

Durfee Elementary School

School Accountability Report Card



GRADES K-5

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Gloria J. Lopez, Principal

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

Principal's Message

Another year of disappointing California Standards Test results always changes the scheme of things at Durfee Elementary School. We are faced with the issues of WHAT we are teaching and HOW we are teaching. Moreover, the teaching staff recognizes, after completing the second year of Program Improvement, we must change what we are doing. The groundwork for these significant changes will need to occur immediately involving a stronger focus on aligning instruction with the key standards assessed. It is critical the Durfee staff and school community re-examine critical areas of instruction, professional development, and how we involve parents in this process.

The Durfee instructional staff will focus on what works in those schools making sustainable progress and purposeful practice. Lessons will incorporate student engagement practices, explicit, direct instructional strategies and the use of Thinking Maps to increase student interest. This force will actively involve students more in the learning process. Through the new goals established in the **Single Plan for Student Achievement** and the Program Improvement requirements, Durfee teachers will provide a stronger degree of teaching in English Language Arts using direct vocabulary instruction and connecting what students know with what they are learning. In Mathematics, more emphasis will be placed in conceptual understanding of the key standards.

This comprehensive set of approaches will be introduced to parents so that they will reinforce these key elements of learning at home. Unifying our forces, parents will possess the knowledge and the tools to reinforce what is taught daily in our classrooms.

Durfee's professional development, as outlined in the SPSA, will move the school toward meeting—moreover exceeding—established goals. All staff sessions, including modified days, will connect teaching and learning using specific learning objectives; common effective classroom practices; expanding learning opportunities and interventions.

In the last few years the Durfee staff and parent leadership groups such as the **Parent-Teacher Organization (PTO)**, **School Site Council (SSC)**, and our **English Learner Advisory Council (ELAC)** have been able to build a thriving learning community. This school year will be no different. Thus schoolwide activities and parent involvement events will continue to carry that common theme of student achievement.

Durfee's Professional Learning Community of dedicated classified and certificated personnel, will build, monitor, and evaluate continuously the students' progress toward a stronger Standards-based program of instruction. This change will impact the structures, routines, and practices for students, the staff and the school. This ongoing cycle of ANALYZING benchmark results immediately; IDENTIFYING what is working and FIXING what isn't will help build a stronger path to achieving our goals.

School Mission Statement

Durfee Elementary School's mission is to provide an enriched curriculum based on the California State Standards as the staff has defined in the Single Plan for Student Achievement. The staff, students, parents, and community are committed to building positive attitudes, cementing the values, and ultimately, formatting the path to learning. The staff will design and implement challenging, rigorous and relevant educational programs focused on measurable academic achievement for all students. Through ongoing collaboration, the staff and parents will provide students with effective research-based strategies and the background knowledge to equip them with the skills to be life-long learners, and at the same time, the confidence to develop their intellectual capacity.

"Quality Education Today For A Better Tomorrow"

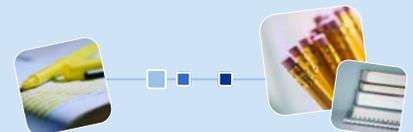
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Dr. Myrna Rivera Coté
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



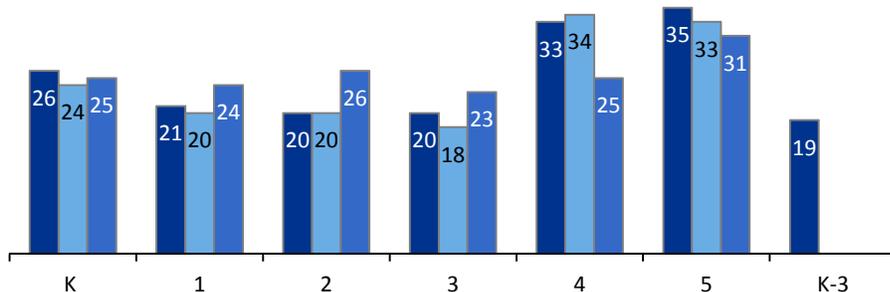
Durfee Elementary School



Class Size

08-09 09-10 10-11

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



Class Size Distribution — Number of Classrooms By Size

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

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

Professional Development

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. These programs include:

- 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

We dedicate three full days and approximately 18 half days towards 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, district and schoolwide 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.

California Physical Fitness Test

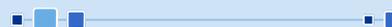
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

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

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

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	21.8%
Five of Six Standards	22.7%
Six of Six Standards	15.1%



Parental Involvement

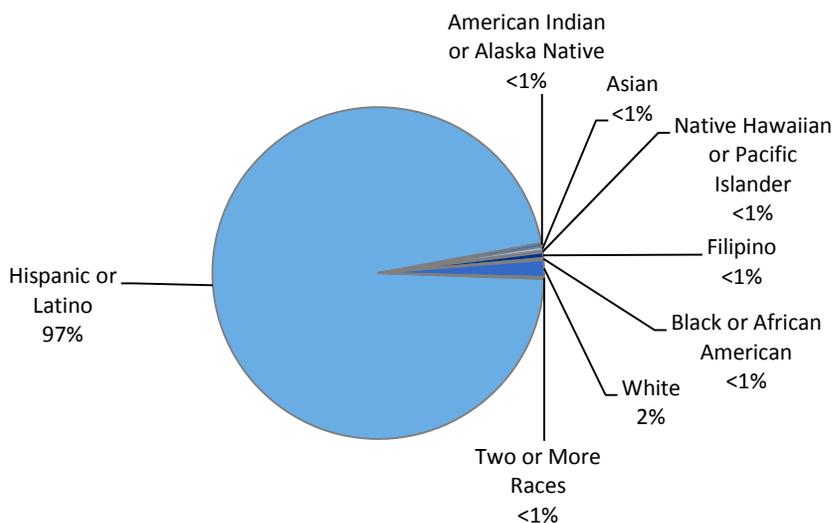
An integral part of the Single Plan for Student Achievement focuses on the specifics of building a true school-parent-community partnership. These are the four most essential aspects of Durfee Elementary School's goals:

1. **COMMUNICATION** occurs in the forms central to student progress of addressing grade level expectations, grade level homework plans; and individual parent responsibilities. Other school-to-home communiqués focus on larger themes of learning through monthly parent calendars and newsletters related to school/parent involvement opportunities before, during, or after school; and additional messages relating how parents can help their children at home.
2. **PARENT EDUCATION** provides support, knowledge, and other valuable resources at grade-level parent workshops in which parents can help to build the essential concepts and skills, and at the same time, give parents ideas on how they can build an academic environment at home.
3. **FAMILY LEARNING** ideals presented at two events, sponsored by Parent-Teacher-Organization (PTO), extends learning opportunities; explicit expectations for achieving or exceeding grade level standards; and student-family projects that strengthens Durfee's learning community.
4. **DECISION-MAKING** provisions enhance parent knowledge of school programs through their involvement in PTO, School Site Council, and English Learners' Advisory Council. Other opportunities for parents to provide input are conducted through annual parent surveys; monthly meetings, and daytime and evening activities for parents.

All of these four elements transform Durfee and provide an avenue to build a stronger partnership. For more information on how to become involved at the school, contact Mrs. Angela Kuang, PTO President and School Site Council Member, at (562) 801-5070 or alikuang@gmail.com.

Enrollment and Demographics

The total enrollment at the school was 551 students for the 2010-11 school year.*



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

"We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally."

School Safety

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 September 2011. The emergency plan outlines the school's response to disasters such as, earthquake, fire, lock-downs, 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.



Student Enrollment by Group

Durfee ES	
Socioeconomically Disadvantaged	63.1%
English Learners	31.5%
Students with Disabilities	10.9%

School Facility Items Inspected

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

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

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/07/2011
Date of the Most Recent Completion of the Inspection Form			09/07/2011

School Facilities

Durfee Elementary School first opened its doors in 1951. The first thing one may notice as you enter the campus is the school topiary, “Durf the Dolphin”, along with the huge California Distinguished School Award mural. You will also notice the safe and clean school grounds and buildings as well as the landscape that flourishes with pretty flowers and shrubs. Through the years, many of Durfee’s retiring staff has donated beautiful trees, benches, and even a Dolphin sundial that create a positive learning environment for our students.

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 performs 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.

Critical improvements are currently needed at Durfee involving the infrastructure, hardware, software and stronger technological support. The closing of Durfee's computer lab was one huge step backward.

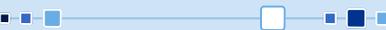
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School Facilities

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Student acquisition of technology and thus the ability to ensure equitable technology access for all students and staff is limited. In order to successfully transform Durfee to greater technology-use environment we will need to provide the best resources to students and staff. This would have a powerful impact on the students’ natural facility with visual media.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$570,920 for the Deferred Maintenance Program. This represents .075% of the District's general fund budget.



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Textbooks and Instructional Materials

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 List		
Subject	Textbook	Adopted
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	2009

Currency of Textbook Data

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

Currency of Textbook Data	
Data Collection Date	09/2011

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Suspension and Expulsion Rates					
	Durfee ES			El Rancho USD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.033	0.014	0.033	0.086	0.093	0.103
Expulsion Rate	0.000	0.000	0.002	0.005	0.004	0.005

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Durfee ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧



Quality of Textbooks

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

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

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Durfee ES			El Rancho USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	36%	42%	40%	40%	44%	45%	49%	52%	54%
Mathematics	35%	39%	41%	36%	40%	40%	46%	48%	50%
Science	28%	43%	32%	42%	46%	50%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	45%	40%	50%
All Students at the School	40%	41%	32%
Male	34%	38%	33%
Female	47%	44%	31%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	39%	39%	31%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	36%	39%	30%
English Learners	25%	34%	0%
Students with Disabilities	33%	27%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

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

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

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

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	4	1	2
Similar Schools API Rank	2	1	1

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

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

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Durfee ES — Actual API Change		
	Durfee ES		El Rancho USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	366	710	7,458	753	4,683,676	778	-42	17	-5
Black or African American	1	■	28	739	317,856	696	■	■	■
American Indian or Alaska Native	1	■	9	■	33,774	733	■	■	■
Asian	2	■	18	883	398,869	898	■	■	■
Filipino	2	■	27	822	123,245	859	■	■	■
Hispanic or Latino	356	707	7,281	753	2,406,749	729	-45	15	-5
Native Hawaiian or Pacific Islander	0	■	1	■	26,953	764	■	■	■
White	3	■	78	708	1,258,831	845	■	■	■
Two or More Races	1	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	260	700	5,396	745	2,731,843	726	-32	11	5
English Learners	103	680	2,851	713	1,521,844	707	-25	31	-11
Students with Disabilities	55	588	783	562	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

“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.”

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Durfee ES		El Rancho USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Durfee ES	El Rancho USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50%

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

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- State Preschool Program
- School Library Grant
- Title III (Emergency Immigrant)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology (EETT)



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	El Rancho USD	Durfee ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	418	27	26	22
Without Full Credential	7	0	1	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Durfee ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Durfee ES	100.0%	0.00%
All Schools in District	94.67%	5.33%
High-Poverty Schools in District	94.67%	5.33%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$42,595	\$41,035
Mid-Range Teacher Salary	\$64,566	\$65,412
Highest Teacher Salary	\$82,128	\$84,837
Average Principal Salary (Elementary School)	\$107,386	\$106,217
Average Principal Salary (Middle School)	\$107,473	\$111,763
Average Principal Salary (High School)	\$128,585	\$121,538
Superintendent Salary	\$168,349	\$197,275
Teacher Salaries — Percent of Budget	41%	39%
Administrative Salaries — Percent of Budget	5%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Durfee ES	\$4,063	\$68,941
El Rancho USD	\$4,107	\$65,732
California	\$5,455	\$67,667
School and District — Percent Difference	-1.1%	+4.7%
School and California — Percent Difference	-34.3%	+1.8%

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

All data accurate as of December 2011.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Durfee ES	
Total Expenditures Per Pupil	\$4,975
Expenditures Per Pupil From Restricted Sources	\$911
Expenditures Per Pupil From Unrestricted Sources	\$4,063
Annual Average Teacher Salary	\$68,941



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