

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Durham Intermediate School

2014-15
School Accountability Report Card
Published in 2015-16



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Principal's Message

Durham Intermediate School is located in Durham approximately 7 miles south of Chico in Butte County. The school serves a student population of approximately 250 students in grades 6-8. We hold high expectations for all students both academically and socially. Our professional faculty is skilled and personally committed to meeting the needs of all students. We have worked hard to organize students and curricula to reflect the philosophy that our school is not a "junior high," but an intermediate institution. We provide a caring intermediate stage as students move from elementary school to high school, and we prepare them for the academic challenges that lie ahead of them. Our program is focused on standards as prescribed by the State of California and our local school board. Our mission at Durham Intermediate School is to provide a student-centered, nurturing environment, where students are held to high expectations inside and outside the classroom. This 2015-16 school year brings us new challenges and beginnings, and we look forward to providing the high-quality education that has become a hallmark of Durham Intermediate School. We have implemented a new math program (College Preparatory Mathematics). In addition, we are in the process of integrating more technology use into our classrooms. The use of the Google platform and Google Classroom should enhance student technology use significantly on our campus.

School Mission Statement

Durham Intermediate School promotes a safe, respectful and supportive school climate. Both students and staff are positive role models of empathy and civil communication. Adult staff provides positive relationship building and comprehensive student supervision. Students and staff are tolerant and inclusive of diversity.

Parental Involvement

Parent involvement is a valued aspect of our school community. Parent volunteers are welcomed in the classroom. They are available for driving and chaperoning field trips and other school activities. Parents actively participate in our annual Eighth Grade Project, Jog-a-Thon, the Medieval Feast and our Olympic celebrations. Our Parent-Teacher-Student (PTS) organization and School Site Council are crucial in the continuing success of DIS. Our PTS has raised money to provide student lockers, a computer lab, school dances, outside student furniture and the repainting of our gymnasium. Our School Site Council continues to use current student data to help make decisions that guide our school toward high academic achievement. If you have an interest in either of these organizations, contact our office for more information.

For more information on how to become involved at the school, please contact Kim Thorpe, Parent-Teacher-Student president, at (530) 895-4684.

School Safety

Our school safety plan is reviewed annually in the autumn of every year. After an extensive evaluation of the safety plan, our school and district made appropriate changes. We survey parents regularly in regards to their perceptions of school safety and academic programs. We have yard supervision before school, at break and lunch. We have a closed campus, and visitors must register in the office when visiting our campus. We regularly hold fire and disaster drills. This and more, including our safety policies and practices, are outlined in our school safety plan. In homerooms, teachers are asked to review our safety plans with students. The districtwide school safety plan was last reviewed, updated and discussed with the school faculty in March 2016.

Professional Development

Our professional-development opportunities occur during our Monday collaboration days where teachers develop and review assessments and discuss student test scores and achievement. Collaboration occurs in grade-level teams and in vertical teams between the high school and intermediate school. We bring professional trainers in when necessary and offer off-site opportunities for professional growth.

The teachers also use that time to create and use common assessments, refine pacing guides and curriculum and drill down into student-achievement data using Illuminate, our new data-software program.

Professional Development Days	Three-Year Data		
	2013-14	2014-15	2015-16
Durham IS	1 hour per week**	1 hour per week**	1 hour per week**

** Every Monday teachers have one hour of professional development and training.



Board of Trustees

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Durham Unified School District Mission Statement

To empower each student to achieve his or her potential to be a knowledgeable, productive, responsible citizen who is a lifelong learner and is able to function successfully and with integrity in a changing, complex world.

School Accountability Report Card

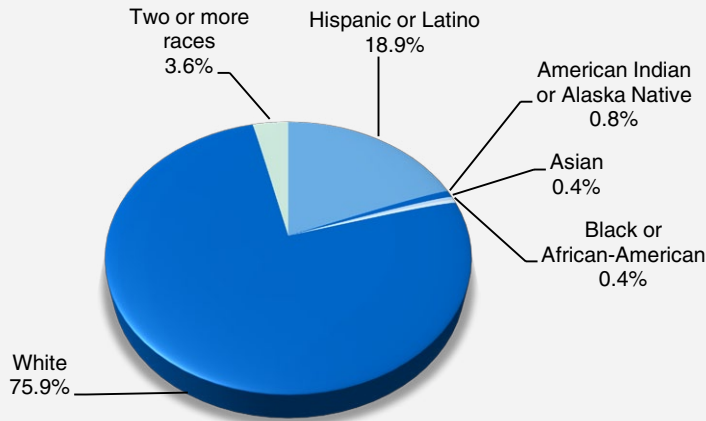
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Student Group

The total enrollment at the school was 249 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

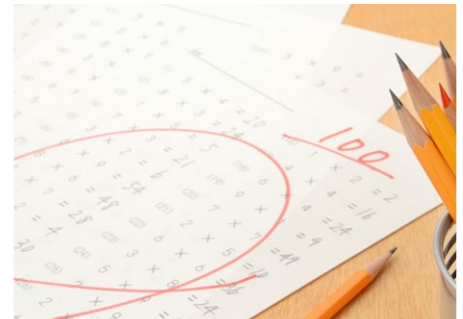
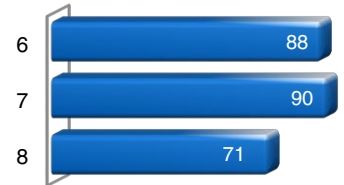


Socioeconomically disadvantaged 43.8% English learners 8.4% Students with disabilities 9.6% Foster Youth 0.4%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

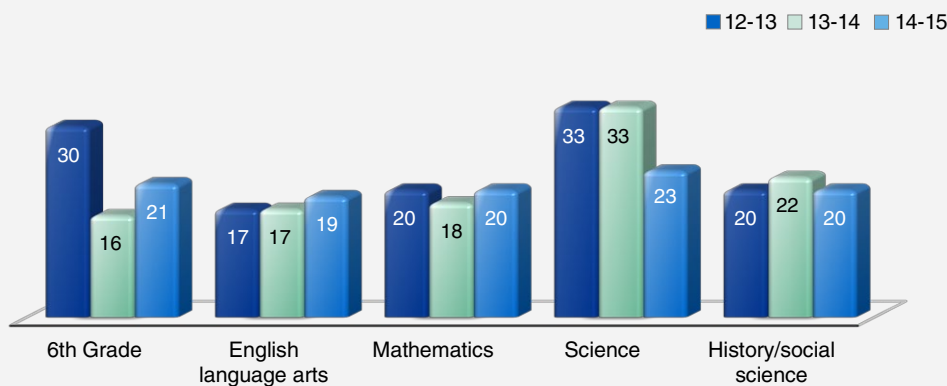


Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	7	3		4	2	2	4	5	
Mathematics	4	3	1	3	3	1	4	4	
Science		3	2		1	3	2	5	
History/social science	4	3	1	2	1	3	3	5	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Durham IS			
	12-13	13-14	14-15
Suspension rates	12.5%	4.4%	6.3%
Expulsion rates	1.2%	0.0%	0.0%
Durham USD			
	12-13	13-14	14-15
Suspension rates	4.4%	3.0%	3.4%
Expulsion rates	0.3%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2014-15 School Year		
	Durham IS	Durham USD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2015-16 School Year	
	Durham IS	Durham USD
Program Improvement status	Not Title	Not In PI
First year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Title I schools currently in Program Improvement		0
Percentage of Title I schools currently in Program Improvement		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school and district are not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 7

Four of six standards	20.2%
Five of six standards	18.0%
Six of six standards	48.3%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Students Scoring at Proficient or Advanced Levels								
	Durham IS			Durham USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68%	53%	62%	68%	62%	59%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	2014-15 School Year
	Science
All students in the district	59%
All students at the school	62%
Male	62%
Female	61%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	❖
White	64%
Two or more races	❖
Socioeconomically disadvantaged	59%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards		
	Durham IS	Durham USD	California
English language arts/literacy	41%	47%	44%
Mathematics	38%	37%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 6-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	88	86	97.7%	17%	40%	35%	7%
Male		48	54.5%	23%	38%	31%	6%
Female		38	43.2%	11%	42%	39%	8%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		19	21.6%	47%	32%	11%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		62	70.5%	8%	40%	44%	8%
Two or more races		2	2.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	42.0%	30%	49%	16%	3%
English learners		10	11.4%	❖	❖	❖	❖
Students with disabilities		7	8.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	88	85	96.6%	26%	31%	32%	12%
Male		47	53.4%	26%	36%	28%	11%
Female		38	43.2%	26%	24%	37%	13%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		18	20.5%	50%	33%	17%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		62	70.5%	16%	31%	39%	15%
Two or more races		2	2.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	40.9%	36%	33%	25%	6%
English learners		9	10.2%	❖	❖	❖	❖
Students with disabilities		7	8.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	87	97.8%	31%	36%	26%	7%
Male		46	51.7%	39%	35%	26%	0%
Female		41	46.1%	22%	37%	27%	15%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		15	16.9%	53%	40%	7%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		67	75.3%	24%	34%	33%	9%
Two or more races		4	4.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	41.6%	38%	49%	11%	3%
English learners		8	9.0%	❖	❖	❖	❖
Students with disabilities		10	11.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	87	97.8%	25%	32%	36%	7%
Male		46	51.7%	26%	26%	41%	7%
Female		41	46.1%	24%	39%	29%	7%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		15	16.9%	47%	53%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		67	75.3%	19%	27%	45%	9%
Two or more races		4	4.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		37	41.6%	43%	35%	19%	3%
English learners		8	9.0%	❖	❖	❖	❖
Students with disabilities		10	11.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	69	65	94.2%	22%	29%	46%	3%
Male		43	62.3%	23%	37%	37%	2%
Female		22	31.9%	18%	14%	64%	5%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		12	17.4%	33%	33%	33%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		50	72.5%	20%	30%	46%	4%
Two or more races		3	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		28	40.6%	14%	39%	46%	0%
English learners		3	4.3%	❖	❖	❖	❖
Students with disabilities		5	7.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	69	65	94.2%	34%	40%	17%	9%
Male		43	62.3%	33%	44%	14%	9%
Female		22	31.9%	36%	32%	23%	9%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		12	17.4%	58%	33%	0%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		50	72.5%	30%	40%	22%	8%
Two or more races		3	4.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		28	40.6%	43%	43%	11%	4%
English learners		3	4.3%	❖	❖	❖	❖
Students with disabilities		5	7.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

Textbooks are adopted from the most recent state-approved and local governing-board-approved list. The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home. The most recent public hearing on sufficiency of instructional materials was held on September 16, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	McDougal Littell (6-8)	2002
Mathematics	Core Connections 1, Second Edition (6)	2015
Mathematics	Core Connections, Second Edition (7)	2015
Mathematics	Core Connections 3, Second Edition (8)	2015
Mathematics	College Prep Math, Second Edition(8)	2015
Science	Pearson, Prentice Hall	2008
Science	<i>Focus on Earth Science (6)</i>	2008
Science	<i>Focus on Life Science (7)</i>	2008
Science	<i>Focus on Physical Science (8)</i>	2008
History/social science	Teachers' Curriculum Institute	2005
History/social science	<i>History Alive!</i>	2005

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Durham IS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	
	9/2016



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/29/2015
Date of the most recent completion of the inspection form			10/29/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Nurses room: Replaced the ballast in November 2015.	
Interior	Nurses Office: Installed blinds in November 2015. Rooms 1, 3, 4, 7, 13: Replaced ceiling tiles during Winter vacation 2015.	

School Facilities

Our school includes 11 buildings, of which eight are portables. We have 12 classrooms, with one permanent structure built in 1981 which houses four of the rooms. We also have a gym, portable classrooms, a library and office. The gym was built in 1938, and the portable classrooms, library and office were built in the past 25 years.

All classrooms are equipped with at least one computer having access to the Internet. We currently have adequate space to house all of our students comfortably. In addition to Internet access, all classrooms have cable TV, phones and water. Classrooms are in good condition and are maintained regularly. We are fortunate to have a full gymnasium with locker rooms. The physical quality of our school buildings influence learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Our maintenance staff does an excellent job of keeping the buildings in a good state of repair. School grounds are welcoming, and all restrooms are kept clean and functioning.



Types of Services Funded

In addition to other monies, Durham Intermediate School receives supplemental funding for specific purposes. A School-Based Coordinated program grant supports school-improvement effort. Access to Title I, II and III monies support reading and math instruction, staff development and English learners.

« *"Durham Intermediate School promotes a safe, respectful and supportive school climate."* »



Teacher Qualifications

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 Credential Information	Three-Year Data			
	Durham USD	Durham IS		
Teachers	15-16	13-14	14-15	15-16
With full credential	54	13	20	19
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	5	0	2	3

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Durham IS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Durham IS	97.56%	2.44%
All schools in district	97.84%	2.16%
High-poverty schools in district	98.41%	1.59%
Low-poverty schools in district	97.37%	2.63%

✦ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
Social/behavioral or career development counselors	0.70
Library media teacher (librarian)	0.75
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	0.50
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
Other	FTE
Paraprofessional	1.00
Campus Supervisor	0.20
Yard duty	0.20

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	Durham USD	Similar Sized District
Beginning teacher salary	\$38,977	\$38,953
Midrange teacher salary	\$53,442	\$57,103
Highest teacher salary	\$75,712	\$74,127
Average elementary school principal salary	\$89,057	\$90,225
Average middle school principal salary	\$86,046	\$98,146
Average high school principal salary	\$94,317	\$97,758
Superintendent salary	\$116,000	\$117,803
Teacher salaries: percentage of budget	42%	34%
Administrative salaries: percentage of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Durham IS	\$4,274	\$68,322
Durham USD	\$6,987	\$64,854
California	\$5,348	\$64,486
School and district: percentage difference	-38.8%	+5.3%
School and California: percentage difference	-20.1%	+5.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,733
Expenditures per pupil from restricted sources	\$459
Expenditures per pupil from unrestricted sources	\$4,274
Annual average teacher salary	\$68,322



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.