that all classrooms and facilities are in adequate condition. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. 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: 2/9/2008				
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 HVAC units older.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Some areas need new floor covering.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)		X		Too small of service to add outlets in rooms.
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			

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 Elementary School'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 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.

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 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from unified 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	\$60,781
District	\$61,949
Percentage of Variation	1.89%
School & State	
All Unified School Districts	\$54,955
Percentage of Variation	10.60%

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.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,792
From Restricted Sources	\$1,182
From Unrestricted Sources	\$4,610
District	
From Unrestricted Sources	\$5,979
Percentage of Variation between School & District	22.90%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	13.02%