

Downey High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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
Grade Span	8-12
County-District-School (CDS) Code	19 64451 1932441

2025-26 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	Roger Brossmer, Ed.D.
Email Address	webadmin.net
District Website	www.dusd.net

2025-26 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,113
Grade 10	1,019
Grade 11	986
Grade 12	933
Total Enrollment	4,051

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
Non-Binary	0
American Indian or Alaska Native	0
Asian	2
Black or African American	2.8
Filipino	1
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.6
White	4.5
English Learners	8.8
Foster Youth	0.3
Homeless	2.5
Socioeconomically Disadvantaged	79.7
Students with Disabilities	14

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.

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	85.54	865.9	87.35	234405.2	84
Intern Credential Holders Properly Assigned	2	1.1	8.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.6	7.53	52.1	5.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	0.95	8.4	0.85	11953.1	4.28
Unknown/Incomplete/NA	8.8	4.86	56.1	5.67	15831.9	5.67
Total Teaching Positions	181.3	100	991.3	100	279044.8	100

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)	156.8	85.45	887.5	86.91	231142.4	83.24
Intern Credential Holders Properly Assigned	0.7	0.41	8.8	0.86	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	24.6	13.4	112.8	11.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	0.41	8.1	0.8	11746.9	4.23
Unknown/Incomplete/NA	0.5	0.32	3.8	0.38	14303.8	5.15
Total Teaching Positions	183.6	100	1021.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	86.74	888.8	86.35	230039.4	100
Intern Credential Holders Properly Assigned	2.5	1.4	9.3	0.9	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	18.3	10.25	101	9.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	0.22	6.2	0.61	12112.8	4.34
Unknown/Incomplete/NA	2.4	1.38	23.8	2.32	13705.8	4.91
Total Teaching Positions	178.7	100	1029.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	12.60	24.6	18.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	13.60	24.6	18.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.70	0.7	0.4
Total Out-of-Field Teachers	1.70	0.7	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	14	8.2
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	0	0.5

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

2025-26 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	09/09/2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	Algebra 1- Current textbook adoption pilot HMH Integrated Math 2, California Student Edition, adopted in 2015 HMH Integrated Math 3, California Student Edition, adopted in 2015	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	0
History-Social Science	World Connections, 3rd edition, TCI Adopted 2024 Pursing American Dreams, 3rd edition, TCI Adopted 2024 Government Alive, 3rd edition, TCI Adopted 2024 Economics Alive 3rd edition, TCI Adopted 2024	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	0
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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

7/22/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STADIUM:
Electrical	X			B109: R21: S1: Ballast needs replacement S25: Ballast needs replacement SELACO OFFICE: Ballast needs replacement X1: Ballast needs replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D3: Sink Clogged Work Order 192831

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			207: Leaking roof Work Order 193363
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	64	52	55	47	48
Mathematics (grades 3-8 and 11)	28	38	37	41	35	37

2024-25 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	972	953	98.05	1.95	64.08
Female	487	481	98.77	1.23	71.04
Male	485	472	97.32	2.68	56.99
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	77.27
Black or African American	26	25	96.15	3.85	64.00
Filipino	--	--	--	--	--
Hispanic or Latino	858	842	98.14	1.86	63.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	44	42	95.45	4.55	69.05
English Learners	71	65	91.55	8.45	9.38
Foster Youth	0	0	0	0	0
Homeless	36	34	94.44	5.56	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	778	762	97.94	2.06	62.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	135	126	93.33	6.67	12.70

2024-25 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	972	945	97.22	2.78	37.88
Female	487	477	97.95	2.05	36.48
Male	485	468	96.49	3.51	39.32
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	72.73
Black or African American	25	24	96.00	4.00	29.17
Filipino	--	--	--	--	--
Hispanic or Latino	859	835	97.21	2.79	36.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	45.24
English Learners	72	68	94.44	5.56	7.35
Foster Youth	0	0	0	0	0
Homeless	35	33	94.29	5.71	36.36
Military	--	--	--	--	--

Socioeconomically Disadvantaged	777	758	97.55	2.45	34.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	125	93.28	6.72	4.80

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.89	30.37	27.95	32.39	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2888	2844	98.48	1.52	28.39
Female	1458	1439	98.70	1.30	27.87
Male	1429	1404	98.25	1.75	28.94
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	58.46
Black or African American	74	72	97.30	2.70	19.44
Filipino	33	33	100.00	0.00	45.45
Hispanic or Latino	2565	2529	98.60	1.40	27.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	124	119	95.97	4.03	36.13
English Learners	230	222	96.52	3.48	1.35
Foster Youth	--	--	--	--	--
Homeless	76	76	100.00	0.00	26.32
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2280	2246	98.51	1.49	25.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	403	386	95.78	4.22	5.44

2024-25 Career Technical Education Programs

Downey Unified operates 25 distinct Career Technical Education pathways. All the courses offered are conducted by Downey Unified and every pathway consists of a two-course sequence that ends in a capstone. The following are listed by industry sector. Pathways offered under the Arts, Media, & Entertainment industry sector include: Dance/Choreography (DHS), Film & Video Production (WHS), Graphic Design (DHS), Music and Audio Production (WHS), Photography & Digital Imaging (DHS), and Multimedia Video Production (DHS). In the Building & Construction Trades industry sector, we offer Residential and Commercial Construction (WHS). In the Business and Finance industry sector, DHS offers Business Management. In the Engineering & Architecture sector, we offer Engineering Design (DHS) and Engineering Technology (WHS). In the Education & Family Services sector, we offer Principles of Education (DHS, WHS). 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, WHS), and Biotechnology (DHS, 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), and Audiovisual Technologies (WHS). In the Manufacturing & Product Development sector, we offer Machining and Forming/Advanced Manufacturing (WHS, DHS), Mechatronics (WHS), and Welding and Materials Joining (CHS, DHS, and WHS). In the Public Services sector, we offer Fire Science (WHS). In the Transportation sector, we offer Automotive Technologies: Maintenance and Light Repair (DHS) and Alternative Fuels Service Technician (DHS).

2024-25 Career Technical Education Programs

Our District partners and an advisory group consisting of the following:

Consultants: 2 CPR Group-Arts, Media & Entertainment

Industry Advisors: Jeffrey Scott-Southwest Regional Council of Carpenters, Residential and Commercial Construction; Josh Friedman-One Zero Digital Media, Arts, Media, and Entertainment; Tonya Hylton-Save the Music Foundation, Arts, Media, and Entertainment; Kelsey Conley-Fresh Films, Arts, Media, and Entertainment; Nathan Brown-Wacom Technology, Arts, Media, and Entertainment; Brenda Brown-Synaudcon, Arts, Media, and Entertainment; Ronald Coleman-Lifeline Cell Technology, Health Science and Medical Technology; Steve Ward-Dream Catcher, Information and Communication Technologies; and Lynn Stewart-Cyberforward, Information and Communication Technologies.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1785
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	13.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.94
Graduates Who Completed All Courses Required for UC/CSU Admission	66.17

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.

2024-25 California Physical Fitness Test Participation Rates

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 9	95.1	95.3	96	95.2	95.5

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.

2025-26 Opportunities for Parental Involvement

We have many ways for parents and community members to participate at Downey High School. Parents are encouraged to get involved through:

Parent-Teacher Association (PTA)

English-Language Advisory Committee (ELAC)

School Site Council (SSC)

Booster clubs supporting our athletic and music programs

Our Counseling Office also hosts grade-specific parent nights to inform and support families as their students navigate high school.

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

For more information about parent involvement, please contact Principal Tom Houts 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.2	1.3	0.9	1.9	2.2	1.9	8.2	8.9	8
Graduation Rate	96.3	97.5	97.5	95.4	95.7	96.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	962	938	97.5
Female	504	499	99.0
Male	457	438	95.8
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	21	21	100.0
Black or African American	29	29	100.0
Filipino	--	--	--
Hispanic or Latino	850	828	97.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	44	95.7
English Learners	117	105	89.7
Foster Youth	--	--	--
Homeless	57	53	93.0
Socioeconomically Disadvantaged	810	788	97.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	148	133	89.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4255	4189	746	17.8
Female	2135	2105	420	20.0
Male	2119	2083	326	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	83	7	8.4
Black or African American	125	123	28	22.8
Filipino	41	41	0	0.0
Hispanic or Latino	3767	3704	663	17.9
Native Hawaiian or Pacific Islander	15	15	4	26.7
Two or More Races	26	26	4	15.4
White	194	193	40	20.7
English Learners	404	384	84	21.9
Foster Youth	21	20	9	45.0
Homeless	121	117	31	26.5
Socioeconomically Disadvantaged	3402	3346	643	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	633	612	159	26.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.81	4.31	3.74	3.7	3.15	3.1	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.74	0.00
Female	2.39	0.00
Male	5.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.20	0.00
Black or African American	6.40	0.00
Filipino	2.44	0.00
Hispanic or Latino	3.66	0.00
Native Hawaiian or Pacific Islander	6.67	0.00
Two or More Races	3.85	0.00
White	4.64	0.00
English Learners	6.19	0.00
Foster Youth	19.05	0.00
Homeless	4.96	0.00
Socioeconomically Disadvantaged	4.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.21	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.

2025-26 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.

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

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	26	42	67	54
Mathematics	28	24	55	53
Science	28	23	28	39
Social Science	30	17	39	58

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	31	53	71
Mathematics	29	26	41	67
Science	30	16	23	52
Social Science	31	14	36	65

2024-25 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	357.82

2024-25 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)	11
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$18,838	\$7,614	\$11,224	\$122,048
District	N/A	N/A	\$12,023	\$120,534
Percent Difference - School Site and District	N/A	N/A	-6.9	1.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	0.7	19.5

Fiscal Year 2024-25 Types of Services Funded

Students with identified academic needs are provided targeted support before, during, and after the instructional day. Title I funds are used to provide focused academic interventions in core subject areas. Title III funds provide resources for multilingual learners in developing English language proficiency and meeting grade-level standards across core content areas. In addition, LCAP Supplemental and Concentration funds are utilized to strengthen in-class academic support, expand extended and applied learning opportunities, provide social-emotional and behavioral supports, and extend learning beyond the traditional school day.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$70,532	\$60,863
Mid-Range Teacher Salary	\$110,905	\$93,575
Highest Teacher Salary	\$144,379	\$125,548
Average Principal Salary (Elementary)	\$164,291	\$157,645
Average Principal Salary (Middle)	\$167,145	\$165,341
Average Principal Salary (High)	\$187,962	\$182,580
Superintendent Salary	\$357,936	\$357,064
Percent of Budget for Teacher Salaries	32.61%	30.36%
Percent of Budget for Administrative Salaries	3.45%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20
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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	7
Foreign Language	0
Mathematics	4
Science	8
Social Science	21
Total AP Courses Offered	50

Where there are student course enrollments of at least one student.

Professional Development

Secondary Education has identified three core professional development priorities for all schools: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning. All staff development efforts are intentionally designed to support these priorities and strengthen instructional practices across all campuses.

To advance Excellence in Teaching and Learning, educators engage in ongoing professional development that emphasizes effective instructional design, purposeful checks for understanding, and the use of small group instruction to address diverse learner needs. Teachers receive training on strategies to monitor student progress and implement timely reteaching when needed.

A major focus of staff development includes technology integration and digital learning. Teachers participate in targeted professional development on instructional technology tools, classroom applications, and one to one device integration. These trainings ensure that teachers are equipped to:

- Use technology intentionally to enhance instruction,
- Support students in building digital literacy and academic technology skills,
- Facilitate differentiated learning through small group digital tools,
- Leverage platforms that offer immediate feedback to check for understanding, and
- Integrate digital resources that increase engagement and access for all learners.

Teachers engage in continuous improvement through Professional Learning Communities (PLCs). PLCs collaborate to identify essential standards, analyze student work, and develop a guaranteed and viable curriculum across all core content areas. This collaborative structure ensures instructional coherence and equity for all students.

To support students needing additional academic assistance, the district implements a multi tiered approach to intervention.

- Tier 1 interventions occur during regular instructional periods and include core classroom strategies, differentiation, and flexible grouping.
- Tier 2 interventions provide more targeted support outside of the classroom period through intensive, research based programs and teacher led interventions.

In alignment with the priority of Student and Staff Wellness, campuses continue to implement Social Emotional Learning (SEL) practices using Capturing Kids' Hearts strategies and selected SEL curriculum resources. Professional development in this area prepares staff to help students develop resiliency, self management, responsible decision-making, and other competencies essential for academic and life success.

Teachers also participate in professional development focused on English Language Development (ELD). Training emphasizes the integration of designated and integrated ELD strategies across the four literacy domains: reading, writing, listening, and speaking. This work supports multilingual learners in making progress toward reclassification and successful participation in rigorous secondary coursework.

To strengthen inclusive practices and ensure access for all students, the district continues to build capacity in co teaching

Professional Development

teams. General education and special education teachers collaborate to plan and deliver instruction that supports students in meeting rigorous graduation requirements. Senior Instructional Assistants also receive targeted training to enhance the effectiveness of the push in model.

Additionally, staff development includes work aligned with the district's comprehensive TK 12 Visual and Performing Arts (VAPA) Strategic Plan, which outlines goals, timelines, and resources to expand and strengthen arts instruction across all grade levels.

All staff receive ongoing training and updates aligned to the DUSD Equity Plan. These sessions support educators in recognizing, addressing, and preventing issues related to safety, inequality, discrimination, systemic racism, and accountability. This work reinforces the district's commitment to providing safe, inclusive, and culturally responsive learning environments for all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	81	76	66