

Durham Intermediate School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Durham Intermediate School
Street	9416 Putney Drive
City, State, Zip	Durham, CA 95938
Phone Number	530.895.4684
Principal	Lora Fox
Email Address	lfox@durhamunified.org
Website	http://dis.durhamunified.org/
County-District-School (CDS) Code	04614326105761

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Durham Unified School District
Phone Number	530.895.4675
Superintendent	John Bohannon
Email Address	jbohannon@durhamunified.org
Website	http://durhamunified.org/

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

School Description:

Durham Intermediate School is a 6-8 grade school with approximately 260 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 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.

Durham Intermediate School implements PBIS (Positive Behavior Intervention and Supports). Our students will know the expectations of Respect, Responsibility, and Safety in our different areas of the school. We implement positive rewards for behavior and attendance and have opened the "Panther Den" for our students to redeem positive Panther Cash for prizes.

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 2019-2020)

Grade Level	Number of Students
Grade 6	90
Grade 7	90
Grade 8	82
Total Enrollment	262

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.5
Asian	0.4
Hispanic or Latino	21
White	69.5
Two or More Races	6.9
Socioeconomically Disadvantaged	46.9
English Learners	6.1
Students with Disabilities	8.8
Homeless	7.6

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	12	12	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 December

With the addition of the following curriculum, Durham Unified School District adopted the use of Acellus. Acellus is a supplemental curriculum that was approved by the School Board in order to facilitate the online / distance learning of our students during the lack of in person instruction due to the COVID-19 Pandemic. Acellus is an approved A-G curriculum and can be accessed by all students through the World Wide Web.

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

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parent involvement is a valued aspect of our school community. Parent volunteers are welcomed in and out of 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 end of the year festivities. 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, support 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 Carrie Vanella, 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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.4	5.9	2.4	3.2	3.5	3.5
Expulsions	0.0	0.4	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.7	2.2	
Expulsions	0.3	.09	

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

School Safety Plan (School Year 2020-2021)

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 yearly if not on an immediate basis. 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 will be reviewed by the school faculty at their designated staff meetings. The school safety plan was reviewed, updated, and approved by the current School Site Council in January of 2020 and was approved by the Durham Unified School Board on February 19, 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	5	4		20	3	6		18	6	4	
Mathematics	14	11	2		17	6	3		16	9	2	
Science	27	1	5		24	1	6		25	1	6	
Social Science	23	2	5		24	1	6		29		6	

*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.

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

Title	Ratio
Academic Counselors*	524

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,170	\$1,435	\$8,735	\$70,065
District	N/A	N/A	\$8,188	\$69,054
Percent Difference - School Site and District	N/A	N/A	6.5	1.5
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	12.0	1.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,613	\$44,318
Mid-Range Teacher Salary	\$60,044	\$67,053
Highest Teacher Salary	\$89,048	\$90,163
Average Principal Salary (Elementary)	\$111,980	\$106,389

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$97,584	\$113,976
Average Principal Salary (High)	\$103,348	\$114,214
Superintendent Salary	\$139,730	\$141,066
Percent of Budget for Teacher Salaries	34.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

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

Our professional-development opportunities occur during our Monday collaboration (Fridays during Hybrid Learning Model). Teachers develop and review assessments and discuss student test scores and achievement. 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 local in class measures. Collaboration occurs in grade-level teams and in vertical teams between the high school and intermediate school. Durham Unified School District implemented the use of a Distance Learning/Online Curriculum. Staff were provided the opportunity to train with this curriculum for two days before school began for the year and have received some additional short trainings thereafter.