

Doty Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Doty Middle School
Street	10301 Woodruff Ave.
City, State, Zip	Downey, CA 90241
Phone Number	(562) 904-3586
Principal	Scott Fleming
Email Address	sfleming@dusd.net
School Website	https://web.dusd.net/doty/
County-District-School (CDS) Code	19 64451 6057616

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

It is our 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 and safety, budget, and facility enhancement.

OUR MISSION

Doty Middle School is dedicated to improvement. Our motto, "Developing Opportunities for Today's Youth," illustrates our commitment to refine, enhance, and advance in every area of our school. Doty Middle School staff, students and parents strive to develop and sustain a school and school culture characterized by the following:

1. A learning environment that is safe, orderly, clean, and well maintained.
2. Facilities, materials, and technology that are up-to-date.
3. Collaboration and support from parents and community that is promoted, highly valued, and pervasive.
4. Curriculum that is rigorous, aligned with State Standards, and marked by high academic expectations.
5. Instruction that is creative, enthusiastic, and student-centered.
6. A collegiality among faculty and staff united in their support of student achievement.
7. Personal integrity, good character, and upright conduct that is promoted, evidenced, and expected of all.
8. Curricular and extra-curricular activities that are comprehensive in focus to develop the "whole child."
9. Administration that is supportive, motivational, consistent, trustworthy, and a role model for others.
10. Students that promote from Doty Middle School are well prepared academically and otherwise for high school and life.

OUR VISION

Developing Opportunities for Today's Youth through building strong foundations for success in high school, college, and life.

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.

Scott Fleming, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	448
Grade 7	438
Grade 8	438
Total Enrollment	1,327

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
American Indian or Alaska Native	0.2%
Asian	2.3%
Black or African American	2.3%
Filipino	0.8%
Hispanic or Latino	87.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1%
White	5.5%
English Learners	13%
Foster Youth	0.5%
Homeless	0.6%
Socioeconomically Disadvantaged	70.4%
Students with Disabilities	15.7%

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

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

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

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)	44.30	81.79	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)	5.50	10.27	88.60	9.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.40	1.09	12115.80	4.41
Unknown	4.20	7.91	39.50	4.09	18854.30	6.86
Total Teaching Positions	54.20	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)	46.40	88.62	865.90	87.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	9.84	52.10	5.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.40	0.85	11953.10	4.28
Unknown	0.80	1.53	56.10	5.67	15831.90	5.67
Total Teaching Positions	52.40	100.00	991.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	5.50	5.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.50	5.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	10.8	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

10/03/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall (Pearson Education) adopted in 2002	Yes	0
Mathematics	McGraw Hill California Math Course 1 (Gr. 6), adopted 2015 McGraw Hill California Math Course 2 (Gr. 7), adopted 2015 McGraw Hill California Math Course 3 (Gr. 8), adopted 2015	Yes	0
Science	California Earth Science, Holt adopted in 2008 California Life Science, Holt adopted in 2008 California Physical Science, Holt adopted in 2008	Yes	0
History-Social Science	Ancient Civilizations, McDougal Littell, adopted in 2007 Medieval to Early Modern Times, Holt, adopted in 2007 The American Journey, Glencoe, adopted in 2007	Yes	0
Foreign Language	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022 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	Yes	0

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	7/6/2022
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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			41: Missing floor tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	11: Ballast needs replacing, light fixture broken WO 134288 12: Ballast needs replacing WO 134289 13: Ballast needs replacing WO 134290 14: Ballast needs replacing WO 134291 23: Ballast needs replacing WO 134294 24: Ballast needs replacing WO 134295 31: Ballast needs replacing WO 134296 33: Ballast needs replacing WO 134131 42: Ballast needs replacing WO 134132 44: Ballast needs replacing WO134298 47: Ballast needs replacing WO134299 5: Ballast needs replacing WO 134287 51: Ballast needs replacing WO 134300 52: Ballast needs replacing WO 134301 53: Ballast needs replacing WO 134302 54: Ballast needs replacing WO 134303 6: Ballast needs replacing WO 134286 66: Ballast needs replacing WO 134304 67: Ballast needs replacing WO 134305 7: Ballast needs replacing WO 134285 CAFETERIA: Ballast needs replacing WO 134292 GIRLS RESTROOM: Ballast needs replacing WO 134306

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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		

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	47	47	50	47	46
Mathematics (grades 3-8 and 11)	25	32	31	34	33	34

2022-23 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	1321	1297	98.18	1.82	46.76
Female	625	614	98.24	1.76	52.53
Male	696	683	98.13	1.87	41.58
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	58.62
Black or African American	30	28	93.33	6.67	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	1159	1140	98.36	1.64	46.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	76.92
White	73	72	98.63	1.37	48.61
English Learners	146	146	100.00	0.00	5.48

Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	942	924	98.09	1.91	42.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	213	199	93.43	6.57	8.54

2022-23 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	1319	1292	97.95	2.05	31.89
Female	624	612	98.08	1.92	31.54
Male	695	680	97.84	2.16	32.21
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	51.72
Black or African American	30	28	93.33	6.67	17.86
Filipino	--	--	--	--	--
Hispanic or Latino	1157	1135	98.10	1.90	30.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	46.15
White	73	72	98.63	1.37	43.06
English Learners	146	146	100.00	0.00	1.37
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	940	920	97.87	2.13	27.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	213	198	92.96	7.04	7.07

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.12	34.43	23.78	26.73	29.47	30.29

2022-23 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	438	427	97.49	2.51	34.43
Female	200	196	98.00	2.00	34.18
Male	238	231	97.06	2.94	34.63
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	392	384	97.96	2.04	33.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	33.33
English Learners	52	52	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	303	297	98.02	1.98	29.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	64	88.89	11.11	4.69

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	21%	22%	22%	22%	22%

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.

2023-24 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

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

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact person for parent involvement is Principal Fleming; he can be reached at (562) 904-3586.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1384	1360	276	20.3
Female	655	644	129	20.0
Male	729	716	147	20.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	32	31	1	3.2
Black or African American	32	31	7	22.6
Filipino	11	11	0	0.0
Hispanic or Latino	1214	1194	248	20.8
Native Hawaiian or Pacific Islander	5	3	0	0.0
Two or More Races	14	14	4	28.6
White	74	74	15	20.3
English Learners	202	199	48	24.1
Foster Youth	7	7	0	0.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	986	970	225	23.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	227	221	70	31.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.29	6.21	4.91	0.06	3.33	3.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.91	0
Female	3.97	0
Male	5.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.13	0
Black or African American	6.25	0
Filipino	9.09	0
Hispanic or Latino	4.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	5.41	0
English Learners	7.43	0
Foster Youth	0	0
Homeless	36.36	0
Socioeconomically Disadvantaged	5.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.05	0

2023-24 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. Monthly 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.

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	32	4	27	8
Mathematics	27	1	33	
Science	27	2	33	
Social Science	28	1	33	

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	31	4	12	17
Mathematics	33	3	6	18
Science	32	3	8	17
Social Science	33	2	6	20

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	30	3	11	18
Mathematics	34	0	7	19
Science	34	0	7	19
Social Science	34	0	6	20

2022-23 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	442.33

2022-23 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)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	16582.68	5681.91	10900.77	122896.80
District	N/A	N/A	7844.10	\$103,042
Percent Difference - School Site and District	N/A	N/A	32.6	17.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	35.6	30.2

Fiscal Year 2022-23 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 Multi-Lingual Learners in acquiring English language proficiency and meeting grade-level standards in the core content areas. LCAP Supplemental/Concentration funds are utilized to provide additional in-class support for students with academic needs, provide opportunities for students to extend and apply their learning, provide social-emotional and behavioral support, and extend student learning beyond the instructional day.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$61,066	\$55,550
Mid-Range Teacher Salary	\$96,022	\$84,645
Highest Teacher Salary	\$125,004	\$111,284
Average Principal Salary (Elementary)	\$142,243	\$139,860
Average Principal Salary (Middle)	\$144,714	\$146,440
Average Principal Salary (High)	\$162,737	\$158,447
Superintendent Salary	\$307,421	\$278,268
Percent of Budget for Teacher Salaries	35.88%	32.21%
Percent of Budget for Administrative Salaries	3.69%	4.89%

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 of our professional development aligns with our District Equity Plan and centers around these three priorities (Excellence in Teaching and Learning, Student Staff Wellness, and Teacher Collaboration and Learning). The following is a list of our professional development foci:

- 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 student’s 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.
- Strengthen our inclusive practices by continuing to build capacity within our teachers in the co-teaching model to ensure success for all students in our rigorous graduation requirements. Strengthen our push-in model by training our Senior Instructional Assistants.
- 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 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.
- Train and support teachers in newly adopted instructional materials in ELA and Social Studies.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	63	81