

# Durham High 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 High School
Street	9455 Putney Drive
City, State, Zip	Durham, CA 95938
Phone Number	530.895.4685 Ext. 224
Principal	Robbin Pedrett
Email Address	rpedrett@durhamunified.org
Website	www.durhamunified.org
County-District-School (CDS) Code	04614320433201

### 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	www.durhamunified.org

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

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#### School Description:

The student population at Durham High School reflects a predominantly middle class community, ranging from lower to upper middle class, and contains some third and fourth generation families. Durham can be described as a rural and agricultural community with the primary crops being almonds, walnuts, and rice. An increasing number of families commute to jobs in the nearby communities of Chico and Oroville. There are three significant subgroups represented on the DHS campus: socio-economically disadvantaged, white, and Hispanic.

Durham High School takes full advantage of its small size. The modest levels of enrollment insure that teachers are familiar with every student. This close-knit campus community allows relationships between faculty and students that are significant enough to quickly determine changes in academics or behavior and make meaningful strides to help, be that through conversation or more substantial interventions. There is a genuine concern among the staff for our entire student body. In general, students follow the lead of the staff and help each other.

Durham High provides a variety of options for students, though our size limits that to some degree. Despite that challenge, we still offer rigorous, meaningful programs in Music, Manufacturing, Welding, Agriculture and Art. It's small enough that a majority of our students are able to participate in school athletics.

We have challenging college-level and college-preparatory courses of study as we have dual credit courses with Butte College and Southern Oregon University. Our Special Education Program is staffed with highly trained and dedicated teachers, administrators, and support personnel that genuinely care about their students, and regularly go to great lengths to help them achieve meaningful successes. Our general education teachers work closely with our Special Education department to support students with special needs. Durham High School maintains a positive, supportive and challenging environment for students and is eager to grow and develop to further meet the needs of our ever changing population as we offer more and more CTE Pathway courses.

Vision: To foster self-worth, a love for lifelong learning, and a commitment to global responsibility for all students, we at Durham High School will facilitate an inclusive, authentic environment and real-life experiences that will foster these qualities in our students.

Mission: The Durham High School Staff provides a diverse educational program that appeals to the specific needs of each of our students, including opportunities for college-preparatory and college-level work as well as career-development pathways. We provide an inclusive environment featuring a wide variety of extra-curricular and co-curricular programs intended to facilitate growth and development of skills in the areas of social responsibility, self-motivation, leadership, collaboration, cooperation, and creativity.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	85
Grade 10	77
Grade 11	82
Grade 12	72
<b>Total Enrollment</b>	<b>316</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.6
Asian	0.3
Filipino	0.3
Hispanic or Latino	24.4
White	70.3
Two or More Races	2.2
Socioeconomically Disadvantaged	39.9
English Learners	2.8
Students with Disabilities	8.5
Foster Youth	0.3
Homeless	7.9

## 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	17	16	17	
Without Full Credential	2	3	1	
Teaching Outside Subject Area of Competence (with full credential)			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: 01/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
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
Foreign Language	Realidades: 2011 Pearson Education	Yes	0
Health	On line curriculum	Yes	0
Visual and Performing Arts	2019-2020 reviewed curriculum	Yes	0
Science Laboratory Equipment (grades 9-12)	2019-2020 new equipment as needed and requested	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. 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

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: 17/08**

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	32	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.

**CAASPP Test Results in Science 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



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

### Career Technical Education Programs (School Year 2019-2020)

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

1. Manufacturing - Intermediate (Welding and Materials Joining)
2. Manufacturing Advanced - Skills USA (articulated with Butte College Welding 20) (Welding and Materials Joining)
3. Manufacturing - Intermediate (Product Innovation and Design)
4. Manufacturing - Advanced (Product Innovation and Design)
5. Agriculture - Intermediate Ag Mechanics
6. Agriculture - Advanced Ag Mechanics
7. Ag Agri-science Intro to Sustainable Agriculture
8. Ag Agri-science Beginning Sustainable Agriculture Ag Biology (Articulating this class with a course at Butte College)
9. Ag Agri-science Advanced (Working on articulating this class with a course at Butte College)
10. Ag - Floriculture Intermediate and Advanced - Articulated with Woodland College.

We are working to be able to offer and provide work-based learning experiences for our students for a variety of CTE programs.

We have advisory committees made up of industry representatives, pathway and core academic teachers, student representative and members for 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	211
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	35.7

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	52.54

### 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)

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 work to 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, Ag and Music Boosters organizations. Our CTE programs, Ag and Manufacturing also have active Advisory groups, For more information on how to become involved at the school, please contact Shelinda Bryant, Durham Sports Boosters president at (530) 520-3663, Kayla Hall for Ag, or Wes Bill for Manufacturing. (530) 895-4685.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.2	0	0	1.2	0	0	9.1	9.6	9
Graduation Rate	93.9	96.6	93.7	93.9	96.6	93.7	82.7	83	84.5

## 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	2.4	3.3	2.4	3.2	3.5	3.5
Expulsions	0.0	0.0	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	1	2.2	
Expulsions	0	.1	

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)

Visitors must register in the office when visiting our campus. We hold fire drills each semester and a disaster drill annually. Within advisory classrooms, 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 2021.

### 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	16	11	7	1	16	10	9	1	22	5	8	2
Mathematics	15	11	6		20	7	4	3	20	7	6	2
Science	23	3	6		23	4	6		25	3	5	2
Social Science	17	8	4		20	5	6		25	2	7	

\*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*	316

\*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)	1
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	\$11,913	\$3,284	\$8,629	\$65,998
District	N/A	N/A	\$8,188	\$69,054
Percent Difference - School Site and District	N/A	N/A	5.2	-4.5
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	10.7	-4.4

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

## Types of Services Funded (Fiscal Year 2019-2020)

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 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. Durham High School receives "in-kind" services from volunteers in our area that assist with construction and repairs. In March 2020, Durham High received a K12 SWP grant for use in our CTE program and was granted a SSP grant in Recording Arts.

## 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
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/>.

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	3	19

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	3

In the 2012-13 school year, DHS instituted a weekly staff collaboration program. Every Monday, school is released one hour early, and staff members utilize the time for school-wide 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 underwent training in Professional Learning Communities so our Monday Collaboration is utilized to the fullest.

The emphasis on professional development for the district has been in MAP training, Study Island and now Exact Path through NWEA. These are all computer generated programs that assist teachers and students in understanding their learning, their growth profile and can assist with interventions and a pathway to intervention.

During the 2019-2021 time frame our emphasis has been on -line instructional programs, technology and student engagement in virtual environments. Our teachers have assisted each other and put on workshops for each other during the pandemic. We will begin our WASC process again and are looking to switch our student data base to Aeries. That would require additional professional development. The high school is asking for and planning training in assisting reclassified English speakers in Spanish. We are looking forward to returning to an environment when we can meet physically.