Denair Elementary School

GRADES K-5
3460 Lester Road   Denair, CA 95316
Phone: (209) 632-8887   **Fax:** (209) 632-8442
Website: www.dusd.k12.ca.us

Edward E. Parraz
Superintendent
Fawn Oliver
Principal

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 "School 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.

Parental Involvement

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.

For more information on how to become involved, contact Fawn Oliver, Principal, at (209) 632-8887.

"Denair Elementary School
has an ongoing tradition of academic excellence."

Denair Unified School District

3460 Lester Road
Denair, CA 95316
Phone: (209) 632-7514
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www.dusd.k12.ca.us

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.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.
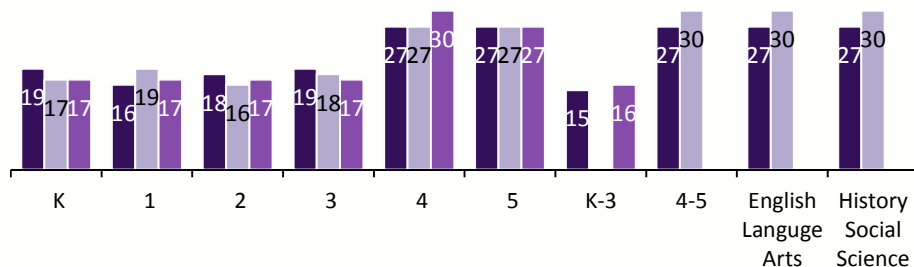
Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	◈
Five of Six Standards	◈
Six of Six Standards	◈
◈ Data not available from the state at the time of publication.	

Class Size

Legend: ■ 07-08 ▢ 08-09 ■ 09-10

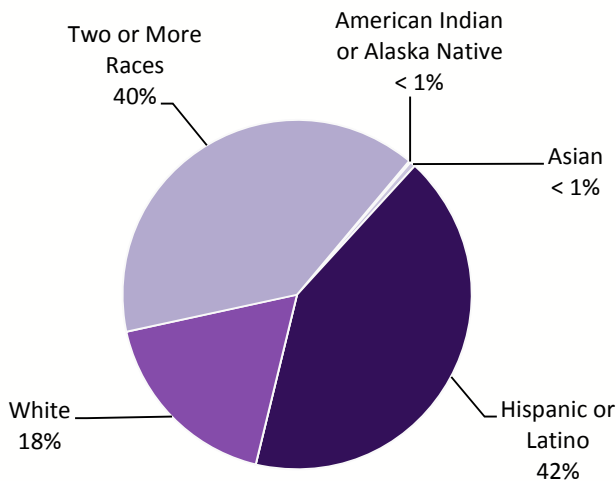The bar graph displays the three-year data for average class size.

	K	1	2	3	4	5	K-3	4-5	English Language Arts	History Social Science
07-08	19	16	18	19	27	27		27	27	27
08-09	17	19	16	18	27	27	15	30	30	30
09-10	17	17	17	17	30	27	16	30		

Class Size Distribution — Number of Classrooms By Size									
	07-08			**08-09**			**09-10**		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			6			5		
1	6			5			6		
2	5			6			5		
3	6			5			5		
4		4			4			3	
5		4			4			4	
K-3	1						1		
4-5		1			1				
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English	4		1	5	2	1			
History-Social Science					2				

Enrollment and Demographics

The total enrollment at the school was 567 students for the 2009-10 school year.

Two or More Races 40%

American Indian or Alaska Native < 1%

Asian < 1%

Hispanic or Latino 42%

White 18%

Textbooks and 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.

All Denair USD schools follow the District's textbook adoption process and integrate appropriate textbooks when necessary, but the schools also provide additional alternative materials to students to meet the needs of the homeschooling process.

State standards have not changed and all texts are currently aligned with the standards. Although not all are current adoptions, we are in compliance with the state due to the state waiver postponing adoptions due to budget cuts.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Development	Hampton Brown	2002
English-Language Development	Houghton Mifflin	2002
English-Language Development	McGraw-Hill	2002
Language Arts	Houghton Mifflin	2002
Mathematics	Saxon Math	2009
Science	Harcourt	2000
Social Science	Houghton Mifflin	2006

Note: This data was most recently collected and verified in August 2010.

Professional Development

Throughout the year, staff members build teaching skills and concepts through participation in conferences, workshops, peer training and individual mentoring, including, but not limited to, Strategic Coaching Network, Beginning Teacher Support (BSTA), English Language Learners, School Leadership, Gate, Use of tech, Special Ed and Administrative Training.

For the previous three school years, we had two days each year dedicated to staff and professional development.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates					
Denair ES			**Denair USD**		
07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspension Rate 0.014	0.010	0.019	0.050	0.045	0.071
Expulsion Rate 0.000	0.000	0.002	0.004	0.002	0.002

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Denair ES	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

"We have made a commitment to provide the best educational program possible for our students."

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form.

School Facilities

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 in the last couple of years include the addition of two wings with six classrooms each.

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.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service so that emergency repairs are given the highest priority. At the time of publication, 100% of Denair Elementary School's restrooms were in good working order.

School staff monitors the safety of all students on school grounds before, during, and after school.

School Facility Items Inspected

Items Inspected	Repair Status		
	Good	**Fair**	**Poor**
Gas Leaks	✓		
Mechanical Systems		✓	
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)		✓	
Hazardous Materials (interior and exterior)	✓		
Structural Damage		✓	
Fire Safety	✓		
Electrical (interior and exterior)		✓	
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds		✓	
Roofs	✓		
Overall Cleanliness	✓		

School Facility Good Repair Status

Overall Summary of Facility Condition				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary			✓	

Note: The most recent school site inspection occurred on March 11, 2010, and the inspection form was most recently completed on March 11, 2010.

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Older units; No budget to replace.
Interior	New paint on interior surfaces 07/2010
Electrical	Electrical upgraded needed, not enough outlets in some classrooms; No budget to replace
Structural	Dry rot replaced 05/2010
External	Dirt added to holes on uneven playing fields 04/2010

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Denair ES			Denair USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	41%	57%	48%	40%	44%	39%	46%	50%	52%
Mathematics	47%	59%	63%	29%	34%	35%	43%	46%	48%
Science	39%	50%	55%	36%	40%	41%	46%	50%	54%

STAR Results by Student Group:
English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2010 Results		
Group	English-Language Arts	Mathematics	Science
All Students in the District	39%	35%	41%
All Students at the School	48%	63%	55%
Male	41%	63%	48%
Female	55%	64%	64%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	35%	55%	46%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	56%	68%	61%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	35%	55%	37%
English Learners	8%	35%	6%
Students with Disabilities	16%	43%	❖
Students Receiving Migrant Education Services	12%	53%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Ranks — Three Year Comparison	2007	2008	2009
Statewide API Rank	5	4	6
Similar Schools API Rank	1	1	3

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

Group	07-08	08-09	09-10
All Students at the School	-11	62	-17
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	-6	56	1
Native Hawaiian or Pacific Islander	■	■	■
White	-13	67	-31
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-31	71	-6
English Learners	-23	■	14
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

Group	2010 Growth API		
	Denair ES	Denair USD	California
All Students at the School	789	710	767
Black or African American	■	■	685
American Indian or Alaska Native	■	■	728
Asian	■	■	889
Filipino	■	■	851
Hispanic of Latino	743	673	715
Native Hawaiian or Pacific Islander	■	■	754
White	849	732	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	736	665	712
English Learners	709	657	691
Students with Disabilities	■	477	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Denair ES	**Denair USD**
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2008-2009	✧
Year in Program Improvement	Year 2	✧
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		33.3%

✧ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

School Safety

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. The monitoring of the school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the main office before entering the campus, wear a visitor's badge while on school grounds, and sign out upon leaving.

The Comprehensive School Safety Plan was developed by the administration in cooperation with local law enforcement in order to comply with SB 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, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safely entering and exiting the 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 2009 and was shared with staff at that time. An updated copy of the plan is available to the public at the school office.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.
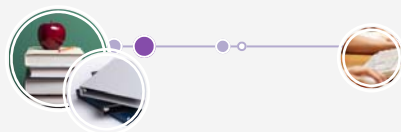
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Denair ES		**Denair USD**	
Met Overall AYP	Yes		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

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

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	0.08
Ratio of Students Per Academic Counselor	567:1
Support Staff	**FTE**
Counselor (Social Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.25
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.0
Other	0.6

Teacher Qualifications

Teacher Credential Information				
	Denair USD	Denair ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	76	38	38	34
Without Full Credential	4	1	0	0
Teaching Outside Subject Area of Competence		0	0	0

District Note: 1 of 3 teachers without a full credential completed CLAD requirements as of 1/21/2010.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Denair ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Denair ES	100%	0%
All Schools in District	97.0%	3.0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

District Note: At Denair Charter Academy, an administrator went back to the classroom and completed a required CLAD clearance. At Denair High School, one of three administrators that went back to the classroom, also completed a required CLAD clearance.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Types of Services Funded

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

- Class Size Reduction
- Gifted & Talented Education*
- Home to School Transportation
- Economic Impact Aid
- School Improvement Program*
- Educational Technology Assistance Grants
- Peer Assistance & Review*
- Tenth Grade Counseling*
- Federal, ESEA
- Federal, Interagency Contracts 21st Century; Migrant Education
- Federal, Special Education, Entitlement per UDC
- Federal, Vocational & Applied Technology Education Act
- Federal, Drug/Alcohol/Tobacco Funds

*Categorical Flexibility (Unrestricted General Fund)

Denair Elementary School

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	**Denair USD**	**Similar Sized District**
Beginning Teacher Salary	$35,283	$38,970
Mid-Range Teacher Salary	$59,753	$59,776
Highest Teacher Salary	$81,565	$78,072
Average Principal Salary (Elementary School)	$81,576	$94,605
Average Principal Salary (Middle School)	$88,714	$98,480
Average Principal Salary (High School)	$92,793	$106,266
Superintendent Salary	$117,500	$144,721
Teacher Salaries — Percent of Budget	41.8%	38.8%
Administrative Salaries — Percent of Budget	7.7%	6.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Denair ES
Total Expenditures Per Pupil	$5,601
Expenditures Per Pupil From Restricted Sources	$972
Expenditures Per Pupil From Unrestricted Sources	$4,629
Annual Average Teacher Salary	$62,321

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Denair ES	$4,629	$62,321
Denair USD	$5,029	$61,939
California	$5,681	$61,706
School and District — Percent Difference	-8.6%	+0.6%
School and California — Percent Difference	-22.7%	+1.0%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.