School Description

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. 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 the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>1,142</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1,049</td>
</tr>
<tr>
<td>Grade 11</td>
<td>1,087</td>
</tr>
<tr>
<td>Grade 12</td>
<td>992</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>4</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>4,274</td>
</tr>
</tbody>
</table>

### 2015-16 Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>3.6</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian</td>
<td>2.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>86.7</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.4</td>
</tr>
<tr>
<td>White</td>
<td>5.5</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.4</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>67.3</td>
</tr>
<tr>
<td>English Learners</td>
<td>7.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>9.5</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.6</td>
</tr>
</tbody>
</table>

### A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

<table>
<thead>
<tr>
<th>Teacher Credentials</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downey High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Downey Unified School District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2015-16 Percent of Classes Taught by Highly Qualified Teachers

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Taught by Highly Qualified Teachers</th>
<th>Not Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>96.2</td>
<td>3.9</td>
</tr>
<tr>
<td>Districtwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td>96.3</td>
<td>3.7</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>96.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.*
Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
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.

### Textbooks and Instructional Materials

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and Instructional Materials/Year of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td>Literature and Language Arts: Third Course, Holt, Rinehart, &amp; Winston, adopted in 2003</td>
</tr>
<tr>
<td></td>
<td>Literature and Language Arts: Sixth Course, Holt, Rinehart, &amp; Winston, adopted in 2003</td>
</tr>
<tr>
<td></td>
<td><strong>The textbooks listed are from most recent adoption:</strong> Yes</td>
</tr>
<tr>
<td></td>
<td><strong>Percent of students lacking their own assigned textbook:</strong> 0</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>HMH Integrated Math 1, California Student Edition, adopted in 2015</td>
</tr>
<tr>
<td></td>
<td><strong>The textbooks listed are from most recent adoption:</strong> Yes</td>
</tr>
<tr>
<td></td>
<td><strong>Percent of students lacking their own assigned textbook:</strong> 0</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology, McDougal Littell, adopted in 2007</td>
</tr>
<tr>
<td></td>
<td><strong>The textbooks listed are from most recent adoption:</strong> Yes</td>
</tr>
<tr>
<td></td>
<td><strong>Percent of students lacking their own assigned textbook:</strong> 0</td>
</tr>
<tr>
<td><strong>History-Social Science</strong></td>
<td>World History: Patterns of Interaction, McDougal Littell, adopted in 2007</td>
</tr>
<tr>
<td></td>
<td>American Anthem (U.S. History), Holt, adopted in 2007</td>
</tr>
<tr>
<td></td>
<td><strong>The textbooks listed are from most recent adoption:</strong> Yes</td>
</tr>
<tr>
<td></td>
<td><strong>Percent of students lacking their own assigned textbook:</strong> 0</td>
</tr>
</tbody>
</table>

School Facility Conditions and Planned Improvements (Most Recent Year)

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.
### School Facility Good Repair Status (Most Recent Year)

**System Inspected**

<table>
<thead>
<tr>
<th></th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>
| **Systems:**
  Gas Leaks, Mechanical/HVAC, Sewer | X    |      |      |                             |
| **Interior:**
  Interior Surfaces | X    |      |      |                             |
| **Cleanliness:**
  Overall Cleanliness, Pest/ Vermin Infestation | X    |      |      |                             |
| **Electrical:**
  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 Rating** | Exemplary | Good | Fair | Poor |

- X: Good

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

#### CAASPP Results for All Students - Three-Year Comparison

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>58</td>
<td>57</td>
<td>54</td>
<td>66</td>
<td>63</td>
<td>57</td>
<td>60</td>
<td>56</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

#### 2015-16 CAASPP Results for All Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>ELA</td>
<td>67</td>
</tr>
<tr>
<td>Math</td>
<td>23</td>
</tr>
</tbody>
</table>

* 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.

#### Grade Level 2015-16 Percent of Students Meeting Fitness Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015-16 Percent of Students Meeting Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>17.5</td>
</tr>
</tbody>
</table>

* 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.
## 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>with Valid Scores</td>
</tr>
<tr>
<td>All Students</td>
<td>1052</td>
<td>1001</td>
</tr>
<tr>
<td>Male</td>
<td>521</td>
<td>496</td>
</tr>
<tr>
<td>Female</td>
<td>531</td>
<td>505</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>Asian</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Filipino</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>919</td>
<td>878</td>
</tr>
<tr>
<td>White</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>741</td>
<td>707</td>
</tr>
<tr>
<td>English Learners</td>
<td>87</td>
<td>80</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>103</td>
<td>90</td>
</tr>
</tbody>
</table>

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

## School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>11</td>
<td>1077</td>
<td>1058</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>560</td>
<td>548</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>517</td>
<td>510</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Filipino</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>930</td>
<td>915</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11</td>
<td>732</td>
<td>722</td>
</tr>
<tr>
<td>English Learners</td>
<td>11</td>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11</td>
<td>101</td>
<td>100</td>
</tr>
</tbody>
</table>

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 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.
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Percent of Students</th>
<th>Standard Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
<td>Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>11</td>
<td>1078</td>
<td>1058</td>
<td>98.1</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>561</td>
<td>549</td>
<td>97.9</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>517</td>
<td>509</td>
<td>98.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11</td>
<td>31</td>
<td>30</td>
<td>96.8</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>22</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>931</td>
<td>915</td>
<td>98.3</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>69</td>
<td>67</td>
<td>97.1</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11</td>
<td>733</td>
<td>721</td>
<td>98.4</td>
</tr>
<tr>
<td>English Learners</td>
<td>11</td>
<td>65</td>
<td>63</td>
<td>96.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11</td>
<td>101</td>
<td>100</td>
<td>99.0</td>
</tr>
</tbody>
</table>

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 on the CAA 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2016-17)
We have many ways for parents and community members to participate at Downey High School. Parents have the opportunity to participate in groups such as:
- Parent-Teacher Association (PTA)
- English-Language Advisory Committee (ELAC)

Booster groups for our athletic and music programs
The PTA sponsors refreshments at school functions such as Senior Awards Night and Teacher Appreciation luncheons, and meets regularly to discuss current school issues. We ask all parents to attend Back-to-School Night in the fall and Open House in the spring.

The contact for parent involvement is Principal Houts; he can be reached at (562) 869-7301.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.
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.

<table>
<thead>
<tr>
<th>School Safety Plan</th>
<th>Suspensions and Expulsions</th>
<th>Academic Counselors and Other Support Staff at this School</th>
<th>Average Class Size and Class Size Distribution (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suspensions Rate</td>
<td>4.0</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>Expulsions Rate</td>
<td>0.1</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Suspensions Rate</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Expulsions Rate</td>
<td>4.4</td>
<td>3.8</td>
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<td></td>
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<td>0.1</td>
<td>0.1</td>
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<tr>
<td></td>
<td>Percent of Schools Currently in Program Improvement</td>
<td>77.8</td>
<td></td>
</tr>
<tr>
<td>2016-17 Federal Intervention Program</td>
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<tr>
<td>Indicator</td>
<td>School</td>
<td>District</td>
<td>Academic Counselor</td>
</tr>
<tr>
<td>Program Improvement Status</td>
<td>In PI</td>
<td></td>
<td>Counselor (Social/Behavioral or Career Development)</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>2009-2010</td>
<td>Year 3</td>
<td>Library Media Teacher (Librarian)</td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>Year 3</td>
<td></td>
<td>Library Media Services Staff (Paraprofessional)</td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>14</td>
<td></td>
<td>Psychologist</td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>77.8</td>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td>Number of Students per Staff Member</td>
<td></td>
<td></td>
<td>Nurse</td>
</tr>
<tr>
<td>Academic Counselor</td>
<td>415</td>
<td></td>
<td>Speech/Language/Hearing Specialist</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>Resource Specialist</td>
</tr>
<tr>
<td>Average Class Size and Class Size Distribution (Secondary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Average Class Size</td>
<td>Number of Classrooms*</td>
<td>1-22</td>
</tr>
<tr>
<td>English</td>
<td>28 26 33</td>
<td>50 51 27</td>
<td>33 56 37</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31 31 29</td>
<td>20 19 20</td>
<td>17 22 37</td>
</tr>
<tr>
<td>Science</td>
<td>33 31 32</td>
<td>12 13 15</td>
<td>14 40 42</td>
</tr>
<tr>
<td>Social Science</td>
<td>31 28 29</td>
<td>24 27 12</td>
<td>13 30 32</td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classrooms 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.
Professional Development provided for Teachers

Teachers take approximately 5 days per year for their continuing education and professional development to improve their teaching skills in the subjects they teach to support student learning.

<table>
<thead>
<tr>
<th>FY 2014-15 Teacher and Administrative Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Beginning Teacher Salary</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
</tr>
<tr>
<td>Average Principal Salary (ES)</td>
</tr>
<tr>
<td>Average Principal Salary (MS)</td>
</tr>
<tr>
<td>Average Principal Salary (HS)</td>
</tr>
<tr>
<td>Superintendent Salary</td>
</tr>
</tbody>
</table>

Percent of District Budget

- Teacher Salaries: 43% (37%)
- Administrative Salaries: 4% (5%)

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Types of Services Funded

Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

<table>
<thead>
<tr>
<th>Dropout Rate and Graduation Rate (Four-Year Cohort Rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downey High School</td>
</tr>
<tr>
<td>Dropout Rate 2011-12</td>
</tr>
<tr>
<td>2.90</td>
</tr>
<tr>
<td>Graduation Rate 2011-12</td>
</tr>
<tr>
<td>95.24</td>
</tr>
<tr>
<td>Downey Unified School District 2011-12</td>
</tr>
<tr>
<td>Dropout Rate 2011-13</td>
</tr>
<tr>
<td>5.30</td>
</tr>
<tr>
<td>Graduation Rate 2011-13</td>
</tr>
<tr>
<td>92.68</td>
</tr>
<tr>
<td>California 2011-13</td>
</tr>
<tr>
<td>Dropout Rate</td>
</tr>
<tr>
<td>11.40</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>80.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Technical Education Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
</tr>
<tr>
<td>CTE Program Participation</td>
</tr>
<tr>
<td>Number of pupils participating in CTE</td>
</tr>
<tr>
<td>% of pupils completing a CTE program and earning a high school diploma</td>
</tr>
<tr>
<td>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for University of California (UC) and/or California State University (CSU) Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Course Measure</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>2015-16 Students Enrolled in Courses Required for UC/CSU Admission</td>
</tr>
<tr>
<td>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
</tr>
</tbody>
</table>

* Where there are student course enrollments.

<table>
<thead>
<tr>
<th>2015-16 Advanced Placement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Number of AP Courses Offered*</td>
</tr>
<tr>
<td>Percent of Students In AP Courses</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
<tr>
<td>All courses</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Completion of High School Graduation Requirements

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduating Class of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>All Students</td>
<td>98</td>
</tr>
<tr>
<td>Black or African American</td>
<td>100</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>100</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
</tr>
<tr>
<td>Filipino</td>
<td>94</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>98</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>100</td>
</tr>
<tr>
<td>White</td>
<td>99</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>50</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>73</td>
</tr>
<tr>
<td>English Learners</td>
<td>61</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>100</td>
</tr>
</tbody>
</table>

### Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

### 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.