

Denton Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Denton Elementary School
Street	2231 North Denton Avenue
City, State, Zip	Visalia
Phone Number	559-931-8050
Principal	Stephanie Gendron
Email Address	sgendron@vusd.org
Website	https://www.vusd.org/denton
County-District-School (CDS) Code	54-72256-0000000

Entity	Contact Information
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Dr. Tamara Ravalín
Email Address	travalin@vusd.org
Website	https://www.vusd.org

School Description and Mission Statement (School Year 2019-20)

Description of District

The Visalia Unified School District is the oldest school district in Tulare County. Our family of schools includes 26 elementary schools, a newcomer language center, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a charter independent study school, a K-8 charter home school, and a charter technical early college high school. Over 32,000 students Pre-K to adult are served through Visalia Unified School District.

THE DENTON MISSION

High academic achievement is central at Denton Elementary School, yet we possess a higher value for INDIVIDUAL STUDENT GROWTH. It is important to us that we support and foster the academic and social-emotional learning of each Denton Dragon irrespective of his/her starting point. We want our school to be a safe place for students to make mistakes, self-reflect, and uphold a growth mindset as they learn at challenging levels.

We share a belief that all students and adults bring VALUE to the Denton family. We will always seek to model high standards of CARE and KINDNESS, and we are committed to explicitly teaching these values to our dragons. The inclusion of students with special needs is fundamental to our Denton family, and we will seek to create a school community that lives out acceptance, empathy, and friendship.

We are educators who believe that EVERY STUDENT should experience SUCCESS within the walls of our school, and it is our role to foster, nurture, and find those areas that can be celebrated. Adults will work diligently to provide clarity in our communication of student expectations- both behaviorally and academically. We want our school to be a positive, joy-filled place where both student and adult learning is engaging, meaningful, and collaborative.

At Denton, we want to develop our dragons into RESPECTFUL CITIZENS who are growing in their ability to act responsibly. Curiosity and academic questioning will be encouraged and fostered. Hard work, ambition, and scholarly habits will be nurtured. All voices will be considered and honored. Student leaders will be developed through teamwork and accountability. Our dragons will be taught to support one another in ways that build connections and cultivate growth.

Our relationships with our students' FAMILIES are VITAL to our success. We are excited about the opportunity to partner in the education of each Denton Dragon, and we will always seek to foster strong lines of communication. It is our hope that family members will seek out meaningful ways to be involved in their student's learning at Denton Elementary School.

*This document was created collaboratively in June of 2019 by the Denton Elementary Staff.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential			16	1293
Without Full Credential			6	152
Teaching Outside Subject Area of Competence (with full credential)			0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August/September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Supplemental Leveled Guided Reading Books - Differentiated, small group classroom instruction Leveled Literacy Intervention (2015) - Learning Center Intervention material	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: MacMillan/McGraw Hill (2007) Supplemental: Houghton Mifflin Science Leveled Readers	Yes	0%
History-Social Science	Base: Harcourt School Publishers (2006) Supplemental: Houghton Mifflin HSS Leveled Readers	Yes	0%
Health	Materials based on Health Topics	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music) (Fourth through Sixth Grade) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents play an integral role in the education of our Denton Dragons. Whether parents volunteer in our classrooms, support our school through special school events, volunteer via the PTA, serve on the School Site Council or English Language Advisory Committee, or help their children at home with homework, we value the contributions of our family members. Most importantly, we appreciate when parents value their children's education by attending parent-teacher conferences and maintaining clear communication with their child's teacher. We welcome our parents' involvement and appreciate their support.

Parents who would like more information on how to become involved may contact Principal, Stephanie Gendron at (559) 931-8050.

School Safety Plan (School Year 2019-20)

Ensuring the safety of students and staff is a primary concern at Denton Elementary School. The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and ensuring preparedness for unforeseen emergencies. This plan identifies and addresses any security needs, prevention and intervention strategies, evaluation of physical facilities, and plans for communicating with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with state and federal regulations. This plan is updated and reviewed by faculty and School Site Council during the month of November each school year. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

To ensure the safety of students and staff, Denton Elementary School has a closed campus with a single point of entry during the school day. All entrances to school grounds are secured and monitored; and all visitors must sign in at the school office and wear appropriate identification while on campus.

Campus-wide active-supervision by certified and classified ensures students are safe on school grounds before, during, and after school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The following areas of professional development have been provided to staff: professional learning communities, PBIS, effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.