

Durham Intermediate School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Durham Intermediate School
Street	9416 Putney Drive
City, State, Zip	Durham, CA 95938
Phone Number	530.895.4684
Principal	Lora Fox
E-mail Address	lfox@durhamunified.org
Web Site	www.durhamunified.org/dis
CDS Code	04614326105761

District Contact Information	
District Name	Durham Unified School District
Phone Number	530.895.4684
Superintendent	Lloyd Webb
E-mail Address	lwebb@durhamunified.org
Web Site	www.durhamunified.org

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

School Description:

Durham Intermediate School is a 6-8 grade school with approximately 250 students in attendance. The Durham School District is nestled among a beautiful area just South of Chico amongst farmland, ranchettes, and neighborhoods in Butte County. Durham Intermediate School offers standards driven curriculum and engaging classrooms. The learning environment is appropriate for all students. Students can take part in classes such as Language Arts, Math, Science, Social Studies, Physical Education, and an Elective class. Durham Intermediate School also offers 6-8th grade girls and boys basketball during the winter months. When visiting the Durham Intermediate School Campus, it is evident of the pride that the students and families take in our little school.

The staff at Durham Intermediate School is dedicated and personally committed to serving the students and families of Durham. We want all students to be successful and do so by delivering effective instruction and using effective instructional strategies to ensure learning happens. It is our mission to prepare students to be confident and empowered to move into high school and beyond. Durham Intermediate School's Parent Teacher Student Group (PTS) is a huge part of the success of our school. They raise money to be spent on technology and other needs of the students, and because of that, we are working towards one to one chromebooks for our students.

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.

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

Grade Level	Number of Students
Grade 6	76
Grade 7	78
Grade 8	84
Total Enrollment	238

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	0.4
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.0
White	68.9
Socioeconomically Disadvantaged	38.7
English Learners	10.5
Students with Disabilities	11.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14		13	
Without Full Credential	0		0	
Teaching Outside Subject Area of Competence (with full credential)	1		0	

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 2018 December

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell (6-8) / 2002	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Core Connections, Course 1, Second Edition (6) / 2015 Core Connections, Second Edition (7) Mathematics Core Connections, Course 3, Second Edition (8) 2015 College Prep Math, Second Edition (8)	Yes	0
Science	Pearson, Prentice Hall / 2008 Focus on Earth Science (6) Focus on Life Science (7) Focus on Physical Science (8)	Yes	0
History-Social Science	Teachers' Curriculum Institute / 2005 History Alive!	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. Some dry rot and burned out light bulbs present in portables - scheduled to be fixed in early spring.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	58.0	54.0	54.0	48.0	50.0
Mathematics (grades 3-8 and 11)	47.0	53.0	44.0	48.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46	57.83
Male	118	115	97.46	50.43
Female	118	115	97.46	65.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.00	38.89
White	164	158	96.34	63.92
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	91	89	97.80	37.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	36	36	100.00	30.56
Students with Disabilities	22	21	95.45	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46	53.48
Male	118	115	97.46	52.17
Female	118	115	97.46	54.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100	35.19
White	164	158	96.34	58.86
Two or More Races	12	12	100	66.67
Socioeconomically Disadvantaged	91	89	97.8	30.34
English Learners	36	36	100	25
Students with Disabilities	22	21	95.45	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.2	29.3	39.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is a valued aspect of our school community. Parent volunteers are welcomed in the class- room. 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 Debbie Illukowicz, Parent-Teacher-Student president at durhampts@gmail.com or visit the PTS website at <http://dis.durhamunified.org/ParentsCommunity/PTS/index.html>

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.6	4.5	4.4	3.2	4.2	2.4	3.7	3.7	3.5
Expulsions	0.0	0.4	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our school safety plan is reviewed annually. After an extensive evaluation of the safety plan, Durham Intermediate School Site Council and district make appropriate changes. The DUSD surveys parents annually in regards to their perceptions of school safety and academic programs. Durham Intermediate School has yard supervision before school, at break and lunch. We have a closed campus, and visitors must register in the office when visiting our campus. DIS regularly holds fire and disaster drills. In homerooms, teachers are asked to review our safety plans with students. Safety procedures, policies and practices, are outlined in our school safety plan. The school safety plan was last reviewed, updated and discussed with the school faculty in February of 2018. The school safety plan will be reviewed, updated, and approved by the current School Site Council in January of 2019 and on the school board agenda thereafter.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	4	6		20.0	3	6		20.0	5	4	
Mathematics	3.0	2			8.0	3			14.0	11	2	
Science	30.0		6		27.0	1	5		27.0	1	5	
Social Science	25.0	1	5	1	23.0	1	6		23.0	2	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	.80	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.33	N/A
Social Worker		N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,170	\$1,435	\$8,735	\$70,065
District	N/A	N/A	\$8,188	\$67,942
Percent Difference: School Site and District	N/A	N/A	6.5	3.1
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	20.3	9.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Professional Development (Most Recent Three Years)

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. Currently, a team of teachers is participating in PBIS (Positive Behavioral Interventions & Supports) through Butte County Office of Education.

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 MAP (Measures of Academic Progress) Assessments.