

Durham High 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 High School
Street	9455 Putney Drive
City, State, Zip	Durham, CA 95938
Phone Number	530.895.4685
Principal	Robbin Pedrett
E-mail Address	rpedrett@durhamunified.org
Web Site	www.durhamunified.org
CDS Code	04614320433201

District Contact Information	
District Name	Durham Unified School District
Phone Number	530.895.4675
Superintendent	Lloyd Webb
E-mail Address	lwebb@durhamunified.org
Web Site	www.durhamunified.org

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

Our mission is to:

TO PREPARE STUDENTS FOR INDEPENDENT, RESPONSIBLE, SUCCESSFUL LIVES AFTER HIGH SCHOOL....

To foster self-worth, a love for lifelong learning and a commitment to global responsibility for all students, we at Durham High School will provide an environment and experiences that will encourage such individual to achieve full potential in these areas: physical health, emotional maturity and well-being, academic preparation, intellectual development, social responsibility and ethical values.

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

Grade Level	Number of Students
Grade 9	79
Grade 10	77
Grade 11	69
Grade 12	61
Total Enrollment	286

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.0
White	73.1
Socioeconomically Disadvantaged	35.3
English Learners	3.8
Students with Disabilities	13.6
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	20	18	17	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 01/2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts, Third Course and Fourth Course; Holt, Rinehart and Winston (9-10) Literature: Timeless Voices, Timeless Themes; Prentice Hall (11-12)	Yes	0
Mathematics	Algebra Connections, Version 3.0; CPM Integrated II, CPM Algebra 2, California; Holt Algebra and Trigonometry, Houghton Mifflin Calculus I with Precalculus, Houghton Mifflin	Yes	0
Science	California Earth Science; Holt, Rinehart and Winston Biology, Pearson (2010) Chemistry: Matter and Change, Glencoe/McGraw-Hill Physics: Principles with Applications, Prentice Hall	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History: Connections to Today the Modern Era, Prentice Hall The Americans: Reconstruction to the 21st Century, McDougal Littell Magruder's American Government, Prentice Hall Economics: Principles and Practices, Glencoe	No	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. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. One broken pull-station handle - repaired. Some portable dry rot - scheduled for repair in early spring. Light bulb replacement needed in some portables - commenced. HVAC and minor leak in Ag classroom is under repair.

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: 17/08		
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: 17/08	
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)	66.0	63.0	54.0	54.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	39.0	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	64	62	96.88	62.90
Male	39	37	94.87	54.05
Female	25	25	100.00	76.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	16	16	100.00	37.50
White	44	42	95.45	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	46.15
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	66	62	93.94	38.71
Male	41	37	90.24	40.54
Female	25	25	100	36
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	17	16	94.12	6.25
White	45	42	93.33	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	26	96.3	15.38
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

Career Technical Education Programs (School Year 2017-18)

Durham High School is proud to offer the following career technical education (CTE) courses for all of its students:

1. Introduction to STEM (science, technology, engineering and mathematics; seventh and eighth grades)
2. Manufacturing, Automotive and Engineering
3. ROP Computer Aided Manufacturing (articulated with Butte College Welding 20)
4. Beginning Ag Mechanics
5. Advanced Ag Mechanics
6. Ag Plant and Soils (Working on articulating this class with 2 courses at Butte College)
7. Ag Business (Working on articulating this class with 2 courses at Butte College)

We are working with Butte County Office of Education, to be able to offer Regional Occupational Programs (ROP) to provide work-based learning experiences for our students.

We have advisory committees made up of industry representatives, pathway and core academic teachers, student representative and members from CCPT grant and BCOE. Both of our pathway advisories meet at least twice a year (Fall and Spring). Both of these Career Pathways have been part of a Consortium Grant sponsored by Butte College, Chico Unified School District and Butte County Office of Education.

Some of the goals of this grant are to establish pathways for students in specific career areas, increase student participation in CTE areas, earn industry-standards certificates and upgrade the equipment used in the school.

Special-population students have complete access to all CTE courses offered at Durham High School. Instruction is established to meet the needs of individual students as well as a classroom aide as needed.

Students enrolled in the capstone courses of CTE programs will be able to have the opportunity to complete field work and apprentice programs at various local companies within the school day to further their technical education training. The full intent of the CTE program is to provide students with the necessary skills for entry-level positions within their field of choice.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	108 DHS, 94 DIS
% of pupils completing a CTE program and earning a high school diploma	71%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.4

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
9	21.3	12.0	8.0

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)

Parents have been invited to serve on our School Site Council and participate in the development of our Local Control and Accountability Plan (LCAP). Additionally, we have a Parent Teacher and Student (PTS) group and an English Learner Advisory Committee (ELAC) where they serve in an advisory capacity. Parents are welcome to attend any school-wide meetings, as well as an open invitation to visit their student’s classrooms. We also have a very active Sports Boosters and Music Boosters organizations.

For more information on how to become involved at the school, please contact Kim Thorpe, PTS president at (530) 228-7918 and Shelinda Bryant, Durham Sports Boosters president at (530) 520-3663.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.6	0.0	1.2	2.6	0.0	1.2	10.7	9.7	9.1
Graduation Rate	93.4	97.0	93.9	93.4	97.0	93.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.5	97.5	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	92.3	92.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	85.7	85.7	67.1
Foster Youth	0.0	0.0	74.1

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	2.4	5.4	2.4	3.2	4.2	2.4	3.7	3.7	3.5
Expulsions	0.3	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Visitors must register in the office when visiting our campus. We hold fire drills each semester and a disaster drill annually. Within homerooms, teachers review the school's safety plans. The school's discipline policies are reviewed and updated yearly and are aligned with the California Education Code. The school student handbook is annually approved by the board of trustees.

Our school safety plan will be reviewed, updated and discussed with the school faculty in April 2019.

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	13.0	17	4	2	11.0	23	4		16.0	11	7	1
Mathematics	14.0	14	3		11.0	17	4		15.0	11	6	
Science	15.0	10	1		20.0	7	3		23.0	3	6	
Social Science	16.0	10	3		16.0	9	4		17.0	8	4	

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	1.0	311
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.625	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist (non-teaching)	0.33	N/A
Other	0.77	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	\$11,913	\$3,284	\$8,629	\$65,998
District	N/A	N/A	\$8,188	\$67,942
Percent Difference: School Site and District	N/A	N/A	5.2	-2.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	19.1	3.7

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)

Approximately 87 percent of the Durham Unified School District budget was spent for salaries for all staff. The remaining 13 percent of the district budget covers transportation, maintenance, cleaning, instructional materials, utilities, supplies and equipment. School Improvement funds and block grants, when available, are used to fund various school-improvement projects and programs that are consistent with site goals. The federal Carl D. Perkins, the local partnership CCPT grant with Chico Unified School District, the Agriculture Incentive Grant, and the Career and Technical Education Incentive Grant all assist for qualifying programs by providing services. Special education funding is used as determined by Butte County.

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/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

In the 2012-13 school year, we instituted a weekly staff collaboration program. Every Monday, school is released one hour early, and staff members utilize the time for schoolwide collaboration, site departmental meetings, instructional strategies training, (Data Disaggregation), as well as cross-collaboration with both the middle and elementary schools. We have an organized calendar for these events. This practice is on-going.

In addition to these days, certificated staff is afforded the opportunity to attend staff development away from DHS. Many of these training are through the Butte County Office of Education, but they may include other providers as well. After attending training, staff members share what they learned with their colleagues. Generally these outside trainings are subject level specific.

Our mathematics department attended professional development for the implementation of the integrated mathematics curriculum, as well as instructional strategies taught by CPM Educational Program.

Through our CCPT grant we have implemented a Career Choices curriculum, and through the grant we have be able to provide professional development for that staff member.

Both of our CTE instructors attend ongoing professional development through their respective programs. (Agriculture and SkillsUSA)

During the 2018-19 school year our staff will undergo training in Professional Learning Communities so our time during Monday Collaboration is utilized to the fullest.