

Warren High School

8141 De Palma St. • Downey, CA 90241 • (562) 869-7306 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Downey Unified School District

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District Governing Board

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Jose J. Rodriguez
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District Administration

John A. Garcia, Jr., Ph.D.
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Associate Superintendent, Business Services
Roger Brossmer, Ed.D.
Assistant Superintendent, Educational Services - Secondary
Wayne Shannon, Ed.D.
Assistant Superintendent, Educational Services - Elementary
Alyda Mir
Assistant Superintendent, Certificated Human Resources
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Veronica Lizardi, Ed.D.
Director, Instructional Support Programs
Patricia Sandoval, Ed.D.
Director, Special Education

School Description

For over 50 years Warren High School has offered a strong academic and co-curricular program to its students. Warren High offers many Honors and Advanced Placement (AP) level courses, as well as dual enrollment opportunities. Our nine highly specialized Career and Technical Education (CTE) pathways offer students hands on experience in state of the art facilities with industry level equipment and possible certification in the fields of Animation, Construction Technology, Culinary Arts, Film and Television, Photography, Project Lead the Way (Bio-med, Computer Science, and Engineering) and Make-up Artistry. Our Advancement via Individual Determination (AVID) program helps students who are the first in the family to go to college to complete the college entrance requirements. The program enjoys a 95% acceptance rate to four-year colleges and universities for seniors completing the program. A wide range of academic and scholarship recognitions are offered, including the California Scholarship Federation program and the Distinguished Graduate program.

In addition to the academic program, Warren High School offers outstanding co-curricular programs including twenty-six different athletic teams for boys and girls. Students at Warren have the opportunity to participate in award winning fine arts programs which include vocal and instrumental music, art, as well as theatre and dance. The school has a dynamic student activities program which includes a large number of service focused clubs.

If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Dr. Cari White, PRINCIPAL

About the SARC

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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	851
Grade 10	872
Grade 11	906
Grade 12	875
Total Enrollment	3,504

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	0.9
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.2
White	4.3
Two or More Races	0.5
Socioeconomically Disadvantaged	69.6
English Learners	9.4
Students with Disabilities	12.8
Foster Youth	0.4
Homeless	0.3

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 for Warren High School	18-19	19-20	20-21
With Full Credential	139	129.2	132
Without Full Credential	1	2	4
Teaching Outside Subject Area of Competence	0	9	0

Teacher Credentials for Downey Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	894
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Warren High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	4
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 2020-21)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/06/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature and Language Arts: Third Course, Holt, Rinehart, & Winston adopted in 2003 Literature and Language Arts: Fourth Course, Holt, Rinehart, & Winston adopted in 2003 Literature and Language Arts: Fifth Course, Holt, Rinehart, & Winston adopted in 2003 Literature and Language Arts: Sixth Course, Holt, Rinehart, & Winston adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	HMH Integrated Math 1, California Student Edition, adopted in 2015 HMH Integrated Math 2, California Student Edition, adopted in 2015 HMH Integrated Math 3, California Student Edition, adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, McDougal Littell adopted in 2007 Chemistry: Matter and Change, Glencoe/McGraw-Hill adopted in 2007 Physics: Principles and Problems, Glencoe adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Patterns of Interaction, McDougal Littell adopted in 2006 American Anthem (U.S. History), Holt adopted in 2006 Magruder's American Government, Prentice Hall adopted in 2006 Economics: Principles in Action, Prentice Hall adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The District provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 08/20/2020

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 Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	53	N/A	53	N/A	50	N/A
Math	27	N/A	41	N/A	39	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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	26	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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.

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
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 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
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.

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 2020-21)

We have numerous ways for parents and community members to participate in the life of our school. Many are very supportive of the educational program at Warren High. Staff members, community members, and parents participate in various organizations that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)
- A booster group, such as band, football, baseball, etc.

The contact person for parent involvement is Dr. White; she can be reached at (562) 869-7306, extension 5800.

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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is the primary concern at our school. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster drills are conducted on a regular basis throughout the school year.

Our school is a closed campus. Using a newly installed Raptor System, visitors are required to check in at the front office; their state ID card is scanned, cleared and the guest is given a visitor's pass with their picture on it. Before school, after school, and during lunch administrators, campus security assistants, and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually by district personnel and the police department, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, lockdown procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The Comprehensive School Safety Plan is updated annually.

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	6.2	2.9	3.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	3.9	2.6	
Expulsions	0	0	

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	389.3

*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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	55	35	65	27	50	20	75	29	34	36	64
Mathematics	29	26	26	66	30	24	26	64	32	17	25	64
Science	28	20	29	39	29	12	25	36	32	8	28	32
Social Science	30	22	19	64	30	20	24	56	33	8	22	54

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	14

Staff development for our Secondary teachers in grades 6-12 has transitioned to becoming effective in Distance Learning best practices in response to the Covid-19 pandemic. Our schools have transitioned to completely digital on-line learning. Our PD has focused on: Assessing Learning in Online Environments, Creating Community in Online Classrooms, Designing Online Learning Experiences, and Ensuring Equity and Inclusion in Online Learning.

In addition, every secondary teacher is receiving on-going and intensive support in the use of digital tools, Canvas (Learning Management System), Co-teaching and iReady for our middle schools.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,669	\$50,029
Mid-Range Teacher Salary	\$90,680	\$77,680
Highest Teacher Salary	\$118,049	\$102,143
Average Principal Salary (ES)	\$134,329	\$128,526
Average Principal Salary (MS)	\$136,663	\$133,574
Average Principal Salary (HS)	\$153,683	\$147,006
Superintendent Salary	\$263,953	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38.0	33.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12874.03	3900.69	8973.34	103398.23
District	N/A	N/A	9278.20	\$97,043
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.3	6.3
School Site/ State	14.6	21.8

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

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)

Rate for Warren High School	2016-17	2017-18	2018-19
Dropout Rate	1.1	1.6	0.6
Graduation Rate	97.9	97	98

Rate for Downey Unified School	2016-17	2017-18	2018-19
Dropout Rate	1.8	2.4	2.1
Graduation Rate	95.4	94.9	96.1

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1862
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.4

Career Technical Education Programs

Downey Unified operates 16 Career Technical Education pathways. The following are listed by industry sector and are offered at both high schools unless otherwise indicated in parentheses. The following pathways are offered under the Arts, Media, & Entertainment industry sector: Animation (WHS), Dance (DHS), Film & Video Production (WHS), Graphic Design (DHS), Multimedia Video Production (DHS), Photography & Digital Imaging. In the Building & Construction Trades industry sector, we offer Construction Technology (WHS). In the Engineering & Architecture sector, both schools offer an Engineering pathway. In the Education & Family Services sector, we offer Principles of Education (DHS). In the Fashion and Interior Design sector, we offer Makeup Artistry (CHS and WHS). Within the Health Science & Medical Technology sector, we offer Biomedical Science and Sports Medicine (DHS). In the Hospitality, Tourism & Recreation sector, we offer Culinary Arts (WHS). Within the Information & Communication Technologies sector, we offer Computer Science (WHS). In the Manufacturing & Product Development sector, we offer Advanced Manufacturing and Product Design (DHS). Within the Public Services sector, we offer Law Enforcement (DHS) and Legal Practices (DHS). In the Transportation sector, we offer Automotive Technology (DHS).

All of the courses offered are conducted by Downey Unified and every pathway consists of a two or three course sequence that ends in a capstone. The following pathways are two-course sequenced: Multimedia Video Production, Photography & Digital Imaging, Engineering, Principles of Education, Sports Medicine, Computer Science, Makeup Artistry, Culinary Arts, Law Enforcement, and Legal Practices. The following pathways are three-course sequenced: Animation, Dance, Graphic Design, Film & Video Production, Construction Technology, Biomedical Science, and Automotive Technology. The following pathway is four-course sequenced: Engineering.

Our District partners and advisory group consist of the following:

Consultants: Bayha Group- Education, Resource Development; Carrot-STEM Consultant; 2 CPR Group-Arts, Media & Entertainment; 2 Degree Shift-Pathway and Publication Development, Ryan Zervakos-LinkedIn Consultant.

Industry Advisors: Matt Newman-Orange Coast College, Arts, Media, and Entertainment/Game Design; Dave Pruiksma-Disney Animator, Arts, Media & Entertainment; Ben Dickow- Columbia Memorial Space Center, Aerospace & Engineering; Joseph Valerio-Avixa, Audio- Visual Industry; Colleen McKinley-Cerritos College, Educational Partnerships and Programs; Carla Yorke-Cerritos College, Dual Enrollment and Articulation; Dr. Cordelia Ontiveros-Cal Poly Pomona, Engineering; Jeffrey Scott-Southwest Regional Council of Carpenters, Residential and Commercial Construction; Evangelina Rosales-Licensed Esthetician/Cosmetologist, Fashion and Interior Design; Tenesha Scott-Kaiser Permanente Watts Counseling and Learning Center, Health, Science & Medical Technology; Michelle Cardoza-Embassy Suites, Hospitality, Tourism & Recreation; Dan Murray-Law Enforcement; Kevin Kendall-Law Enforcement; and Yolanda Castro-Workforce Development Board, Southeast Los Angeles (SELACO)

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.73

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	18	N/A
All courses	35	17.5

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

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.