

Durham Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Durham Elementary School
Street	9421 Putney Dr.
City, State, Zip	Durham, CA 95938-9426
Phone Number	(530) 895-4695
Principal	Shirley Williams
E-mail Address	swilliams@durhamunified.org
Web Site	www.durhamunified.org
CDS Code	04614326003115

District Contact Information	
District Name	Durham Unified
Phone Number	(530) 895-4675
Superintendent	Lloyd Webb
E-mail Address	lwebb@durhamunified.org
Web Site	www.durhamunified.org

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

The Durham Elementary School community is committed to educating each child so that he/she develops academically, physically, emotionally and socially to be a confident knowledgeable, responsible and productive citizen in a diverse, ever-changing world. We will improve achievement for every student by developing standards-based classrooms using assessment data to improve instruction and designing interventions for students in need. We will develop a school culture where everyone emphasizes "students first," a growth mindset and the power of "yet", gives and receives respect, recognizes his or her role in the system, and nurtures and values teamwork.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	66
Grade 2	85
Grade 3	77
Grade 4	84
Grade 5	84
Total Enrollment	492

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.0
White	74.4
Socioeconomically Disadvantaged	42.5
English Learners	11.0
Students with Disabilities	9.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	22	22	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures, Macmillan/McGraw-Hill (K-5)	No	0
Mathematics	Everyday Mathematics, McGraw-Hill/Wright Group	Yes	0
Science	State-adopted science program, Scott Foresman/FOSS (K-5)	No	0
History-Social Science	State-adopted textbook, Pearson Scott Foresman (K-5)	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Some portable dry rot - scheduled for repair in early spring. More playground fill will be ordered and put in during early spring..

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 December		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	playground safety fill to be supplemented (redwood fill)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 December	
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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	48.0	54.0	54.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	45.0	44.0	48.0	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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	237	97.13	47.68
Male	131	128	97.71	49.22
Female	113	109	96.46	45.87
Black or African American	--	--	--	--
Hispanic or Latino	45	43	95.56	20.93
White	178	173	97.19	53.18
Two or More Races	19	19	100.00	57.89
Socioeconomically Disadvantaged	108	106	98.15	33.96
English Learners	29	28	96.55	21.43
Students with Disabilities	25	24	96.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	238	97.54	45.38
Male	131	128	97.71	48.44
Female	113	110	97.35	41.82
Black or African American	--	--	--	--
Hispanic or Latino	45	44	97.78	13.64
White	178	173	97.19	53.76
Two or More Races	19	19	100	47.37
Socioeconomically Disadvantaged	108	107	99.07	27.1
English Learners	29	29	100	13.79
Students with Disabilities	25	24	96	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The 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 areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	25.9	30.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Durham Elementary School is fortunate to have tremendous parent participation. On a daily basis we have many parents volunteering in classrooms. We have a very active Parent Teacher Student (PTS) organization. Our PTS sponsors activities including special assemblies, field trips, movie night, skate nights, Grandparents Day and many other special events. Parents have helped raise money to purchase playground structures for our students, technology, assemblies and various supplies for our school. Our parents partner with the classroom teachers to support the educational program for our students. Parents can also be involved in School Site Council, which meets on a regular basis to evaluate the school program and develops the School Plan for Student Achievement. Our parents are also active in supporting the development of our LCAP plan. We have an English Learner Advisory Committee that meets throughout the year to advise us on our program for English language learners. We also have an active art docent program that is made up of parent and community volunteers. For more information on how to become involved at the school, please contact school secretary Yolanda Prentice or Principal Shirley Williams at (530) 895-4695.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.7	3.1	1.5	3.2	4.2	2.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our district wide safe school plan is updated yearly. It is reviewed with the staff, DELAC and the School Site Council. This plan includes but is not limited to such items as school-wide discipline, safe ingress and egress, dangerous-pupil procedures, and disaster-preparation practices. Evacuation procedures are discussed at staff meetings as we plan for our fire, earthquake and lockdown drills. Teaching staff has been trained in the ALICE protocol for an active shooter situation. Fire and evacuation drills are held monthly and lock down, shelter-in-place and earthquake drills are held once a year. Staff also have been trained in the Catapult Emergency Management System as continue to practice the use of Catapult as a means for communication and accountability during an emergency. The school safety plan was last reviewed, updated and discussed with the school faculty in March 2018.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	3		18	2	3		18	3	3	
1	18	3			20	1	2		21	1	2	
2	19	4			21	1	2		20	2	2	
3	25		3		23		3		23		3	
4	28		2		27		3		27		3	
5	21	1	3		23		3		28		3	
Other	8	1			10	2			11	1		

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.33	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist (non-teaching)	.5	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,275	\$1,651	\$7,624	\$69,265
District	N/A	N/A	\$8,188	\$67,942
Percent Difference: School Site and District	N/A	N/A	-7.1	1.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	6.8	8.5

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2017-18)

Durham Elementary receives supplemental funding for specific purposes. Title I monies support reading instruction, staff development, and English-language learners. Durham Elementary School receives supplemental funding through LCFF and Title 1 funding. These funds are used for paraprofessionals who are integral to our reading intervention program, supplemental instructional materials and professional development for staff. This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,513	\$42,990
Mid-Range Teacher Salary	\$61,432	\$61,614
Highest Teacher Salary	\$84,759	\$85,083
Average Principal Salary (Elementary)	\$106,587	\$100,802
Average Principal Salary (Middle)	\$80,945	\$105,404
Average Principal Salary (High)	\$98,371	\$106,243
Superintendent Salary	\$130,277	\$132,653
Percent of Budget for Teacher Salaries	36.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Teachers meet to collaborate weekly for 75 minutes on Monday afternoons. Grade-level teams review ongoing benchmark assessment results and plan instruction and interventions. Grade-level teams work on implementation of the California state standards, use assessments results including the MAP and Core Growth assessments for data-analysis of student progress, vertical articulation, developing common assessments and building academic vocabulary. School-wide training are held during collaboration time, staff meetings, and minimum days during the school year. We are in our second year of implementing AVID Elementary. This summer 16 teachers attended the AVID Summer Institute for 3 days of intensive training. Our areas of focus continue to be implementation of Common Core State Standards in the areas of math, English language arts, Next Generation Science Standards and integrating the standards for English language development into all of these curricular areas. Staff members also attended conferences and training in the areas of reading interventions, PBIS (Positive Behavior Intervention and Supports), English language learners, technology, science, literacy, and working with students with special needs. Teachers continually analyze student data and plan instruction and interventions. Teachers are supported in grade-level teams as a whole staff and through meetings with the principal. In 2017-18, there were 56 hours set aside for professional development.