

Doty Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	6-8
County-District-School (CDS) Code	19 64451 6057616

2024-25 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

2024-25 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	441
Grade 7	446
Grade 8	432
Total Enrollment	1,322

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	1.6
Black or African American	2.1
Filipino	0.9
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.3
White	6.3
English Learners	12.2
Foster Youth	0.4
Homeless	4.3
Socioeconomically Disadvantaged	67.7
Students with Disabilities	15.1

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

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

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

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	47.30	88.83	887.50	86.91	231142.40	83.24
Intern Credential Holders Properly Assigned	0.90	1.84	8.80	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	8.94	112.80	11.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.36	8.10	0.80	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.80	0.38	14303.80	5.15
Total Teaching Positions	53.30	100.00	1021.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	5.50	5.10	4.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.50	5.10	4.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.1
Total Out-of-Field Teachers	0.00	0.00	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.80	10	11.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0	0

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

2024-25 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

10/08/2024

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	Yes	0

Vista Higher Learning, Mosaik, Level 1-3 adopted 2015
 Vista Higher Learning, D'Accord, Level 1-3 adopted 2015

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

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

7/26/2024

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: ü
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	49	50	52	46	47
Mathematics (grades 3-8 and 11)	32	32	34	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	1307	1279	97.86	2.14	49.45
Female	634	621	97.95	2.05	54.03
Male	673	658	97.77	2.23	45.14
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	25	24	96.00	4.00	41.67
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	1141	1119	98.07	1.93	48.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	15	88.24	11.76	60.00
White	84	83	98.81	1.19	55.42
English Learners	108	98	90.74	9.26	15.46
Foster Youth	--	--	--	--	--
Homeless	53	52	98.11	1.89	30.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	910	888	97.58	2.42	47.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	198	189	95.45	4.55	12.70

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	1306	1281	98.09	1.91	31.54
Female	632	622	98.42	1.58	30.55
Male	674	659	97.77	2.23	32.47
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	61.90
Black or African American	25	24	96.00	4.00	20.83
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	1141	1122	98.33	1.67	30.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	15	88.24	11.76	46.67
White	83	81	97.59	2.41	38.27
English Learners	108	105	97.22	2.78	1.90
Foster Youth	--	--	--	--	--
Homeless	53	51	96.23	3.77	21.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	911	892	97.91	2.09	27.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	199	188	94.47	5.53	7.45

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.43	35.95	26.73	27.95	30.29	30.73

2023-24 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	434	422	97.24	2.76	35.78
Female	203	197	97.04	2.96	29.95
Male	231	225	97.40	2.60	40.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	372	362	97.31	2.69	36.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	40.00
English Learners	29	27	93.10	6.90	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	306	297	97.06	2.94	33.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	65	92.86	7.14	7.69

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.

2023-24 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 requires only participation results 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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1371	1359	245	18.0
Female	670	663	123	18.6
Male	701	696	122	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	3	13.6
Black or African American	30	29	7	24.1
Filipino	12	12	1	8.3
Hispanic or Latino	1194	1186	213	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	4	22.2
White	88	85	15	17.6
English Learners	175	172	41	23.8
Foster Youth	--	--	--	--
Homeless	56	56	17	30.4
Socioeconomically Disadvantaged	962	953	189	19.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	216	213	60	28.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.21	4.91	5.11	3.33	3.7	3.15	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.11	0.00
Female	3.73	0.00
Male	6.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	6.82	0.00
English Learners	6.29	0.00
Foster Youth	0.00	0.00
Homeless	10.71	0.00
Socioeconomically Disadvantaged	5.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.19	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

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		7	19
Science	34		7	19
Social Science	34		6	20

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	6	5	20
Mathematics	32	3	6	18
Science	32	3	4	20
Social Science	32	3	4	20

2023-24 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	440.67

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	20353.66	8445.36	11908.30	121955.88
District	N/A	N/A	11839.59	117981.42
Percent Difference - School Site and District	N/A	N/A	0.6	3.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	10.0	25.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$67,173	\$56,573
Mid-Range Teacher Salary	\$105,624	\$87,186
Highest Teacher Salary	\$137,504	\$119,665
Average Principal Salary (Elementary)	\$156,467	\$148,486
Average Principal Salary (Middle)	\$159,185	\$154,835
Average Principal Salary (High)	\$179,011	\$170,008
Superintendent Salary	\$340,891	\$338,699
Percent of Budget for Teacher Salaries	34.3	31.41
Percent of Budget for Administrative Salaries	3.5	4.86

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 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 of Academic Interventions that would include Tier 1 (during the period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).

Implement social emotional learning (SEL) approaches that would continue to utilize 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.

- Ensure all teachers are equipped with effective English Language Development (ELD) strategies to support multilingual learners across the four domains: Reading, Writing, Listening, and Speaking, with the goal of facilitating reclassification for secondary education students.
- 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.
- Develop a comprehensive TK-12 Strategic Plan for Visual and Performing Arts that outlines specific goals, timelines, and resources to support the expansion and enhancement of arts programs across all grade levels.
- Provide all staff 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 through our Human Relations Council updates and equity plan workshops.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	63	81	76