

Durfee Elementary School

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

Sam Genis, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



El Rancho Unified School District

9333 Loch Lomond Dr.
Pico Rivera
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District Governing Board

Rachel Canchola
Jose Lara
Teresa L. Merino, Ph.D.
Gabriel Orosco
Aurora R. Villon, Ed.D.

District Administration

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Superintendent
Roxane Fuentes, Ed.D.
**Assistant Superintendent,
Educational Services**
Mark Matthews
Director, Human Resources
Ruben Frutos
**Assistant Superintendent, Business
Services**
Katherine Aguirre
Director, Special Education

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.

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 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 at (562) 801-5070 or the district office.

2014-15 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 92 |
| Grade 1 | 57 |
| Grade 2 | 72 |
| Grade 3 | 76 |
| Grade 4 | 68 |
| Grade 5 | 76 |
| Total Enrollment | 441 |

2014-15 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.2 |
| Filipino | 1.8 |
| Hispanic or Latino | 96.4 |
| White | 0.7 |
| Socioeconomically Disadvantaged | 86.6 |
| English Learners | 25.4 |
| Students with Disabilities | 9.3 |
| Foster Youth | 1.1 |

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 | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|
| With Full Credential | 19 | 18 | 16 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| El Rancho Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 347 |
| Without Full Credential | ♦ | ♦ | 7 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 14 |

Teacher Misassignments and Vacant Teacher Positions at this School

| Durfee Elementary School | 13-14 | 14-15 | 15-16 |
|-------------------------------------|-------|-------|-------|
| 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

| 2014-15 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 | 94.1 | 5.9 |
| Districtwide | | |
| All Schools | 96.0 | 4.0 |
| High-Poverty Schools | 96.0 | 4.0 |
| Low-Poverty Schools | 0.0 | 0.0 |

* 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 2015-16)

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 2015 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Reading, Houghton Mifflin (K-6) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | California Mathematics, MacMillan/McGraw-Hill 2010 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) 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) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Avenues, Hampton-Brown (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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 12, 2015, in which we scored an overall rating of 99.2 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: 10/12/15 | | | | |
|--|---------------|------|------|---|
| 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: 10/12/15

| 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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 26.70 | 18.70 | 26.70 |

* 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.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 31 | 35 | 44 |
| Math | 13 | 22 | 33 |

* 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.

| 2014-15 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 | 42 |
| All Student at the School | 50 |
| Male | 58 |
| Female | 41 |
| American Indian or Alaska Native | -- |
| Filipino | -- |
| Hispanic or Latino | 50 |
| Socioeconomically Disadvantaged | -- |
| English Learners | 31 |
| Students with Disabilities | 49 |
| Foster Youth | -- |

* 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.

| 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 | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 51 | 53 | 50 | 52 | 51 | 42 | 59 | 60 | 56 |

* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 71 | 70 | 98.6 | 51 | 24 | 17 | 7 |
| | 4 | 69 | 69 | 100.0 | 42 | 23 | 28 | 7 |
| | 5 | 78 | 70 | 89.7 | 34 | 33 | 24 | 9 |
| Male | 3 | 71 | 37 | 52.1 | 62 | 22 | 14 | 3 |
| | 4 | 69 | 31 | 44.9 | 42 | 26 | 26 | 6 |
| | 5 | 78 | 34 | 43.6 | 32 | 38 | 24 | 6 |
| Female | 3 | 71 | 33 | 46.5 | 39 | 27 | 21 | 12 |
| | 4 | 69 | 38 | 55.1 | 42 | 21 | 29 | 8 |
| | 5 | 78 | 36 | 46.2 | 36 | 28 | 25 | 11 |
| American Indian or Alaska Native | 4 | 69 | 1 | 1.4 | -- | -- | -- | -- |
| | 5 | 78 | 1 | 1.3 | -- | -- | -- | -- |
| Filipino | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | 78 | 1 | 1.3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 71 | 70 | 98.6 | 51 | 24 | 17 | 7 |
| | 4 | 69 | 64 | 92.8 | 45 | 25 | 25 | 5 |
| | 5 | 78 | 68 | 87.2 | 34 | 34 | 25 | 7 |
| White | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 71 | 62 | 87.3 | 53 | 24 | 16 | 6 |
| | 4 | 69 | 58 | 84.1 | 43 | 24 | 28 | 5 |
| | 5 | 78 | 62 | 79.5 | 37 | 34 | 24 | 5 |
| Students with Disabilities | 3 | 71 | 5 | 7.0 | -- | -- | -- | -- |
| | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | 78 | 7 | 9.0 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 71 | 70 | 98.6 | 49 | 26 | 24 | 1 |
| | 4 | 69 | 69 | 100.0 | 36 | 54 | 10 | 0 |
| | 5 | 78 | 69 | 88.5 | 65 | 32 | 1 | 1 |
| Male | 3 | 71 | 37 | 52.1 | 59 | 22 | 19 | 0 |
| | 4 | 69 | 31 | 44.9 | 35 | 55 | 10 | 0 |
| | 5 | 78 | 34 | 43.6 | 62 | 35 | 3 | 0 |
| Female | 3 | 71 | 33 | 46.5 | 36 | 30 | 30 | 3 |
| | 4 | 69 | 38 | 55.1 | 37 | 53 | 11 | 0 |
| | 5 | 78 | 35 | 44.9 | 69 | 29 | 0 | 3 |
| American Indian or Alaska Native | 4 | 69 | 1 | 1.4 | -- | -- | -- | -- |
| | 5 | 78 | 1 | 1.3 | -- | -- | -- | -- |
| Filipino | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | 78 | 1 | 1.3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 71 | 70 | 98.6 | 49 | 26 | 24 | 1 |
| | 4 | 69 | 64 | 92.8 | 39 | 52 | 9 | 0 |
| | 5 | 78 | 67 | 85.9 | 66 | 31 | 1 | 1 |
| White | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 71 | 62 | 87.3 | 53 | 21 | 24 | 2 |
| | 4 | 69 | 58 | 84.1 | 36 | 55 | 9 | 0 |
| | 5 | 78 | 61 | 78.2 | 70 | 26 | 2 | 2 |
| Students with Disabilities | 3 | 71 | 5 | 7.0 | -- | -- | -- | -- |
| | 4 | 69 | 2 | 2.9 | -- | -- | -- | -- |
| | 5 | 78 | 7 | 9.0 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.34 | 1.57 | 1.04 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.69 | 4.36 | 4.04 |
| Expulsions Rate | 0.03 | 0.18 | 0.02 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 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 | 61.5 | |

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K | 21 | 21 | 23 | 1 | 1 | | 3 | 3 | 4 | | | |
| 1 | 30 | 27 | 29 | | | | 2 | 3 | 2 | | | |
| 2 | 27 | 24 | 24 | | | | 3 | 3 | 3 | | | |
| 3 | 23 | 31 | 29 | 1 | | | 1 | 2 | 2 | 1 | | |
| 4 | 33 | 32 | 27 | | | | 1 | 1 | 3 | 2 | 2 | |
| 5 | 24 | 26 | 27 | 1 | 1 | 1 | 2 | | | | 2 | 2 |
| Other | | 6 | | | 1 | | | | | | | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| 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 | 2.0 |
| 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.

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

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.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,130 | \$42,315 |
| Mid-Range Teacher Salary | \$63,860 | \$66,451 |
| Highest Teacher Salary | \$81,231 | \$85,603 |
| Average Principal Salary (ES) | \$105,444 | \$105,079 |
| Average Principal Salary (MS) | \$104,056 | \$111,005 |
| Average Principal Salary (HS) | \$121,608 | \$121,310 |
| Superintendent Salary | \$198,996 | \$189,899 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 39% |
| Administrative Salaries | 5% | 6% |

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

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,249 | \$116 | \$4,133 | \$73,723 |
| District | ◆ | ◆ | \$1,536 | \$69,720 |
| State | ◆ | ◆ | \$5,348 | \$69,257 |
| Percent Difference: School Site/District | | | 169.1 | 1.8 |
| Percent Difference: School Site/ State | | | -34.2 | 2.1 |

* Cells with ◆ do not require data.

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
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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, the county, and the state. 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.