

Denton Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Denton Elementary School
Street	2231 N. Denton Avenue
City, State, Zip	Visalia, CA. 93291
Phone Number	559-931-8050
Principal	Megan Perch
Email Address	mperch@vusd.org
School Website	https://denton.vusd.org/
Grade Span	K-6
County-District-School (CDS) Code	54-72256-0000000

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

THE DENTON MISSION (*Created in June of 2019 with our inaugural staff members)

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.

2024-25 School Description and Mission Statement

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.

We are excited to have you join us as we partner together to achieve this mission.

Mrs. Perch
Principal
Denton Elementary School

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	41
Kindergarten	83
Grade 1	63
Grade 2	84
Grade 3	79
Grade 4	81
Grade 5	93
Grade 6	85
Total Enrollment	649

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
American Indian or Alaska Native	0.5
Asian	3.6
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.9
White	32.8
English Learners	4.7
Foster Youth	0.5
Homeless	0.8
Socioeconomically Disadvantaged	34.8
Students with Disabilities	17.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	77.62	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	2.80	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	18.61	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.93	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	26.80	100.00	1366.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	84.71	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	1.60	6.16	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	7.39	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.45	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.30	1.22	31.90	2.29	15831.90	5.67
Total Teaching Positions	26.90	100.00	1393.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	84.56	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	2.50	9.32	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	3.65	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	0.60	2.43	45.50	3.33	14303.80	5.15
Total Teaching Positions	27.10	100.00	1365.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	4.90	1.90	0.9
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.90	1.90	0.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.10	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	0.10	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.50	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024	
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) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

The following issues were identified and are being addressed by site staff: 1. There were unsecured items stored too high in the WORKROOM. 2. There were 3 faucets that were labeled as "low flow" and 1 with "no flow." 3. Ten drinking fountain handles were identified as "broken" because they had been removed to discourage student use. 4. Two lights panels were out. 5. One electric cover was missing.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

1/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			313: 4. CEILING TILE HAS A WATER STAIN. 504: 4. CEILING TILE HAS A HOLE. STAGE: 4. CEILING TILE IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 405: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. BOYS REST ROOM: 5. FECES SOILED TOILET PAPER ON FLOOR. ELECTRICAL: 5. ROOM IS UNKEPT. TEACHER'S WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WET AREA: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WET AREA: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. BOTH DRINKING FOUNTAIN HANDLES ARE BROKEN. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. (MENSTRUAL NOTICE NOT POSTED IN RR)
Electrical	X			301: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 312: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 405: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 410: 7. ONE LIGHT PANEL IS OUT. 503: 7. ONE LIGHT PANEL IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	301: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 304: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 305: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 307: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 308: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. STUCCO IS CHIPPING EXPOSING METAL ON COVERED WALKWAY. 309: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 310: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 312: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 406: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

School Facility Conditions and Planned Improvements

				<p>408: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>411: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>10. PLUG IN AIR FRESHENER.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).</p> <p>KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR).</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE NOT POSTED).</p> <p>WET AREA: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. BOTH DRINKING FOUNTAIN HANDLES ARE BROKEN.</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).</p>
Safety: Fire Safety, Hazardous Materials	X			<p>301: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>306: 10. MULTIPLE PLUG IN AIR FRESHENERS. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>311: 10. MULTIPLE PLUG IN AIR FRESHENERS. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>411: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. PLUG IN AIR FRESHENER.</p> <p>412: 10. PLUG IN AIR FRESHENER.</p> <p>413: 11. AEROSOL AIR FRESHENER.</p> <p>ADMIN: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>WORK SPACE: 10. PLUG IN AIR FRESHENER.</p>
Structural: Structural Damage, Roofs	X			<p>308: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. STUCCO IS CHIPPING EXPOSING METAL ON COVERED WALKWAY.</p> <p>ELECTRICAL: 12. CRACKS IN COVERED WALKWAY.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	72	69	42	43	46	47
Mathematics (grades 3-8 and 11)	60	61	26	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	346	95.05	4.95	69.36
Female	164	156	95.12	4.88	67.31
Male	200	190	95.00	5.00	71.05
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	197	185	93.91	6.09	62.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	78.57
White	119	115	96.64	3.36	78.26
English Learners	17	16	94.12	5.88	37.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	127	93.38	6.62	52.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	47	81.03	18.97	29.79

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	344	94.51	5.49	61.34
Female	164	155	94.51	5.49	58.06
Male	200	189	94.50	5.50	64.02
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	197	184	93.40	6.60	54.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	59.26
White	119	115	96.64	3.36	72.17
English Learners	17	16	94.12	5.88	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	127	93.38	6.62	44.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	47	81.03	18.97	17.02

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	62.20	52.87	26.54	25.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	91	94.79	5.21	51.65
Female	49	47	95.92	4.08	46.81
Male	47	44	93.62	6.38	56.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	34.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	68.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	20.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93%	96%	97%	94%	90%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
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 Megan Perch at (559) 931-8050 or our 2024-2025 PTA President, Megan Fulleylove at fulleylovmegan@gmail.com. PTA meetings are held on the first Thursday of the month at 6:00 p.m. in our Denton Library, and your presence is always welcome.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	662	645	87	13.5
Female	299	292	38	13.0
Male	363	353	49	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	1	4.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	354	61	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	26	2	7.7
White	212	210	20	9.5
English Learners	37	37	5	13.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	247	237	57	24.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	129	123	24	19.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.16	1.29	0.76	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.17	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	0.33	0.00
Male	1.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.94	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.55	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites’ School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state’s deadline. Denton SSC reviewed the CSSP on November 7, 2024 and approved on November 7, 2024.

The plan is reviewed in the spring with the Denton SSC and in the fall with the staff and reviewed throughout the year as updates are made. Some examples of safety training components have been the ALICE Training, RAPTOR Training, and VUSD-provided safety lessons for TK-6th grade students.

This year’s updates include a review of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	
1	20	1	3	
2	19	1	3	
3	17	2	3	
4	21	2	7	1
5	25	4	4	1
6	26	3	4	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	16	2	3	
2	21	1	3	
3	17	2	3	
4	25	1	9	
5	20	4	8	
6	20	5	5	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	14	
1	26	2	19	
2	25	1	20	
3	26	2	19	
4	24	1	8	
5	20	4	7	
6	20	5	8	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	638

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.5
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5,556.80	29.89	5,529.90	83,669.46
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	28.0	-3.4
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-64.3	-12.3

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

Title I, Part A, School & District Discretionary Block Grants
 Title I, Part C, Migrant Education
 Title II, Part A, Improving Teacher Quality
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title IV Part A SSAE
 ESSER I, II, & III
 IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

Currently, VUSD is providing Denton Elementary School with 1.5 Reading Intervention TOSAs to target student academic concerns as well as help build capacity amongst the Denton staff as teachers of reading.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,666	\$56,573
Mid-Range Teacher Salary	\$87,672	\$87,186
Highest Teacher Salary	\$117,330	\$119,665
Average Principal Salary (Elementary)	\$158,625	\$148,486
Average Principal Salary (Middle)	\$151,260	\$154,835
Average Principal Salary (High)	\$169,694	\$170,008
Superintendent Salary	\$302,702	\$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

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 levels 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 mentors 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.

Professional Development

Support for Veteran Teachers: Veteran teachers in need of classroom management or instructional 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	11