

Downey High 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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	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

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.net
District Website	www.dusd.net

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,033
Grade 10	1,037
Grade 11	1,008
Grade 12	985
Total Enrollment	4,063

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	49.9%
American Indian or Alaska Native	0%
Asian	2.1%
Black or African American	2.8%
Filipino	0.9%
Hispanic or Latino	88.9%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.9%
White	4.1%
English Learners	8.9%
Foster Youth	0.4%
Homeless	0.4%
Socioeconomically Disadvantaged	70.1%
Students with Disabilities	13.9%

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)	155.00	85.54	865.90	87.35	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.10	8.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.60	7.53	52.10	5.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	0.95	8.40	0.85	11953.10	4.28
Unknown	8.80	4.86	56.10	5.67	15831.90	5.67
Total Teaching Positions	181.30	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	1.00
Misassignments	16.80	12.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	16.80	13.60

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	1.00	0.00
Local Assignment Options	1.40	1.70
Total Out-of-Field Teachers	2.40	1.70

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)	8.6	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	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	StudySync ELA Grade 9, McGraw Hill, adopted in 2022 StudySync ELA Grade 10, McGraw Hill, adopted in 2022 StudySync ELA Grade 11, McGraw Hill, adopted in 2022 StudySync ELA Grade 12, McGraw Hill, adopted in 2022	Yes	0
Mathematics	HMH Integrated Math 1, California Student Edition, adopted in 2015 HMH Integrated Math 2, California Student Edition, adopted in 2015 HMH Integrated Math 3, California Student Edition, adopted in 2015	Yes	0
Science	Biology, McDougal Littell, adopted in 2007 Chemistry: Matter and Change, Glencoe/McGraw-Hill, adopted in 2007 Physics: Principles and Problems, Glencoe, adopted in 2007	Yes	0
History-Social Science	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
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

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			Gym: WO 161104 Multiple ceiling tiles are coming off in the gym
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Utility Hut: WO 153685- Lock and chain needed to secure a gated enclosure of a electrical panel. Stadium: WO 161068 Outlets on the base of the interior stadium are not working. The field outlet is not working There needs to be a cover on the outlet outside of the cardio room B Building Elevator: WO 160950 Elevator not working- door not opening Wrestling Room: WO159687 the light in the wrestling room at DHS do not turn on
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			j2: 161067 WO troth sinks clogged
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)	64	65	47	50	47	46
Mathematics (grades 3-8 and 11)	29	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	962	936	97.30	2.70	65.10
Female	498	483	96.99	3.01	73.03
Male	463	452	97.62	2.38	56.76
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	86.67
Black or African American	24	23	95.83	4.17	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	873	849	97.25	2.75	65.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	71.43
English Learners	65	55	84.62	15.38	3.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	663	646	97.44	2.56	59.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	112	92.56	7.44	16.36

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	967	945	97.72	2.28	32.38
Female	503	491	97.61	2.39	31.08
Male	463	453	97.84	2.16	33.85
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	60.00
Black or African American	24	22	91.67	8.33	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	878	859	97.84	2.16	31.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	42.86
English Learners	66	62	93.94	6.06	3.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	667	652	97.75	2.25	26.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	110	90.91	9.09	5.56

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)	20.29	24.74	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	1976	1940	98.18	1.82	24.70
Female	1006	983	97.71	2.29	22.79
Male	968	955	98.66	1.34	26.73
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	51.11
Black or African American	49	47	95.92	4.08	4.26
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	1770	1739	98.25	1.75	23.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	17.65
White	73	70	95.89	4.11	42.86
English Learners	123	117	95.12	4.88	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1377	1354	98.33	1.67	20.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	249	236	94.78	5.22	2.55

2022-23 Career Technical Education Programs

Downey Unified operates 25 Career Technical Education pathways. The following are listed by industry sector and are offered at both high schools unless otherwise indicated in parentheses. Pathways offered under the Arts, Media, & Entertainment industry sector include: Animation (WHS), Dance/Choreography (DHS), Film & Video Production (WHS), Graphic Design (DHS), Photography & Digital Imaging (DHS), Multimedia Video Production (DHS), and Audiovisual Technologies (WHS). In the Building & Construction Trades industry sector, we offer Residential and Commercial Construction (WHS). In the Engineering & Architecture sector, both WHS and DHS 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 Personal Services: Makeup Artistry (CHS, DHS and WHS). Within the Health Science & Medical Technology sector, we offer Biomedical Science (DHS), Patient Care: Sports Medicine (DHS), Biomedical (DHS) and Biotechnology (WHS). 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 Computer Science: Game Programming (WHS, DHS). In the Manufacturing & Product Development sector, we offer Machining and Forming/Advanced Manufacturing (WHS, DHS), Plastics Engineering & Sustainability (WHS), Mechatronics (WHS), and Welding and Materials Joining (CHS). Within the Public Services sector, we offer Law Enforcement (DHS). In the Transportation sector, we offer Automotive Technologies: Maintenance and Light Repair (DHS) and Alternative Fuels Service Technician (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:

Alternative Fuels Service Technician, Audiovisual Technologies, Automotive Technologies: Maintenance and Light Repair, Biotechnology, Computer Science: Game Programming, Engineering (WHS), Culinary Arts, Food Science Dietetics and Nutrition, Graphic Design, Machining and Forming/Advanced Manufacturing, Mechatronics, Multimedia Video Production, Patient Care: Sports Medicine, Personal Services: Makeup Artistry, Photography & Digital Imaging, Plastics Engineering & Sustainability, Principles of Education, Welding and Materials Joining.

The following pathways are three-course sequenced: Animation, Dance/Choreography, , Film & Video Production, Residential and Commercial Construction, and Biomedical Science. The following pathway is four-course sequenced: Engineering (DHS).

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2280
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	61.81

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 9	90%	90%	90%	90%	90%

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

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

Our counseling office hosts grade specific parent nights to inform and support parents as their children navigate high school.

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 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
Dropout Rate	2.3	1.9	1.2	4.2	3	1.9	9.4	7.8	8.2
Graduation Rate	95.8	95.9	96.3	94.2	94.2	95.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	1004	967	96.3
Female	502	491	97.8
Male	501	475	94.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	28	27	96.4
Black or African American	25	24	96.0
Filipino	--	--	--
Hispanic or Latino	884	855	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	42	36	85.7
English Learners	99	87	87.9
Foster Youth	--	--	--
Homeless	25	24	96.0
Socioeconomically Disadvantaged	832	807	97.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	135	110	81.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4304	4163	968	23.3
Female	2126	2074	495	23.9
Male	2175	2086	472	22.6
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	3	1	0	0.0
Asian	84	83	12	14.5
Black or African American	128	121	46	38.0
Filipino	37	37	5	13.5
Hispanic or Latino	3824	3703	856	23.1
Native Hawaiian or Pacific Islander	14	14	4	28.6
Two or More Races	40	34	10	29.4
White	174	170	35	20.6
English Learners	434	396	119	30.1
Foster Youth	24	21	12	57.1
Homeless	40	39	18	46.2
Socioeconomically Disadvantaged	3070	2954	777	26.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	630	586	197	33.6

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	0.05	3.58	3.81	0.06	3.33	3.70	0.20	3.17	3.60
Expulsions	0.00	0.02	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	3.81	0
Female	1.74	0
Male	5.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	12.5	0
Filipino	0	0
Hispanic or Latino	3.58	0
Native Hawaiian or Pacific Islander	7.14	0
Two or More Races	2.5	0
White	5.17	0
English Learners	5.53	0
Foster Youth	20.83	0
Homeless	10	0
Socioeconomically Disadvantaged	4.14	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	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. 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 (in September), 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	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

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	27	38	62	60
Mathematics	28	27	51	58
Science	28	20	30	37
Social Science	29	18	49	51

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	406.3

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)	10
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	13932.59	4097.55	9835.04	111134.58
District	N/A	N/A	7844.10	\$103,042
Percent Difference - School Site and District	N/A	N/A	22.5	7.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	25.5	20.3

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%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.7
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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	4
Science	5
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

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