

# Downey 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/](http://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/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Downey High School
<b>Street</b>	11040 Brookshire Ave.
<b>City, State, Zip</b>	Downey, CA 90241
<b>Phone Number</b>	(562) 869-7301
<b>Principal</b>	Tom Houts
<b>Email Address</b>	thouts@dusd.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19 64451 1932441

## 2021-22 District Contact Information

<b>District Name</b>	Downey Unified School District
<b>Phone Number</b>	(562) 469-6500
<b>Superintendent</b>	John A. Garcia, Jr., Ph.D.
<b>Email Address</b>	webadmin.net
<b>District Website Address</b>	www.dusd.net

## 2021-22 School Overview

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including but not limited to academic standings, curriculum and instruction, school facilities, budget, and facility enhancement.

As you read our School Accountability Report Card, you will see a school that ensures every child has equal access to a rigorous standards based core curriculum in language arts, mathematics, science, and social studies. The hard-working staff is both skilled and dedicated to the success of our students. Downey High supports the district vision that all students graduate with a 21st Century education that ensures that they are college and career ready, globally competitive and citizens of strong character. The parents and the community organizations are very supportive.

Our goal in presenting you with this information is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Tom Houts, PRINCIPAL

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,127
Grade 10	1,143
Grade 11	1,108
Grade 12	925
Total Enrollment	4,303

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.6
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	3.1
Filipino	1
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.8
White	4.3
English Learners	8.5
Foster Youth	0.5
Homeless	1.1
Socioeconomically Disadvantaged	62.4
Students with Disabilities	13.1

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

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

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

## 2019-20 Class Assignments

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

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.

Year and month in which the data were collected

10/05/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	Yes	0
<b>Mathematics</b>	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	Yes	0
<b>Science</b>	Biology, McDougal Littell, adopted in 2007  Chemistry: Matter and Change, Glencoe/McGraw-Hill, adopted in 2007  Physics: Principles and Problems, Glencoe, adopted in 2007	Yes	0
<b>History-Social Science</b>	World History: Patterns of Interaction, McDougal Littell, adopted in 2007  American Anthem (U.S. History), Holt, adopted in 2007  Magruder's American Government, Prentice Hall, adopted in 2007  Economics: Principles in Action, Prentice Hall, adopted in 2007	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			

**Visual and Performing Arts****Science Laboratory Equipment**  
(grades 9-12)**School Facility Conditions and Planned Improvements**

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.

**Year and month of the most recent FIT report**

06/28/2021

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	1070	NT	NT	NT	NT
Female	552	NT	NT	NT	NT
Male	517	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	35	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	947	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	79	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	653	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	142	NT	NT	NT	NT

## 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	1070	NT	NT	NT	NT
Female	552	NT	NT	NT	NT
Male	517	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	35	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	947	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	79	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	653	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	142	NT	NT	NT	NT

## 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.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	1069	949	88.77%	11.23%	33.19%
Female	552	513	92.93%	7.07%	36.26%
Male	516	435	84.30%	15.70%	29.43%
American Indian or Alaska Native	2	2	100.00%	0.00%	0.00%
Asian	18	16	88.89%	11.11%	68.75%

<b>Black or African American</b>	35	30	85.71%	14.29%	30.00%
<b>Filipino</b>	12	11	91.67%	8.33%	72.73%
<b>Hispanic or Latino</b>	946	844	89.22%	10.78%	31.16%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	7	7	100.00%	0.00%	28.57%
<b>White</b>	48	38	79.17%	20.83%	57.89%
<b>English Learners</b>	80	54	67.50%	32.50%	3.70%
<b>Foster Youth</b>	12	11	91.67%	8.33%	36.36%
<b>Homeless</b>	13	11	84.62%	15.38%	9.09%
<b>Military</b>	0	0			
<b>Socioeconomically Disadvantaged</b>	669	594	88.79%	11.21%	30.13%
<b>Students Receiving Migrant Education Services</b>	0	0			
<b>Students with Disabilities</b>	144	100	69.44%	30.56%	5.00%

\*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.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	1069	972	90.93%	9.07%	65.33%
<b>Female</b>	552	517	93.66%	6.34%	68.67%
<b>Male</b>	516	454	87.98%	12.02%	61.67%
<b>American Indian or Alaska Native</b>	2	2	100.00%	0.00%	50.00%
<b>Asian</b>	18	16	88.89%	11.11%	87.50%
<b>Black or African American</b>	35	30	85.71%	14.29%	63.33%
<b>Filipino</b>	12	11	91.67%	8.33%	100.00%
<b>Hispanic or Latino</b>	946	862	91.12%	8.88%	64.27%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	7	7	100.00%	0.00%	71.43%
<b>White</b>	48	43	89.58%	10.42%	72.09%
<b>English Learners</b>	80	57	71.25%	28.75%	26.32%
<b>Foster Youth</b>	12	11	91.67%	8.33%	45.45%
<b>Homeless</b>	13	11	84.62%	15.38%	45.45%
<b>Military</b>	0	0			
<b>Socioeconomically Disadvantaged</b>	669	603	90.13%	9.87%	62.85%
<b>Students Receiving Migrant Education Services</b>	0	0			

<b>Students with Disabilities</b>	144	103	71.53%	28.47%	19.42%
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\*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
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	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
<b>All Students</b>	896	NT	NT	NT	NT
<b>Female</b>	465	NT	NT	NT	NT
<b>Male</b>	431	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	23	NT	NT	NT	NT
<b>Black or African American</b>	31	NT	NT	NT	NT
<b>Filipino</b>	15	NT	NT	NT	NT
<b>Hispanic or Latino</b>	770	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	51	NT	NT	NT	NT
<b>English Learners</b>	47	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	518	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	86	NT	NT	NT	NT

## 2020-21 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) and Food Science Dietetics and Nutrition (DHS). Within the Information & Communication Technologies sector, we offer Game Programming at both comprehensive high schools. In the Manufacturing & Product Development sector, we offer Machining and Forming (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 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, Game Programming, 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 Puiksma-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).

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2,500
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	29.5

## 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	98.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.33

## 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

We have many ways for parents and community members to participate at Downey High School. Parents have the opportunity to participate in groups such as:

- Parent-Teacher Association (PTA)
- English-Language Advisory Committee (ELAC)

Booster groups for our athletic and music programs

The PTA sponsors refreshments at school functions such as Senior Awards Night and Teacher Appreciation luncheons, and meets regularly to discuss current school issues. We ask all parents to attend Back-to-School Night in the fall and Open House in the spring.

The contact for parent involvement is Principal Houts; he can be reached at (562) 869-7301.

## 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
<b>Dropout Rate</b>	0.8	0.9	2.3	2.1	1.5	4.2	9.0	8.9	9.4
<b>Graduation Rate</b>	97.6	96.1	95.8	96.1	94.4	94.2	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	912	874	95.8
<b>Female</b>	471	459	97.5
<b>Male</b>	441	415	94.1
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	23	23	100.0
<b>Black or African American</b>	31	30	96.8
<b>Filipino</b>	15	15	100.0
<b>Hispanic or Latino</b>	786	751	95.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	51	49	96.1
<b>English Learners</b>	74	63	85.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	22	21	95.5
<b>Socioeconomically Disadvantaged</b>	682	650	95.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	105	90	85.7



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4409	4338	347	8.0
Female	2200	2173	150	6.9
Male	2205	2161	195	9.0
American Indian or Alaska Native	5	5	1	20.0
Asian	83	83	0	0.0
Black or African American	142	140	17	12.1
Filipino	44	44	1	2.3
Hispanic or Latino	3894	3834	307	8.0
Native Hawaiian or Pacific Islander	11	10	2	20.0
Two or More Races	36	33	1	3.0
White	194	189	18	9.5
English Learners	392	379	65	17.2
Foster Youth	27	25	7	28.0
Homeless	57	55	17	30.9
Socioeconomically Disadvantaged	2826	2777	268	9.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	587	566	90	15.9

### 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
<b>Suspensions</b>	3.72	0.05	3.37	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	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
<b>Suspensions</b>	3.68	2.65	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.05	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.09	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.05	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.04	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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. Fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually, 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, 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 School Safety Plan was last revised in October.

## 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	28	36	51	73
Mathematics	30	11	55	66
Science	30	11	41	41
Social Science	30	19	28	71

## 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	31	24	47	79
Mathematics	33	14	42	74
Science	29	16	32	40
Social Science	32	10	21	77

## 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	28	40	125	16
Mathematics	28	32	116	13
Science	26	30	73	4
Social Science	27	21	111	3

## 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	430.3

## 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)	10
Library Media Teacher (Librarian)	1
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	13185.39	3428.97	9756.41	98603.27
District	N/A	N/A	9383.06	\$98,765
Percent Difference - School Site and District	N/A	N/A	3.9	-0.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	14.4	15.2

## 2020-21 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.

## 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	\$58,678	\$50,897
Mid-Range Teacher Salary	\$92,267	\$78,461
Highest Teacher Salary	\$120,115	\$104,322
Average Principal Salary (Elementary)	\$136,680	\$131,863
Average Principal Salary (Middle)	\$139,055	\$137,086
Average Principal Salary (High)	\$156,373	\$151,143
Superintendent Salary	\$295,398	\$297,037
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	20.8
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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	7
Fine and Performing Arts	8
Foreign Language	0
Mathematics	6
Science	6
Social Science	28
<b>Total AP Courses Offered</b>	59

## Professional Development

The pandemic precipitated many changes for our students and schools. We are still determining the full scale of the impact of this pandemic on our students with regard to unfinished learning.

This year we will begin foundational work for creating change within our schools that will support our students academically and in their social emotional well-being. We have an opportunity to offer our students a reimagined education that fosters their growth and development in a learning environment that meets their needs. Therefore, Secondary Education staff development will focus on the following:

- \* Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small group interventions.
- \* Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students.
- \* Implement a multi-faceted approach of Academic Interventions that would include Tier 1 (during the period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).
- \* Implement social emotional learning (SEL) approaches that would continue to utilize PBIS and Capturing Kids Hearts Strategies as well as select curriculum resources to support students' social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making.
- \* Support the middle school categorical teachers, high school PD site coaches and Technology Teacher Leaders (TTLs) by providing training to enable them to coach their staff on technology integration best practices that will further foster the PLC process.
- \* Continue building capacity within our teachers in the co-teaching model to ensure success for all students in the new graduation requirements.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	14	14

# Downey 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

<b>District Name</b>	Downey Unified School District
<b>Phone Number</b>	(562) 469-6500
<b>Superintendent</b>	John A. Garcia, Jr., Ph.D.
<b>Email Address</b>	webadmin.net
<b>District Website Address</b>	www.dusd.net

## 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	11647	1	0.01	99.99	--
Female	5657	0	0.00	100.00	--
Male	5987	1	0.02	99.98	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	195	0	0.00	100.00	--
Black or African American	318	0	0.00	100.00	--
Filipino	97	0	0.00	100.00	--
Hispanic or Latino	10444	1	0.01	99.99	--
Native Hawaiian or Pacific Islander	21	0	0.00	100.00	--
Two or More Races	83	0	0.00	100.00	--
White	476	0	0.00	100.00	--
English Learners	1664	0	0.00	100.00	--
Foster Youth	84	0	0.00	100.00	--
Homeless	244	0	0.00	100.00	--
Military	44	0	0.00	100.00	--
Socioeconomically Disadvantaged	7655	1	0.01	99.99	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1756	1	0.06	99.94	--



## 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
<b>All Students</b>	11647	1	0.01	99.99	--
<b>Female</b>	5657	0	0.00	100.00	--
<b>Male</b>	5987	1	0.02	99.98	--
<b>American Indian or Alaska Native</b>	13	0	--	100.00	--
<b>Asian</b>	195	0	0.00	100.00	--
<b>Black or African American</b>	318	0	0.00	100.00	--
<b>Filipino</b>	97	0	0.00	100.00	--
<b>Hispanic or Latino</b>	10444	1	0.01	99.99	--
<b>Native Hawaiian or Pacific Islander</b>	21	0	0.00	100.00	--
<b>Two or More Races</b>	83	0	0.00	100.00	--
<b>White</b>	476	0	0.00		--
<b>English Learners</b>	1664	0	0.00	100.00	--
<b>Foster Youth</b>	84	0	0.00	100.00	--
<b>Homeless</b>	244	0	0.00	100.00	--
<b>Military</b>	44	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	7655	1	0.01	99.99	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1756	1	0.06	99.94	--

## 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.

