

Denair Elementary School

School Accountability Report Card



Fawn Oliver, Principal

GRADES K-5

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2010-11 School Accountability Report Card
Published During the 2011-12 School Year

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.

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 September 2011 and was shared with staff at that time. It was presented at the Managers meeting in October 2011. An updated copy of the plan is available to the public at the school office.

Denair Unified School District

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Edward E. Parraz
Superintendent



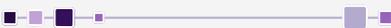
Denair USD Mission Statement

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 life-long love for learning.

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 ways to become involved please contact Fawn Oliver, Principal at (209) 632-8887 or foliver@dusd.k12.ca.us.



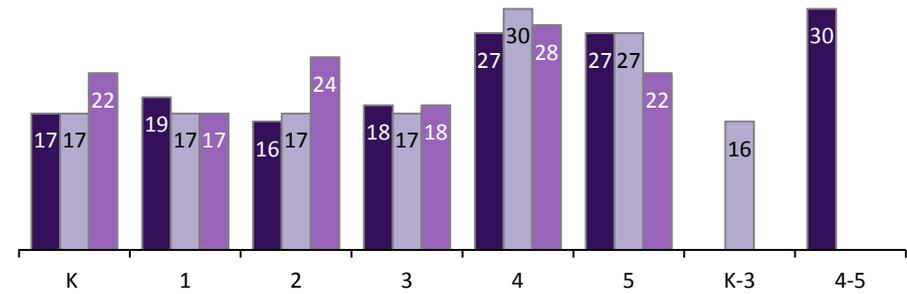
Student Enrollment by Group

Denair ES	
Socioeconomically Disadvantaged	55.4%
English Learners	35.6%
Students with Disabilities	9.5%

Class Size

08-09 09-10 10-11

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

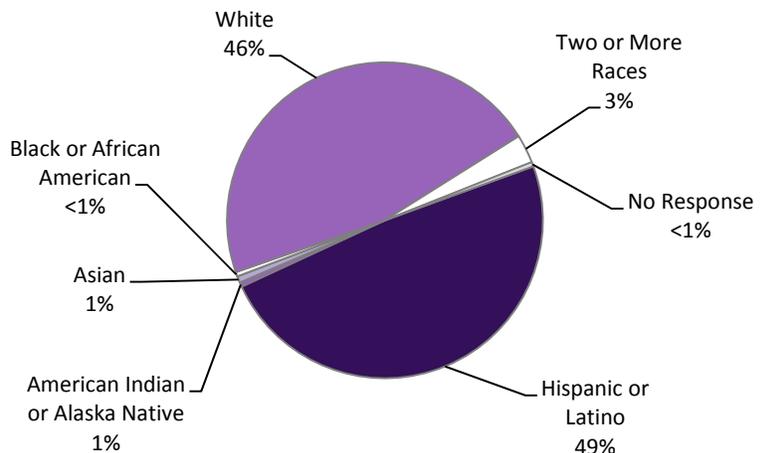


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	6			5				4	
1	5			6			3		
2	6			5				3	
3	5			5			3		
4		4			3			3	
5		4			4		3	3	
K-3				1					
4-5		1							

Enrollment and Demographics

The total enrollment at the school was 444 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Fair	Structural	Good
Electrical	Fair	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			9/14/2011
Date of the Most Recent Completion of the Inspection Form			9/14/2011

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	Some systems are older units. Routine maintenance is planned for repair.
Interior	There are some holes in walls and rooms that need repair. We plan to repair these things during school break.
Electrical	The school needs an electrical upgrade as there are not enough outlets in the rooms. At this time, there is not enough funding to upgrade.
Restrooms/ Fountains	There were some drinking fountains that were not working. They were repaired on 9/19/2011.
Safety	The play structure area needs some kind of cushion in the ground. We plan to repair this during school break.
Structural	There is some dry rot in the structures but there is no funding to repair at this time.
External	Groundsmen are planning to repair gopher holes. An outside business sprays monthly for spiders. At this time, there is no funding to fight the termites in the gym.

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.

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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$4,300 for the Deferred Maintenance Program. This represents 0.04% of the District's general fund budget.



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%



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:

- Federal, ESEA
- Class Size Reduction
- Federal, Interagency Contracts 21st Century
- Gifted & Talented Education *
- Home-to-School Transportation
- Economic Impact Aid
- School and Library Improvement Program *
- Pupil Retention Block Grant
- Educational Technology Assistance Grants
- Peer Assistance & Review *
- Federal, Special Education, Entitlement per UDC
- Federal, Vocational & Applied Technology Education Act

Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 8, 2011, 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, 2010
Mathematics	Saxon Math	2009
Science	Harcourt	2000
Social Science	Houghton Mifflin	2006

Quality of Textbooks

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

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	09/2011

* Categorical Flexibility (Unrestricted General Fund)

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	57%	48%	62%	44%	39%	42%	49%	52%	54%
Mathematics	59%	63%	72%	34%	35%	35%	46%	48%	50%
Science	50%	55%	78%	40%	41%	44%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	42%	35%	44%
All Students at the School	62%	72%	78%
Male	57%	74%	77%
Female	66%	70%	79%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	52%	66%	65%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	70%	76%	86%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	53%	65%	66%
English Learners	25%	53%	❖
Students with Disabilities	34%	34%	❖
Students Receiving Migrant Education Services	25%	75%	❖

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

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 API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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.

Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	4	6	5
Similar Schools API Rank	1	3	2

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Denair ES — Actual API Change		
	Denair ES		Denair USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	284	843	1,117	719	4,683,676	778	62	-17	54
Black or African American	1	■	4	■	317,856	696	■	■	■
American Indian or Alaska Native	1	■	11	560	33,774	733	■	■	■
Asian	1	■	5	■	398,869	898	■	■	■
Filipino	0	■	2	■	123,245	859	■	■	■
Hispanic or Latino	135	808	447	690	2,406,749	729	56	1	64
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	■	■	■
White	137	874	614	743	1,258,831	845	67	-31	56
Two or More Races	9	■	30	741	76,766	836	■	■	■
Socioeconomically Disadvantaged	161	806	561	681	2,731,843	726	71	-6	76
English Learners	105	785	295	679	1,521,844	707	■	14	62
Students with Disabilities	31	651	128	483	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 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	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 2	Year 1
Number of Schools Identified for Program Improvement	2	
Percent of Schools Identified for Program Improvement	25%	

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.

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

California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	26.3%
Five of Six Standards	27.3%
Six of Six Standards	21.9%

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.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.305
Ratio of Students Per Academic Counselor	1,455:1
Support Staff	
FTE	
Social/Behavioral or Career Development Counselors	0.300
Library Media Teacher (Librarian)	1.000
Library Media Services Staff (Paraprofessional)	0.000
Psychologist	0.200
Social Worker	0.250
Nurse	0.400
Speech/Language/Hearing Specialist	0.000
Resource Specialist (non-teaching)	0.600



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.

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/>.

Teacher Credential Information				
Teachers	Denair USD		Denair ES	
	10-11	08-09	09-10	10-11
With Full Credential	103	38	34	24
Without Full Credential	5	0	0	1
Teaching Outside Subject Area of Competence		0	0	0

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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

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	82.35%	17.65%
High-Poverty Schools in District	91.41%	8.59%
Low-Poverty Schools in District	100%	0%

✦ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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.

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	\$35,089	\$37,978
Mid-Range Teacher Salary	\$59,425	\$55,252
Highest Teacher Salary	\$81,117	\$71,674
Average Principal Salary (Elementary School)	\$81,576	\$87,651
Average Principal Salary (Middle School)	\$61,000	\$92,196
Average Principal Salary (High School)	\$75,000	\$93,352
Superintendent Salary	\$117,500	\$116,851
Teacher Salaries — Percent of Budget	41%	34%
Administrative Salaries — Percent of Budget	7%	7%

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	\$4,258	\$62,875
Denair USD	\$4,816	\$63,254
California	\$5,455	\$57,163
School and District — Percent Difference	-13.1%	-0.6%
School and California — Percent Difference	-28.1%	+9.1%

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

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	\$5,787
Expenditures Per Pupil From Restricted Sources	\$1,529
Expenditures Per Pupil From Unrestricted Sources	\$4,258
Annual Average Teacher Salary	\$62,875



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			
	08-09	09-10	10-11
Suspension Rates	0.010	0.019	0.000
Expulsion Rates	0.000	0.002	0.000
Denair USD			
	08-09	09-10	10-11
Suspension Rates	0.045	0.071	0.050
Expulsion Rates	0.002	0.002	0.008

Denair Elementary School

School Accountability Report Card



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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.