

Durham Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Durham Elementary School
Street	9421 Putney Dr.
City, State, Zip	Durham, CA 95938-9426
Phone Number	(530) 895-4695
Principal	Lisa Atlas
Email Address	latlas@durhamunified.org
Website	www.durhamunified.org
County-District-School (CDS) Code	04614326003115

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Durham Unified
Phone Number	(530) 895-4675
Superintendent	John Bohannon
Email Address	jbohannon@durhamunified.org
Website	www.durhamunified.org

School Description and Mission Statement (School Year 2020-2021)

Durham Elementary serves approximately 475 students from Transitional Kindergarten-5th grade. The school is located in Durham, CA, a rural farming community. There is a strong sense of community pride present. Multi-generations of family support is evident in all we do. Our diverse community also includes families from many of our surrounding cities and towns. Together, we prepare our students for a bright and successful future by supporting students academically and socially. The school community is committed to educating all children in a safe, positive learning environment. We focus on preparing our students to be independent, responsible, and successful in their every day lives and in preparation for their future success. We foster self-worth, a love for lifelong learning, and a commitment to global responsibility for all students. Students are encouraged academically and socially to become creative and productive citizens in our diverse, ever-changing world.

Durham Elementary is an exceptional place for learning where staff, parents, volunteers, and community members work together for academic excellence. Our Tiger pride abounds daily, as we foster a climate of awareness, acceptance, and inclusiveness, that allows all students to succeed. Our staff members embrace learning opportunities and have consistently aligned instruction and methods with state adopted curriculum with a focus on Common Core standards. Our school goals focus on ELA, Math, School Climate, and Parent Engagement. In both ELA and Math we want our students to grow a minimum of 5% when combining standards met and exceeded as measured by the SBAC performance standards in grades 3-5 and in TK-2 will focus on students meeting grade level common assessments. Our Climate and Culture goal focuses on providing all students will have a safe and supportive school environment that encourages physical, mental and emotional wellbeing as measured by the Healthy Kids Survey and the PBIS records we maintain. We know that parent involvement is key to success of strong home/school partnerships. Our goal is to offer parents diverse opportunities for school-wide, classroom, or additional activities as a means to increase parent home/school connectivity. We strive to offer parents these opportunities in a variety of ways, communicating with them, bringing them to school to share in their student's learning, and to provide parents other learning activities to support their child's needs in the home.

Durham is proud of the work that we do that extends and enriches our student’s curriculum beyond the classroom. All students attend a Reading Discovery group that aligns with their independent learning needs, participate in weekly Visual and Performing Arts lessons, taught by a credentialed teacher, and attend Physical Education with our full time PE teacher. Art docents provide monthly standards-based art lessons for all students. We hold monthly Spirit Days planned by our Student Council, as well as provide opportunities for students to attend field trips that enrich their learning experience. Together, in partnership with all stakeholders, we are committed to developing a school culture where everyone emphasizes “students first” and supports a growth mindset that focuses on the power of “yet”, so all students can learn in a respectful, responsible, and safe environment.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	87
Grade 1	70
Grade 2	84
Grade 3	70
Grade 4	89
Grade 5	75
Total Enrollment	475

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.6
Hispanic or Latino	18.9
White	75.4
Two or More Races	4.6
Socioeconomically Disadvantaged	46.5
English Learners	8.4
Students with Disabilities	8.6
Homeless	10.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	22	24	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

All students have access to textbooks and instructional materials in the four core subject areas for use in the classroom with the ability to take it home to complete required homework assignments.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

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

School Facility Conditions and Planned Improvements

Durham Elementary School began operating at our current site in 1962. Our beautiful campus sits on 55 acres located on Putney Drive. The school includes 22 classrooms, a PE and VAPA classroom, classrooms for the Deaf and Hard of Hearing Program, as well as a multipurpose room with a performance stage; a beautiful library that looks out into our enclosed courtyard; 3 outdoor playgrounds; and ample room for play on a large, open grass area. The Maintenance, Grounds and Custodial staff continue to work together to keep the school in good condition which has provided a safe, clean and well maintained learning environment to help student achievement.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	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	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	40	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Durham Elementary School is fortunate to have tremendous volunteer participation. On a daily basis we have many parents, retired teachers, and other community members partnering to support the educational programs within our classroom and across the school. We have a very active Parent Teacher Student (PTS) organization who dedicate their time and talents throughout the school. Our PTS sponsors activities including special assemblies, field trips, movie night, skate nights, Grandparents Day and many other special events. Additionally, our parents sponsor an art docent program to bring the arts alive in the classroom. The parents have helped raise money to purchase playground structures for our students, technology, assemblies and various supplies for our school. Parents can become a part of or attend School Site Council (SSC). During these meetings information is shared with the community and the School Plan for Student Achievement (SPSA) is discussed and updated annually with input from multiple stakeholders. Parent Coffees, District English Language Advisory Committee (DELAC) meetings, and other parent activities and meetings are regularly scheduled to keep our parents informed. For more information on how to become involved at the school, please contact school secretary Yolanda Prentice or Principal Lisa Atlas 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	1.7	2.4	3.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Durham Elementary prides itself on having a clean, safe, and orderly campus. All staff and students participate in monthly fire drills, as well as earthquake drills, lockdowns, and other safety drills as needed to ensure staff and students are informed and ready to respond to an emergency should it be necessary. These evacuation procedures are discussed at staff meetings with staff and within the classroom with students. The school utilizes Catapult Emergency Management System, an electronic program, as a means for communication and accountability during an emergency. The school safety plan is reviewed, updated and discussed with the school faculty at the beginning of each year. Durham holds high expectations that all students will follow our school rules to promote a positive, safe school environment. Routines and expectations for a safe and orderly campus are set early in the year and revisited as needed. Parents are informed that we ask that all visitors on campus check in the office first to receive a badge prior to going to classrooms or other areas on campus.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	3		15	2	3		21	2	2	
1	21	1	2		19	3	1		22		3	
2	20	2	2		20	1	2		20	3	1	
3	23		3		21	1	3		22		3	
4	27		3		23		3		28		3	
5	28		3		28		3		13	3	3	
Other**	11	1			13	2			7	3		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,275	\$1,651	\$7,624	\$69,265
District	N/A	N/A	\$8,188	\$69,054
Percent Difference - School Site and District	N/A	N/A	-7.1	0.3
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-1.6	0.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 a credentialed teacher and paraprofessionals, who are integral to our reading intervention program. Small group instruction is provided at student's individual reading level to improve reading skills, including fluency, comprehension, and phonemic awareness. Additionally, supplemental instructional materials and professional development for staff is available.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,613	\$44,318
Mid-Range Teacher Salary	\$60,044	\$67,053
Highest Teacher Salary	\$89,048	\$90,163
Average Principal Salary (Elementary)	\$111,980	\$106,389
Average Principal Salary (Middle)	\$97,584	\$113,976
Average Principal Salary (High)	\$103,348	\$114,214
Superintendent Salary	\$139,730	\$141,066
Percent of Budget for Teacher Salaries	34.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Teachers meet to collaborate weekly on Friday mornings. Grade-level teams review on-line materials, Google Classroom activities, and benchmark assessment results to help plan instruction. Grade-level teams work on implementation of the California state standards, use assessments results for data-analysis of student progress, develop common assessments and build academic vocabulary. School-wide training are held during collaboration time and staff meetings during the school year (Currently using technology meeting rooms). As a staff we meet monthly to engage in conversation and share best practices on Direct Instruction, AVID strategies (note taking and organization. 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. The site principal conducts weekly instructional walks to observe instruction and provide feedback to teachers. Teachers are supported in grade-level teams as a whole staff and through individual meetings with the principal. Additionally, the district provided two days prior to the start of school to train teachers on the adopted district curriculum platform Acellus.