

Durham Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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. Durham's strength is in the commitment of home, school, and community, working towards the common goal of ensuring a nurturing educational experience for all! Teachers participate in weekly collaboration where our focus is on data analysis from Common Core aligned Benchmark assessments and professional development. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. 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 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	83
Grade 2	65
Grade 3	86
Grade 4	77
Grade 5	88
Total Enrollment	477

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.2
Hispanic or Latino	20.1
White	73.2
Two or More Races	6.3
Socioeconomically Disadvantaged	41.9
English Learners	10.7
Students with Disabilities	11.1
Homeless	2.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	22	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: August 2019

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	48	51	54	53	50	50
Mathematics (grades 3-8 and 11)	45	48	48	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	258	99.23	0.77	51.16
Male	127	126	99.21	0.79	50.79
Female	133	132	99.25	0.75	51.52
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	47	46	97.87	2.13	17.39
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	195	195	100.00	0.00	59.49
Two or More Races	17	16	94.12	5.88	50.00
Socioeconomically Disadvantaged	126	124	98.41	1.59	33.06
English Learners	33	33	100.00	0.00	12.12
Students with Disabilities	31	31	100.00	0.00	16.13
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	26	25	96.15	3.85	40.00

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	258	99.23	0.77	48.06
Male	127	126	99.21	0.79	48.41
Female	133	132	99.25	0.75	47.73
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	47	46	97.87	2.13	8.70
Native Hawaiian or Pacific Islander					
White	195	195	100.00	0.00	57.95
Two or More Races	17	16	94.12	5.88	43.75
Socioeconomically Disadvantaged	126	124	98.41	1.59	29.03
English Learners	33	33	100.00	0.00	6.06
Students with Disabilities	31	31	100.00	0.00	16.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	26	25	96.15	3.85	32.00

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	12.9	25.8	29.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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. Parents have helped raise money to purchase playground structures for our students, technology, assemblies and various supplies for our school. 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 district LCAP plan. 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.1	1.5	1.7	4.2	2.4	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. All classrooms are equipped with an emergency garbage can containing, water, space blankets, medical supplies, and information about each student in the class. 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	2	3		18	3	3		15	2	3	
1	20	1	2		21	1	2		19	3	1	
2	21	1	2		20	2	2		20	1	2	
3	23		3		23		3		21	1	3	
4	27		3		27		3		23		3	
5	23		3		28		3		28		3	
Other**	10	2			11	1			13	2		

*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 Academic Counselors to Pupils (School Year 2018-19)

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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

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	\$67,400.00
Percent Difference - School Site and District	N/A	N/A	-7.1	1.9

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$64,732.00
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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,343	\$43,574
Mid-Range Teacher Salary	\$58,295	\$63,243
Highest Teacher Salary	\$86,454	\$86,896
Average Principal Salary (Elementary)	\$108,718	\$103,506
Average Principal Salary (Middle)	\$94,741	\$108,961
Average Principal Salary (High)	\$100,338	\$108,954
Superintendent Salary	\$133,000	\$136,125
Percent of Budget for Teacher Salaries	35%	30%
Percent of Budget for Administrative Salaries	5%	6%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 third year of implementing AVID Elementary. As a staff we meet monthly to engage in conversation and share best practices on our two identified focus areas, 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. 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. The site principal conducts weekly walk through to observe instruction and provide feedback to teachers.

Teachers are supported in grade-level teams as a whole staff and through meetings with the principal. Before and after school professional development is offered to any teachers by the site administrator.