

Durfee Elementary School

4220 Durfee Ave. • Pico Rivera, CA 90660 • (562) 801-7610 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



El Rancho Unified School District

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District Governing Board

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Gabriel A. Orosco
Lorraine M. De La O
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District Administration

Karling Aguilera-Fort
Superintendent
Mark Matthews
Assistant Superintendent, Human Resources
Jacqueline A. Cardenas
Assistant Superintendent, Educational Services

Dora Soto-Delgado
Director, Student Services
Reynaldo Reyes
Director, Alternative/Adult Education
Dean Cochran
Director, Special Education
Roberta Gonzalez
Director, Early Learning Program

School Description

Principal's Message

The purpose of the School Accountability Report Card is to provide students and parents with information about our school's instructional programs, academic achievement, materials, facilities, and staff. Durfee Elementary School continues to have the privilege of serving a community that is very supportive of the school's vision to provide a quality, well-rounded education to every child.

Parents and the community play an important role in our school by volunteering for morning drop-off duty, in the classroom, contributing to fundraisers, and supporting the school's programs. The school staff strives to inform the community about the school's educational program, student achievement, and curriculum development.

Students at Durfee Elementary School are guided by specific rules and classroom expectations that promote the six pillars of Character Counts: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our goal is not only to encourage student achievement, but to also provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The staff has been trained and holds weekly class discussions regarding the school's/ district's bullying policy, how to treat others and, above all, that their "Character Counts Everywhere, All the Time!" Durfee Elementary participates in the Positive Behavior Intervention and Supports program. It is now going on its second year. Durfee received the Silver PBIS Award in 2017 and 2018

We have made a commitment to provide the best educational program possible for all students at Durfee Elementary School. We are a dedicated staff who is highly committed to providing a stimulating environment where students are actively involved in the learning process as well as promoting positive values. Together, through our hard work, our students will be challenged through their potential.

Durfee Elementary School's Vision and Mission Statements

Durfee Elementary School Mission Statement

The mission of Durfee Elementary School, is to instill in each child a sense of self-worth, independence, and responsibility which will enable each student to become a life-long learner, a successful citizen, and be able to reach his or her potential. Durfee's teachers are committed to providing all students with a positive learning experience that is developmentally appropriate, promotes safety and responsibility, is supported by all necessary staff, materials and equipment, and welcomes parents as an integral part of the learning process.

Durfee Elementary School Vision Statement

Durfee Elementary will provide an educational program that will promote the Pillars of Character and create a partnership with parents, community and staff. We will actively engage all students in developing 21st century skills including critical thinking, problem solving, creativity and collaboration to ensure college and career readiness.
School

Sam Genis, Principal

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	56
Grade 2	66
Grade 3	55
Grade 4	57
Grade 5	74
Total Enrollment	401

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	1.0
Filipino	2.5
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0.0
White	0.7
Socioeconomically Disadvantaged	76.3
English Learners	19.0
Students with Disabilities	7.2
Foster Youth	2.5

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			
Durfee Elementary School	16-17	17-18	18-19
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	355
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Durfee Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-6) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development Component, Benchmark Advance (K-6) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Durfee Elementary School first opened its doors in 1951. There are 20 permanent classrooms, a parent room/bungalow, cafeteria, and an administration building.

Durfee currently had a Williams Settlement Inspection September 10, 2018, in which we scored an overall rating of 97.19% percent.

Through modernization efforts, the school was made accessible to students with disabilities. Many of the classrooms and bathrooms were also upgraded. The asphalt was resurfaced, and marked with new play areas. The placement of new equipment for the large playground area was completed after many years of anticipation.

The library has an abundance of books, and it is also connected to the Internet. This extension of the instructional program provides the Accelerated Reader supplemental literacy program.

All classrooms, offices, restrooms, and lunch areas are cleaned daily. On a weekly basis, the District grounds crew perform special tasks as requested by the school site to upgrade all areas. If more detailed repair is required, it is referred to the District operations department.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/10/2018

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	35.0	41.0	40.0	42.0	48.0	50.0
Math	18.0	29.0	26.0	26.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	25.0	18.1

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	184	98.40	40.76
Male	103	100	97.09	36.00
Female	84	84	100.00	46.43
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	177	98.33	40.68
White	--	--	--	--
Socioeconomically Disadvantaged	151	148	98.01	37.16
English Learners	40	39	97.50	43.59
Students with Disabilities	--	--	--	--
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	184	98.4	29.35
Male	103	101	98.06	31.68
Female	84	83	98.81	26.51
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	177	98.33	28.81
White	--	--	--	--
Socioeconomically Disadvantaged	151	148	98.01	29.05
English Learners	40	40	100	27.5
Students with Disabilities	--	--	--	--
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.

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)

Durfee parents are welcome partners in the education of our students. We invite our parents to actively participate in school events, programs, and classrooms. Some of the many ways parents can become involved are through our Parent-Teacher Organization (PTO), the English Learner Advisory Committee (ELAC), School Site Council (SSC), School Smarts Parent Academy, Mental Health Counseling and classroom volunteers/room parents. They are also encouraged to attend all of our No Excuses University activities. We encourage parents to become school volunteers. Parents are informed about the school program through our school Web site, school flyers, phone broadcast messages, quarterly newsletter, and the Student/Parent Handbook. For more information on how to become involved at the school, please contact Principal Sam Genis at (562) 801-7610.

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.

School Safety Plan

Each year, the School Emergency Response Plan is reviewed, updated, and presented to the school faculty in the Fall. It was last reviewed and presented in August 16, 2018. The emergency plan outlines the school's response to disasters such as, earthquake, fire, lockdowns, intruders, bomb threats, and any other emergency situations. In large part, the emergency plan revolves around first responses, evacuation procedures, first aid procedures, and how the staff ensures the safety of all students and staff in any given disaster situation. The application aspect of the plan is then held through monthly practice drills occurring each month for fire, and every other month for disaster and earthquake safety.

The SERT flowchart defines the roles as well as locations and regulations the staff will follow to ensure the safety of all students, staff, and parents at Durfee. These individuals play key roles in how each disaster drill is handled. The plan also includes shut-off locations for gas, electricity, and water. Provided by the district and housed on our campus, a large metal bin houses all emergency supplies. In the end, the plan will provide all the terms and routines with which the staff will efficiently conduct the necessary procedures to be able to safely reunite each student with his/her parents/guardians. During monthly emergency drills, the staff reviews the entire plan to ensure the system works.

The Durfee campus is closed, and all visitors are required to report to the office before entering any part of the school, including during the after-school program time.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	2.4	2.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	.50
Nurse	
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	1.0
Other	3.0

Average Number of Students per Staff Member

Academic Counselor	
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* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	23	23	1			3	4	4			
1	29	32	28				2	2	2			
2	27	28	33				2	2				2
3	30	29	28				2	2	2			
4	29	25	29				3	3	2			
5	34	32	25					1	3	2	1	

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

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches
- Go Math!
- Benchmark Advance
- Illuminate

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and school wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,977	\$47,547
Mid-Range Teacher Salary	\$72,725	\$74,775
Highest Teacher Salary	\$92,507	\$93,651
Average Principal Salary (ES)	\$118,711	\$116,377
Average Principal Salary (MS)	\$120,344	\$122,978
Average Principal Salary (HS)	\$129,840	\$135,565
Superintendent Salary	\$233,000	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5350.76	\$154.93	\$5,195.83	\$89,607.64
District	♦	♦	\$8,905.40	\$78,301
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-52.6	13.5
Percent Difference: School Site/ State			-31.3	15.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.