

Downey High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	1,059
Grade 10	1,131
Grade 11	1,103
Grade 12	1,020
Total Enrollment	4,314

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.1
Asian	1.8
Black or African American	3.2
Filipino	0.9
Hispanic or Latino	89.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	4.0
English Learners	8.7
Foster Youth	0.4
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	67.4
Students with Disabilities	14.0

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	149.80	84.55	821.10	85.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.80	9.49	88.60	9.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	1.35	10.40	1.09	12115.80	4.41
Unknown	8.10	4.59	39.50	4.09	18854.30	6.86
Total Teaching Positions	177.20	100.00	965.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	16.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	16.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	10/04/2022
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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 and Language Arts: Third Course, Holt, Rinehart, & Winston, adopted in 2003	Yes	0

	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		
Mathematics	HMH Integrated Math 1, California Student Edition, adopted in 2015	Yes	0
	HMH Integrated Math 2, California Student Edition, adopted in 2015		
	HMH Integrated Math 3, California Student Edition, adopted in 2015		
Science	Biology, McDougal Littell, adopted in 2007	Yes	0
	Chemistry: Matter and Change, Glencoe/McGraw-Hill, adopted in 2007		
	Physics: Principles and Problems, Glencoe, adopted in 2007		
History-Social Science	World History: Patterns of Interaction, McDougal Littell, adopted in 2007	Yes	0
	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		
Foreign Language	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022	Yes	0
	Vista Higher Learning, Descubre, Level 1-3 adopted 2015		
	Vista Higher Learning, Mosaik, Level 1-3 adopted 2015		
	Vista Higher Learning, D'Accord, Level 1-3 adopted 2015		

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.

School Facility Conditions and Planned Improvements

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

6/10/2022

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			R21: W/O 133402 VCT (Flooring) tiles damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			201: W/O 134198 - Ballast 204: W/O 133346 Electrical ballasts need replacing B109: Ballasts replacement WO 133655 C201: Electric ballasts needed replacement 133344 C205: Electric ballasts needed replacement 133344 C208: Electric ballasts needed replacement 133344 D1: LED Electric ballasts need replacement 133956 D2: LED Electric ballasts need replacement 133956 D4: LED Electric ballasts need replacement 133956 D5: LED Electric ballasts need replacement 133956 J3: Light fixture and ballasts need replacement WO 133660 S1: W/O 133559 Electric Ballasts S25: WO 133559 - Electrical ballasts need replacement SELACO OFFICE: W/O - 133957 - 2 electrical ballasts need repair T10: W/O 133557 - Electric fixture and ballast need replacement X1: W/O - 133556 Electric ballasts needed replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			STADIUM: WO 133774 Men's Restroom urinal valve leaking
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	31	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1049	1014	96.66	3.34	64.30
Female	522	501	95.98	4.02	70.46
Male	526	512	97.34	2.66	58.20
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	74.07
Black or African American	24	24	100.00	0.00	37.50
Filipino	--	--	--	--	--
Hispanic or Latino	929	899	96.77	3.23	64.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	38	90.48	9.52	68.42
English Learners	78	66	84.62	15.38	12.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	701	671	95.72	4.28	62.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	153	136	88.89	11.11	15.44

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1051	1005	95.62	4.38	29.18
Female	523	496	94.84	5.16	28.48
Male	527	508	96.39	3.61	29.72
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	48.15
Black or African American	24	23	95.83	4.17	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	931	891	95.70	4.30	28.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	38	90.48	9.52	36.84
English Learners	79	63	79.75	20.25	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	703	663	94.31	5.69	26.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	155	135	87.10	12.90	5.93

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.29	NT	23.78	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2042	1947	95.35	4.65	20.29
Female	1042	984	94.43	5.57	19.31
Male	998	961	96.29	3.71	21.33
American Indian or Alaska Native	--	--	--	--	--
Asian	45	43	95.56	4.44	39.53
Black or African American	53	52	98.11	1.89	1.92
Filipino	22	21	95.45	4.55	52.38
Hispanic or Latino	1814	1730	95.37	4.63	19.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100	0	31.25
White	83	78	93.98	6.02	33.33
English Learners	137	120	87.59	12.41	0
Foster Youth	--	--	--	--	--
Homeless	25	22	88	12	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1359	1288	94.78	5.22	18.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	244	221	90.57	9.43	1.36

2021-22 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) and Welding and Materials Joining (CHS). 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: Machining and Forming (DHS), Welding and Materials Joining, 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 an advisory group consisting 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 Pruiksmas-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).

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2388
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	58.58

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	70.59%	70.59%	70.59%	70.59%	70.59%

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.9	1.9		1.5	3		8.9	7.8
Graduation Rate		96.1	95.9		94.4	94.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	1035	993	95.9
Female	534	516	96.6
Male	500	476	95.2
American Indian or Alaska Native	--	--	--
Asian	19	18	94.7
Black or African American	32	30	93.8
Filipino	13	12	92.3
Hispanic or Latino	916	883	96.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	45	41	91.1
English Learners	100	87	87.0
Foster Youth	--	--	--
Homeless	27	26	96.3
Socioeconomically Disadvantaged	831	793	95.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	132	111	84.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4551	4450	1385	31.1
Female	2279	2225	725	32.6
Male	2268	2221	660	29.7
American Indian or Alaska Native	5	5	2	40.0
Asian	79	79	16	20.3
Black or African American	144	140	64	45.7
Filipino	40	40	9	22.5
Hispanic or Latino	4052	3962	1227	31.0
Native Hawaiian or Pacific Islander	8	7	2	28.6
Two or More Races	40	39	12	30.8
White	183	178	53	29.8
English Learners	435	415	174	41.9
Foster Youth	31	28	15	53.6
Homeless	62	59	39	66.1
Socioeconomically Disadvantaged	3119	3042	1078	35.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	655	626	256	40.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.68	2.65	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.05	3.58	0.06	3.33	0.20	3.17
Expulsions	0.00	0.02	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.58	0.02
Female	1.67	0.00
Male	5.51	0.04
American Indian or Alaska Native	0.00	0.00
Asian	2.53	0.00
Black or African American	8.33	0.00
Filipino	2.50	0.00
Hispanic or Latino	3.60	0.02
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	0.00	0.00
English Learners	4.60	0.00
Foster Youth	6.45	0.00
Homeless	12.90	0.00
Socioeconomically Disadvantaged	3.94	0.03
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.02	0.00

2022-23 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	29	34	40	85
Mathematics	31	16	43	76
Science	29	16	24	50
Social Science	31	15	29	75

2021-22 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	431.4

2021-22 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)	10.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	14813.84	4676.41	10137.43	107864.44
District	N/A	N/A	7942.55	\$99,814
Percent Difference - School Site and District	N/A	N/A	24.3	7.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	42.4	23.3

2021-22 Types of Services Funded

Students with academic needs are provided support before, during, and after school. Title I funds are utilized to provide targeted academic intervention in the core academic areas of English Language Arts and Mathematics. Title III funds are utilized to provide targeted support for our English Learners in acquiring English and reading and writing. LCAP funds are utilized to provide additional in-class support, academic enrichment, and opportunities for students to extend their learning after school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$92,267	\$77,514
Highest Teacher Salary	\$120,115	\$105,764
Average Principal Salary (Elementary)	\$136,680	\$133,421
Average Principal Salary (Middle)	\$139,055	\$138,594
Average Principal Salary (High)	\$156,373	\$153,392
Superintendent Salary	\$295,398	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.3
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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	4
Foreign Language	0
Mathematics	6
Science	5
Social Science	24
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Secondary Education has identified three professional development priorities for our schools this year: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning.

All our professional development is centered around these three priorities (Excellence in Teaching and Learning, Student Staff Wellness, and Teacher Collaboration and Learning).

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 to 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 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 instructional 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.

Provide all teachers with awareness of English Language Development (ELD) strategies to support our multilingual learners within the four domains of Reading, Writing, Listening, and Speaking.

Provide all teachers with an understanding of the DUSD Draft Equity Plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability, and systemic racism within our school system and community.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	63