

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Dent Elementary

Address: 1998 Yosemite Ave. Escalon, CA 95320-1845

Principal: Anthony Varni, Principal

Phone: (209) 838-7031

Email: avarni@escalonusd.org

Web Site:

CDS Code: 39685026041792



Escalon Unified

Superintendent: Ron Costa

Phone: (209) 838-3591

Email: rcosta@escalonusd.org

Web Site: www.escalonusd.org



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Escalon Unified
 Phone Number: (209) 838-3591
 Superintendent: Ron Costa
 E-mail Address: rcosta@escalonusd.org
 Web Site: www.escalonusd.org

School Contact Information Most Recent Year

School Name: Dent Elementary
 Street: 1998 Yosemite Ave.
 City, State, Zip: Escalon, CA 95320-1845
 Phone Number: (209) 838-7031
 Principal: Anthony Varni, Principal
 E-mail Address: avarni@escalonusd.org
 Web Site:
 County-District-School
 (CDS) Code: 39685026041792

School Description and Mission Statement (School Year 2018-19)

Dent Elementary School is a K-5 school with an enrollment of approximately 680 students. We have been fortunate to maintain qualified certificated and classified staff to meet the needs of our students. Dent also provides Special Education services for elementary students, including Resource Program and Special Day Class instruction. We have a comprehensive Response to Intervention program for grades 1-5, with an emphasis on Reading, Writing, and Math. Many of our teachers have been trained in a hands-on, experimentation-based approach to Science instruction. All of our staff have been fully trained in the Guided Language Acquisition Design (GLAD) model, a process of teaching that builds academic vocabulary, collaborative learning, and includes reading, writing, listening and speaking across curricular areas. Our teachers work together to improve instruction and to provide consistency from room to room at each grade level. We believe in the power of learning and working together, for adults AND students.

Dent Elementary is committed to providing all students with the opportunity to develop to their fullest potential in a safe, caring, and nurturing learning environment. The instructional staff is committed to providing high quality instruction that meets each student's learning needs. Dent provides a learning climate that promotes good citizenship at school and in the school community.

Dent Elementary is a Positive Behavior Intervention Strategies (PBIS) practicing school. We promote that Dent Dragons practice being Respectful, Responsible, and Ready to learn in all areas. We work closely with our shareholders to promote a positive and safe educational experience for all. We are also working towards creating a Professional Learning Community based school where, "all means all." Learning and collaborating together as a team will ensure that this PLC culture is cultivated to fidelity.

Our Mission Statement is Dent C.A.R.E.S. Create Active, Responsible, Educated, Students!

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	120
Grade 1	91
Grade 2	91
Grade 3	90
Grade 4	92
Grade 5	112
Total Enrollment	596

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	0.5%
Filipino	0.5%
Hispanic or Latino	44.6%
Native Hawaiian/Pacific Islander	
White	51.2%
Two or More Races	2.2%
Socioeconomically Disadvantaged	50.5%
English Learners	23.7%
Students with Disabilities	9.1%
Foster Youth	0.2%

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	33	34		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All students have access to State-adopted, Board-approved curriculum, with sufficient materials for each student. Board adopted: 2012.	McMillan/McGraw-Hill, California Treasures	0%
Mathematics	All students have access to State-adopted, Board-approved curriculum, with sufficient materials for each student. Board adopted: 2015.	Houghton Mifflin, Math Expressions	0%
Science	All students have access to State-adopted, Board-approved curriculum, with sufficient materials for each student. Board adopted: 2008.	McMillan/McGraw-Hill	0%
History-Social Science	All students have access to State-adopted, Board-approved curriculum, with sufficient materials for each student. Board adopted: 2006.	Pearson/Scott-Foresman	0%
Foreign Language	n/a	n/a	0%
Health	n/a	n/a	0%
Visual and Performing Arts	n/a	n/a	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a	0%

School Facility Conditions and Planned Improvements

Dent Elementary School provides a safe and clean environment for students, staff and volunteers. All classrooms are up-to-date and provide adequate space for students and staff. A team of two full-time custodians with two additional part time crew members ensure that classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the District grounds crew, and teams from both the school site and district work together to ensure that all classrooms and facilities are well-maintained. The following facilities data was based on the most recent FIT inspection conducted in August, 2018.

Age of School/Buildings:

Dent Elementary has 46 classrooms, 7 of which are portables. Dent school was constructed in two phases. The first phase, now know as the elementary campus, was built in 1949. The more recent phase, know as the primary campus, was built in 1989. Each campus has their own multipurpose room/cafeteria.

Maintenance and Repair:

In addition to the site custodial staff, the district maintenance department maintains the campus facilities. In 2013, an electronic work order submission system was implemented and provides for greater ease in scheduling and prioritizing.

Deferred Maintenance Budget:

The district continues to maintain a deferred maintenance budget to fund projects of greater scope. At Dent this past year several upgrades were made to the facility. These included removal of hazardous trees, updated fencing around campus, upgrades to the water delivery system, upgrades to the video surveillance system, and repairs to sections of black top. Escalon Unified School District passed a General Obligation bond measure in November of 2012 and will result in major facility upgrades at Dent Elementary over the next two years.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: August 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	-	✓	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	-	✓	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	-	✓	

Overall Facility Rate

Month and year in which data were collected: August 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	✓	-

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	34%	44%	41%	44%	48%	50%
Mathematics (grades 3-8 and 11)	34%	33%	31%	31%	37%	38%

NOTE: Percentages are not calculated 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.

NOTE: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	296	98.67%	43.58%
Male	152	150	98.68%	38.00%
Female	148	146	98.65%	49.32%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.30%	30.99%
Native Hawaiian or Pacific Islander				
White	143	140	97.90%	55.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	153	98.08%	28.76%
English Learners	84	83	98.81%	19.28%
Students with Disabilities	40	38	95.00%	10.53%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

NOTE: 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 CAAs divided by the total number of students who participated in both assessments.

NOTE: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	296	98.67%	33.45%
Male	152	150	98.68%	35.33%
Female	148	146	98.65%	31.51%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.30%	23.24%
Native Hawaiian or Pacific Islander				
White	143	140	97.90%	45.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	153	98.08%	20.26%
English Learners	84	83	98.81%	18.07%
Students with Disabilities	40	38	95.00%	13.16%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

NOTE: 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.

NOTE: 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.

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 Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: 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 on both assessments.

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.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.60%	25.50%	30.90%
7			
9			

NOTE: Percentages are not calculated 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.

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 2018-19)

Dent Elementary is fortunate to have a large and active parent group. There are many opportunities throughout the year for parents to become involved in the school, in formal and informal ways. Our PTO president and board welcome the input and participation of all parents at regularly scheduled meetings and on special events. Parents are also welcomed in the classrooms as helpers and room parents, and to assist the staff with special tasks. We also have a School Site Council, which advises the administration on parent needs and suggestions regarding school programs and projects. We celebrate Reading, Science, and Math at once-yearly Family Events, which encourage children of all ages to work and learn together. These events, as well as Back-to-School Night, Parent Conferences, Open House, and the Family Spring Carnival invite and ignite parent participation. It is because of our wonderful parents that Dent is able to provide many of the things we do.

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

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.79	3.86	2.39	5.24	5.62	4.56	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.13	0.20	0.06	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Dent Elementary has a comprehensive safety plan in place in the event of a natural or manmade disaster, which includes student supervision, facility monitoring, and parental notification. The following conditions ensure a safe environment before, during and after school:

- Yard supervision beginning at 7:30 a.m. both at the Elementary and Kindergarten playgrounds
- Recess and lunch supervision provided by staff, both inside and outside the cafeterias
- The Dent Elementary Campus is completely secured by a fence that encompasses the perimeter of the campus. Gates are locked 15 minutes after the last morning bell and unlocked 10 minutes before dismissal.
- Visitors and parents are required to check in before entering classrooms through the front office, which during school hours, is the only open access point to campus.
- Parents picking up students from recess will produce a note from the office indicating permission to remove a child
- Children are escorted by staff members at drop-off and dismissal times to meet parents (Gr. K-3), and are crossed by an adult in the crosswalks
- Safety drills (Fire and/or earthquake) are held on a monthly basis, in cooperation with our local fire department.
- Lockdown drills occur at least once annually, in cooperation with local police

All staff are informed of emergency procedures and responses. New this year is a process to inform our subs with comprehensive emergency information as well.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	19	3	3	
1	19	3	2	
2	18	4	1	
3	20	3	2	
4	23	1	3	
5	23	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	20	3	3	
1	19	2	3	
2	20	4	1	
3	18	4	1	
4	25	1	3	
5	25		4	
Other**	15	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	20	4	2	
1	18	4	1	
2	18	4	1	
3	18	5		
4	23		4	
5	23	1	4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non - teaching)	2	N/A
Other	0	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,163.56	\$2,110.15	\$8,053.41	\$71,823
District	N/A	N/A		\$72223
Percent Difference – School Site and District	N/A	N/A		-0.56%
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A	11.53%	0.60%

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

Types of Services Funded (Fiscal Year 2017-18)

Dent Elementary School provides the following services with categorical funds:

Title I Compensatory Education
Base
Supplemental

Reading intervention, English language development, drug prevention, computer assisted intervention and learning, before/after school interventions, extra curricular events for students: Science Olympiad, student council, Conflict Managers; Instructional support personnel, library resources.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43473	\$45681
Mid-Range Teacher Salary	\$66767	\$70601
Highest Teacher Salary	\$93161	\$89337
Average Principal Salary (Elementary)	\$99858	\$110053
Average Principal Salary (Middle)	\$124944	\$115224
Average Principal Salary (High)	\$127302	\$124876
Superintendent Salary	\$172370	\$182466
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Believing that Professional Development is crucial to student achievement, Dent continues to allocate funds to train and equip our staff. Staff members regularly participate in staff development offerings. Recent examples of professional development include training in GLAD strategies, and an emphasis on essential instructional practices. Professional development opportunities are centered around the areas that data indicates as our greatest needs, and are offered by site, District, and occasionally outside staff developers. Additionally, teachers are provided training and support for new textbook and intervention curriculum programs. The primary vehicle for professional development in the 2017-18 school year will be collaborative meetings at and among grade levels, focusing our efforts in alignment with where data demonstrates the greatest need for struggling subgroups and in key content areas. Key tasks this year will be implementing essential instructional norms, full alignment with the Common Core State Standards and testing, an ongoing training and support in the GLAD instructional model, Professional Learning Community meetings at the grade level, as well as a district infusion of the Instructional Rounds model at each school site. Adapting a PLC model and working that model to fidelity, is a continued process that has been at the forefront of our professional development. Developing a PLC culture and working through the PLC process, is our driving focus moving forward this year and into the future.