Durfee Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Durfee Elementary School
Street	4220 Durfee Ave.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7610
Principal	Diana Arrata
Email Address	darrata@erusd.org
School Website	de.erusd.org
Grade Span	K-5
County-District-School (CDS) Code	19-64527-6013312

2024-25 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco A. Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2024-25 School Description and Mission Statement

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 supporting the different school's programs, initiatives, and academic needs of our students. The school staff strives to inform the community about the school's educational program,

2024-25 School Description and Mission Statement

student achievement, and curriculum development.

Students at Durfee Elementary School are guided by specific school and classroom expectations that promote character, respect, inclusion, and safety. 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 have been trained and Durfee Elementary School participates in the Positive Behavior Intervention and Supports (PBIS) program. Durfee Elementary School has been recognized with the Silver PBIS Award from 2017-2021, the Gold PBIS Award for 2021-2022, the Platinum PBIS Award from 2022-2024, and the school has also received the California PBIS Coalition 2020 Community Cares Medal.

As a school, a commitment has been made to provide the best educational program possible for all students. Durfee Elementary School has 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 hard work, all students will be challenged through their potential.

Durfee Elementary School's Vision and Mission Statements are:
Vision: Inspiring learners to thrive in an ever-changing world.
Mission: We create opportunities for growth and success.
Durfee Elementary School strives 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.
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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	46
Grade 2	48
Grade 3	54
Grade 4	49
Grade 5	69
Total Enrollment	342

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	1.2
Black or African American	0.6
Filipino	0.9
Hispanic or Latino	96.5
Two or More Races	0.3
White	0.6
English Learners	19.9
Foster Youth	1.2
Homeless	0.9
Socioeconomically Disadvantaged	87.1
Students with Disabilities	8.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	100.00	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	19.00	5.52	18854.30	6.86
Total Teaching Positions	14.50	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	100.00	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	10.00	2.89	15831.90	5.67
Total Teaching Positions	15.50	100.00	346.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	100.00	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	19.60	6.19	14303.80	5.15
Total Teaching Positions	14.50	100.00	316.70	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%
Foreign Language		Yes	0%

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

School Facility Conditions and Planned Improvements

Durfee Elementary School first opened its doors in 1951. There are eighteen permanent classrooms, six bungalow rooms, a cafeteria/multipurpose room, and an administration building.

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 and Kindergarten playground area was recently completed.

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 performs special tasks as requested by the school site to upgrade all areas. If more detailed repair is required, it is referred to as the District operations department.

Year and month of the most recent FIT report	November, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Fire exit obstructed must relocate table, work order submitted. Remove wall paper due to fire hazard and move file cabinet and secure it to a wall. All work orders have been submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	32	38	38	46	47
Mathematics (grades 3-8 and 11)	27	28	24	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	173	100.00	0.00	32.37
Female	74	74	100.00	0.00	32.43
Male	99	99	100.00	0.00	32.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	167	100.00	0.00	30.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	12.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	159	159	100.00	0.00	30.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	173	100.00	0.00	27.75
Female	74	74	100.00	0.00	24.32
Male	99	99	100.00	0.00	30.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	167	100.00	0.00	25.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	12.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	159	159	100.00	0.00	24.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.57	23.53	21.14	21.93	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	23.53
Female	36	36	100.00	0.00	25.00
Male	32	32	100.00	0.00	21.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	66	66	100.00	0.00	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.00	0.00	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Durfee Elementary School, we recognize parents as vital partners in the education and success of our students. We are committed to fostering meaningful opportunities for parental engagement that strengthen the connection between home and school, promote student achievement, and build a vibrant school community.

School Site Council (SSC):
The SSC provides parents with the opportunity to work alongside school staff to discuss academic programs and funding priorities. Through this partnership, parents play an active role in supporting student achievement and school improvement efforts.
English Learner Advisory Committee (ELAC):
ELAC offers a space for parents of English Learners to learn about programs and resources available to support their child's language development. It also provides opportunities for parents to share their input and collaborate with school staff to address the needs of English Learners.

Parent-Teacher Organization (PTO):
Our PTO gives parents the opportunity to participate in activities that directly benefit the school community. Parents work together to support events, fundraising efforts, and programs that enhance the educational experience for all students.

Parent Education Opportunities:
We offer workshops and sessions to help parents support their child's academic, social, and emotional development. These opportunities foster a strong partnership between home and school, ensuring parents feel informed and empowered.

Mental Health Counseling Collaborations:
Durfee Elementary School partners with community organizations to connect families with resources that support students' mental health and overall well-being. These collaborations provide parents with tools and guidance to support their child's success both in and out of the classroom.

Family Nights:
Family Nights are designed to bring families together for activities that promote learning and strengthen the school community.

2024-25 Opportunities for Parental Involvement

These events encourage parent participation and provide meaningful ways for families to engage in their child's education.

Classroom Volunteers and Room Parents:
Parents are invited to volunteer in classrooms or assist as room parents, supporting teachers and students throughout the school year. These contributions help create a positive and enriching learning environment.

No Excuses University:
As part of our No Excuses University program, parents are encouraged to participate in events and activities that promote a college-going culture. These opportunities demonstrate the importance of higher education and inspire students to set ambitious goals for their future.

Communication and Outreach:
To ensure families remain informed and engaged, we communicate regularly through our school website, flyers, phone broadcast messages, and platforms such as Parent Square, Class Dojo, and Remind.
For more information on how to become involved at Durfee Elementary, please contact Principal, Diana Arrata at (562) 801-7610. We look forward to working together with our families to create a supportive and thriving learning environment for all students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	355	350	86	24.6
Female	165	162	41	25.3
Male	190	188	45	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	343	339	82	24.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	71	71	19	26.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	313	308	80	26.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	32	8	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.11	0	1.97	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	0.00	0.00
Male	3.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Each year, the Comprehensive School Safety Plan (CSSP) is reviewed, updated, and presented to the school faculty in the Fall. All safety procedures and guidelines are in accordance with Government and Public Health orders, guidelines, and recommendations.

2024-25 School Safety Plan

Traditionally the emergency plan outlines the school's response to disasters such as earthquakes, 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, lockdown, and earthquake safety.

The School Emergency Response Team (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 Elementary School. These individuals play key roles in how each disaster drill is handled. The plan also includes shut-off locations for gas, electricity, and water. The district houses a large metal bin on our campus with 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 Elementary School campus is closed, and uses Verkada and Raptor security systems to monitor cameras and visitor management. All visitors are required to report to the office before entering any part of the school, including during the after-school program time.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	1	
1	20	2	1	
2	23		2	
3	27		2	
4	24		2	
5	26		2	
Other	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		2	
2	27		2	
3	24		2	
4	23		3	
5	32		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	23		2	
2	24		2	
3	27		2	
4	25		2	
5	35			2

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,772.62	$195.27	$4,577.36	$101,162.94
District	N/A	N/A	$9,547.84	$94,324
Percent Difference - School Site and District	N/A	N/A	-70.4	7.0
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-80.7	6.6

Fiscal Year 2023-24 Types of Services Funded

The following programs and services are available in the district to support and assist students:

- Before/After School Tutoring
- After School Enrichment
- English Learner Literacy Support, ELPAC Academy
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Committees
- Language Arts, Mathematics, Science and Visual and Performing Arts TOSAs
- Technology (one-to-one Chromebooks)
- Digital Learning Coach (DLC)
- Positive Behavioral Interventions and Supports (PBIS)
- Social Emotional Learning
- Interim Assessments for English Language Arts, Mathematics, and English Language Development

Fiscal Year 2023-24 Types of Services Funded

- Local Screeners in STAR Reading, Mathematics, and Early Literacy
- Additional Benchmark Universe Training
- Go Math! Additional Training
- Next Generation Science Standards Support
- ELPAC Academy
- Mental Health Counselor and Interns
- Behavior Technicians
- Roving Substitute Teachers to address instructional interventions
- STEM equipment for the Innovation Lab along with Robotics and Girls Who Code
- Next Generation Science Standards Support

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,153	$58,855
Mid-Range Teacher Salary	$88,149	$92,519
Highest Teacher Salary	$118,132	$114,665
Average Principal Salary (Elementary)	$150,110	$142,791
Average Principal Salary (Middle)	$152,039	$151,078
Average Principal Salary (High)	$163,405	$167,094
Superintendent Salary	$240,000	$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Professional development days are focused on technology platforms, school safety, curriculum, and data analysis.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling. Professional learning was prioritized Reading Comprehension and Writing which develops students' academic literacy in analytical reading, writing, and thinking. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration

Professional Development

lessons.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40