

Durfee Elementary School

4220 Durfee Avenue • Pico Rivera, CA 90660 • (562) 801-5070 • Grades K-5

Sam Genis, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

El Rancho Unified School District

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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!"

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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (562) 801-5070.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	82
Gr. 1	82
Gr. 2	76
Gr. 3	77
Gr. 4	85
Gr. 5	73
Total	475

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.0
Filipino	1.7
Hispanic or Latino	96.2
Native Hawaiian/Pacific Islander	0.0
White	1.3
Two or More Races	0.0
Socioeconomically Disadvantaged	87.2
English Learners	28.4
Students with Disabilities	9.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	365
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Durfee Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.74	5.26
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Mathematics, MacMillan/McGraw-Hill 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science, MacMillan/McGraw-Hill (K-5) 2009
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California, Scott Foresman (K-5) 2009
ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avenues, Hampton-Brown (K-5) 2009

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 October 20, 2014, in which we scored an overall rating of 98.6 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: 10/24/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/24/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	26	51	53	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	44	43	45	50	50	54	56	55
Math	41	51	52	40	44	46	49	50	50
HSS				45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	3
Similar Schools	1	1	1

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.2	21.9	32.9

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	53
Male	54
Female	52
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	32
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-5	28	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-5	27	19
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	5	22	31
English Learners	-11	33	51
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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), and classroom volunteers/room parents. 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) 801-5070.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2014. 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	11-12	12-13	13-14
Suspensions Rate	2.4	6.3	1.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.50
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.7	20	21	1	1	1	2	3	3	0		
Gr. 1	27.3	18	21	0	2	1	3	2	3	0		
Gr. 2	26.7	19	19	0	2	1	3	2	3	0		
Gr. 3	27	22	19	0	1	2	3	2	2	0	1	
Gr. 4	25	20	21	1	2	2	2			0	2	2
Gr. 5	32.3	22	24	0	1	1	2	2		1		2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,572	\$486	\$3,086	\$69,169
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			17.8	1.8
Percent Difference: School Site/ State			-34.2	2.1

Types of Services Funded at Durfee Elementary School

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
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at Durfee Elementary School

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
- Common Core Professional Development Teams

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 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.