

Durham High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

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.

2021-22 School 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
School Website	dhs.durhamunified.org
County-District-School (CDS) Code	04614320433201

2021-22 District Contact Information

District Name	Durham Unified School District
Phone Number	530.895.4675
Superintendent	John Bohannon
Email Address	jbohannon@durhamunified.org
District Website Address	www.durhamunified.org

2021-22 School Overview

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, Recording Arts 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.

We strive through our school improvement process to continue to address our achievement gaps for all populations.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	72
Grade 10	81
Grade 11	63
Grade 12	82
Total Enrollment	298

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	56
American Indian or Alaska Native	0.7
Asian	0.7
Black or African American	0.7
Hispanic or Latino	26.5
Two or More Races	3.7
White	67.8
English Learners	3
Homeless	2.7
Socioeconomically Disadvantaged	38.9
Students with Disabilities	11.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	06/2021
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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
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

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.

Year and month of the most recent FIT report

10/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Building 100: Some areas need paint and replacement of ceiling tiles - adjust doors and carpet replacement Building 200: Some areas need paint and replacement of ceiling tiles - adjust doors

School Facility Conditions and Planned Improvements

				Building 500: Some areas need paint. Ceiling tiles need replacement. Fence needs repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Portables 60 - 63: Dry rot around windows, metal railing at room entrance needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Lockerrooms: Bathrooms and Showers are outdated. Not ADA compliant. Portables 60 - 63: Dry rot around windows, metal railing at room entrance needs repair

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	59	92.19	7.81	55.93
Female	27	22	81.48	18.52	59.09
Male	37	37	100	0	54.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	43.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	57.5
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100	0	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	58	90.63	9.37	44.83
Female	27	22	81.48	18.52	50.00
Male	37	36	97.30	2.70	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	39	90.70	9.30	53.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	43.33	N/A	33.50	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	60	80.00	20.00	43.33
Female	34	25	73.53	26.47	36.00
Male	41	35	85.37	14.63	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	42	75.00	25.00	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	17	85.00	15.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

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) - Solidworks I
4. Manufacturing - Advanced (Product Innovation and Design) - Solidworks II
5. Agriculture - Intermediate Ag Mechanics
6. Agriculture - Advanced Ag Mechanics
7. Ag Agri-science Intro to Sustainable Agriculture
5. Ag Agri-science Beginning Sustainable Agriculture Ag Biology (Articulating this class with a course at Butte College)
6. Ag Agri-science Advanced (Articulated with a course at Butte College)
7. Ag - Floriculture Intermediate and Advanced - Articulated with Butte 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).

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	227
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.66
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	50.77

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 Shane Vargas, Durham Sports Boosters president at 530.519.4155, McKenna Luce for Ag, (530) 282-9403 or Wes Bill for Manufacturing. (530) 895-4685.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	2.9	3.6	0.0	2.9	3.6	9.0	8.9	9.4
Graduation Rate	93.7	94.3	92.9	93.7	94.3	92.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	84	78	92.9
Female	36	35	97.2
Male	48	43	89.6
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	18	18	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	63	58	92.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	33	91.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	305	304	89	29.3
Female	135	135	35	25.9
Male	170	169	54	32.0
American Indian or Alaska Native	2	2	1	50.0
Asian	2	2	1	50.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	81	81	32	39.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	5	45.5
White	206	206	50	24.3
English Learners	10	10	7	70.0
Foster Youth	0	0	0	0.0
Homeless	16	16	5	31.3
Socioeconomically Disadvantaged	120	119	51	42.9
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	36	36	15	41.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.32	0.66	3.20	0.38	3.47	0.20
Expulsions	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.30	2.19	2.45
Expulsions	0.00	0.09	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.74	0.00
Male	0.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.78	0.00

2021-22 School Safety Plan

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 February 2022.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	10	9	1
Mathematics	20	7	4	3
Science	23	4	6	
Social Science	20	5	6	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	5	8	2
Mathematics	20	7	6	2
Science	25	3	5	2
Social Science	25	2	7	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	8	6	2
Mathematics	21	5	8	
Science	20	5	5	1
Social Science	22	3	7	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	298

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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	\$68,480
Percent Difference - School Site and District	N/A	N/A	5.2	-3.7
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	2.2	-8.1

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,613	\$45,813
Mid-Range Teacher Salary	\$60,044	\$70,720
Highest Teacher Salary	\$89,048	\$93,973
Average Principal Salary (Elementary)	\$111,980	\$111,613
Average Principal Salary (Middle)	\$97,584	\$119,477
Average Principal Salary (High)	\$103,348	\$120,270
Superintendent Salary	\$139,730	\$150,704
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

16.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered	3

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	2

Durham Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Durham Unified School District
Phone Number	530.895.4675
Superintendent	John Bohannon
Email Address	jbohannon@durhamunified.org
District Website Address	www.durhamunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	533	498	93.43	6.57	47.79
Female	240	222	92.50	7.50	52.70
Male	293	276	94.20	5.80	43.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	115	110	95.65	4.35	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	31	93.94	6.06	48.39
White	378	352	93.12	6.88	53.98
English Learners	43	43	100.00	0.00	4.65
Foster Youth	--	--	--	--	--
Homeless	52	46	88.46	11.54	34.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	231	93.15	6.85	36.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	62	89.86	10.14	22.58

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	533	497	93.25	6.75	40.04
Female	240	222	92.50	7.50	35.14
Male	293	275	93.86	6.14	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	115	110	95.65	4.35	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	31	93.94	6.06	45.16
White	378	351	92.86		48.43
English Learners	43	43	100.00	0.00	2.33
Foster Youth	--	--	--	--	--
Homeless	52	46	88.46	11.54	21.74
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	231	93.15	6.85	25.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	62	89.86	10.14	16.13

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.