

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

DOWNEY HIGH SCHOOL
11040 Brookshire Avenue
Downey, CA 90241
Downey Unified School District
March 22 through March 25, 2015

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Chapter I

School/Community Profile

Downey High School, established in 1901, and known as “The Home of the Vikings” has a very rich history, which is celebrated schoolwide to honor the current and past academic, athletic and artistic triumphs and contributions of DHS students and alumni. By virtue of celebrating achievement - past and present, Downey High School effectively creates a very pleasant, welcoming and student-focused environment. Although Downey High School currently serves over 4200 students, it does so with a dignified and personalized approach, where the respect for each other amongst staff and students is palpable. Downey High School has a “small school feel” in terms of interactions amongst staff and students, and students and students. Currently, with the implementation of Project Lead the Way and other CTE model programs, as well as a visible focus on the five C’s - Critical Thinking, Creativity, Communication, Collaboration, and Civility - Downey High is targeting to be an exemplary high school that provides all students with the 21st Century skills necessary for the career or college of their choice. The focus of Downey High School’s academic and co-curricular program is that all students learn to think critically through writing in order to master standards, act as responsible citizens, and leave high school with 21st Century skills necessary for a successful post-secondary life.

Broken down into population demographics, Downey High School is composed of 88% Hispanic, 6% Caucasian, 4% African American, 2% Asian. Since 2009, the Hispanic student population has increased by 463 students or 14 % from 3,238 to 3,703 students in 2013-2014. Since 2012-2013, Downey High School’s White student population has decreased from 329 to 263 (20% decrease) and the Asian population has decreased as well from 151 to 63 (58% decrease). The African American population has remained roughly the same. Currently, the English Learner (EL) population totals 400 students, which comprises about 9% of the student body, and the special needs student population totals 405 (10%). There are 3089 students (67%) who qualify for free and reduced lunch. Per the 2010 Census, income statistics place Downey’s median household income at \$53,202, and the average household income at \$72,279 with a widening gap between the highest and lowest earners. Whereas the 2009 poverty rate was 10.9%, it currently stands at 14.3%. With the State’s new Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), Downey High received a substantial increase in funding to support instruction, effective in the 2014-2015 school year.

In accordance with Downey Unified School District’s goals to provide all students with a career and or college ready education, Downey High School is a proud participant in the nationally renowned curriculum known as **Project Lead the Way**. The school has undergone tremendous renovations with the goal of all students graduating college and career ready. Currently, 40% of the school’s graduates are meeting the A-G requirements, and the school is committed to increasing this percentage by offering more courses to fulfill these requirements. Downey High students enjoy a wide variety of extra and co-curricular activities, with **over 45 clubs** and **24 competitive sports** programs, bringing balance and enrichment to their school experience. Further, Downey High School offers a rich variety of support for programs including **ELD, AVID, Link Crew, Intensive and Strategic Intervention**, and an outreach program to facilitate positive decision-making, emotional control and goal setting for students at risk called **The Circle**.

Parents support Downey High through many avenues such as PTA, School Site Council, English Learner Advisory Council (ELAC), and through the WASC self-study process. Recently, **1293 parents participated in the school’s MyVoice survey** in which they gave the school feedback in areas such as school safety, curriculum, college readiness, and character.

Analysis of Student Achievement Data

Downey High School engages in genuine analysis of all pertinent student achievement data, including common formative assessments, CELDT, CAHSEE, CSTs (in the past), SATs, ACTs, EAP, and AP, as well as contributing data including attendance, graduation rates, dropout rates, and behavior.

An assessment focus of Downey High School since the last WASC visit was to increase CASHEE scores by 2%. The school accomplished this goal. However, the AYP did not increase because the school focus was on increasing the passage rate (at the minimum score of 350) as opposed to the proficiency rate (a minimum score of 380 score). The school wide focus on “Critically Thinking through Writing,” will strategically address student writing across the curriculum and should translate into greater student proficiency, as evidenced on the CAHSEE and in the school’s attainment of its AYP.

AYP: ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress	2012	2013	2014
ELA AYP Schoolwide % Proficient	52.7	56.7	56.8
Hispanic	51.1	56.3	56.1
EL	31.1	34.6	30.2
Special Ed	14.5	18.5	19.8
Socioeconomically Disadvantaged	47.8	54.0	52.9
Math AYP Schoolwide % Proficient	55.8	55.3	62.2
Hispanic	51.1	54.4	61.1
EL	41.1	37.4	47.7
Special ED	15.5	18.5	18.2
Socioeconomically Disadvantaged	47.8	54	58.6

The ELA CAHSEE results indicate an increase in the percentage of tenth grade students passing the exam. English Language learners increase from 46% in 2013, to 62% in 2014. In 2013, 51% of EL students passed the math portion -- and in 2014, 68% students earned a passing score in math. Special Education students also increased the number of students passing the ELA portion: in 2013, 40% earned a passing grade, jumping to 46% in 2014.

2014 CAHSEE 10th Grade Census with Subgroups

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged
Downey High	# Tested	Math	1,035	77	92	257	686
Downey High	Passing	Math	909 (88%)	23 (30%)	63 (68%)	245 (95%)	593 (86%)
Downey High	# Tested	ELA	1,041	78	93	256	688
Downey High	Passing	ELA	931 (89%)	36 (46%)	58 (62%)	250 (98%)	611 (89%)

Adequate Yearly Progress (AYP)

The Federal adequate yearly progress requires that schools meet all targets for all subgroups in 10th grade CAHSEE testing participation rate, proficiency rate (earning a score of 380 or above), and graduation rate. Closing the achievement gap for DHS subgroups remains a focus of this school. Although proficiency criteria are not always met, significant improvements have been made. Downey High School has consistently increased its CAHSEE scores. Although, AYP has increased, the school has not met the Federal AYP goals. It remains a focus for all students to be deemed proficient by achieving a score of 380 or higher on the CAHSEE, which will in turn positively reflect in DHS's AYP.

School Year	ELA Participation Goal Met	ELA Proficiency Goal Met	Math Participation Goal Met	Math Proficiency Goal Met	# of AYP Criteria Met
2013-14	Yes	No	Yes	Yes	13/17
2012-13	Yes	No	Yes	No	13/18
2012-11	Yes	No	Yes	No	16/22

Academic Performance Index (API)

The API scores show continued growth ranging 776 in 2011 to 796 in 2013. Overall, the school's API increased 2.5% over the past three years. In the past three years, with the accountability of CSTs scores still the focal point, DHS staff underwent numerous trainings on the transition to the Common Core State Standards, SBAC testing, integrated math professional development, and ERWC trainings to better prepare for 21st Century learning.

In 2013, Downey received an API score of 796, with a statewide rank of 7 and a similar schools rank of 9. Over the last three years, the growth for Downey has increased by 39 points. The biggest gain in API occurred in 2011 with an increase of 18 points. Overall, students with disabilities are the only subgroup to not meet API growth targets. All other subgroups have surpassed their growth targets. *API Trends by Subgroup chart appears in appendix.*

API Multi-Year Trend

Year	API Score	API Base	API Growth	Met API Criteria	Statewide Rank	Similar Schools Rank
2012	794	774	20	Yes	7	9
2013	796	794	2	Yes	7	9
2014	*	796	*	*	7	9

Advanced Placement

Downey High School was awarded **AP Model School** status for its efforts in expanding the AP program while maintaining its passage rate. There has been a great increase in exams administered as Downey High continues to offer more AP courses. In 2010, 529 exams were administered with a 69% pass rate -- and in 2014, 783 exams were administered with a 71% pass rate.

2014 AP Results

Subject	# Tested	# Passed	Percent
Calculus AB	50	40	80%
Calculus BC	8	8	100%
Chemistry	21	10	48%
Econ. Micro	99	65	66%
English Language and Composition	43	37	86%
English Literature and Composition	32	29	91%
European History	87	38	44%
Gov./Pol. US	85	41	48%
Human Geography	48	31	65%
Psychology	35	21	60%
Spanish Language	138	134	97%
Spanish Literature	18	17	94%
US History	79	63	80%

CELDT Scores

The CELDT data from 2012 to 2014 shows an upswing in the advanced scores for DHS's English Language learners. There was 3% increase in advanced scores from 2012 to 2014, and the school has seen stability in early advanced scores over the last three years.

Graduation Rate Results 2011-2013 According to California Department Education (CDE) data, DHS's

graduation rates have continued to increase over the past three years. The biggest growth is from the 2014 cohort, with a 4% increase from 94% in 2013, to 98% in 2014.

School Year	Students Enrolled (Seniors)	Students Graduated	Percentage Graduated
2013-2014	1,035	1,012	98.0
2012-2013	950	899	94.6
2011-2012	968	903	93.3
2010-2011	934	878	94.0

Enrollment

As of October 2014, Downey High's enrollment is 4254. Although the school's enrollment dropped by 100 students this year, Downey High has had a steady and constant increase in student population over the last 15 years, and the school does not anticipate an additional decline in the future. Downey High School was designated as being the 37th largest school in the nation according to *U.S. News* in 2014. After years of steadily increasing numbers, the District enrollment has held steady over the past six years and has a current enrollment of 22,742 students.

Please note: Enrollment chart totals vary slightly due to the date the data was requested and the data source.

Enrollment by Grade Level

	9	10	11	12	Total
2010-2011	1,138	1,058	1,049	918	4,163
2011-2012	1,137	1,168	994	931	4,255
2012-2013	1,110	1,154	1,118	939	4,332
2013-2014	1,121	1,083	1,096	1,058	4,363
2014-2015	1,030	1,152	1,066	1,036	4,284

Enrollment by Gender and Ethnicity

	Male	Female	Hispanic	Amer. Indian	Asian	Pacific Islander	Filipino	African Amer.	White	Total
2010-2011	2066	2097	3,468	20	94	6	55	151	365	4163
2011-2012	2101	2154	3,600	21	91	9	54	145	329	4255
2012-2013	2165	2167	3701	308	151	89	46	18	12	4332
2013-2014	2205	2158	3,751	13	88	13	47	156	283	4363
2014-2015	2192	2092	3,703	10	63	7	50	154	263	4284

ELL (English Language Learners)

Downey High School's current EL population totals 393 students, comprising over 9% of our total population. Of these students, 63 are in ELD classes, 71 are in English 9 and 10 Intensive and Strategic intervention classes, 81 are in SPED English (RSP/SDC), and 178 are in mainstream English classes. EL students are placed according based on their CELDT test scores.

Proficiency Level	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Advanced	46	49	40	51	Still testing
Early Advanced	167	190	161	185	
Intermediate	175	148	126	128	
Early Intermediate	44	36	32	38	
Beginning	40	9	34	27	
Total	472	432	393	429	393

Attendance

For the 2014-2015 school year, the average daily attendance at DHS was 96.7%.

	ADA
2010-2011	95.69
2011-2012	96.13
2012-2013	95.63
2013-2014	95.68
2014-2015	96.68

Truancy Rate

As of 2011-2012, the "truancy rate" is calculated to include any 3 non-consecutive, unexcused absences in a school year AND/OR ANY absence/tardiness over 30 minutes after a period starts. This new formula has made the school's truancy rate spike and it is an issue the district is currently working on addressing.

Downey High School Truancy Rate 2013-2014

		Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
2013-2014	Downey High	4,292	4,292	2573	59.9
2012-2013	Downey High	4,332	4,647	2,560	55.09
	Downey Unified	22,848	24,344	10,255	42.13
	Statewide	6,226,989	6,497,749	1,902,509	29.28
2011-2012	Downey High	4,255	4,548	2,539	55.83
	Downey Unified	22,782	24,104	10,373	43.0
	Statewide	6,220,993	6,420,737	1,829,421	28.5
2010-2011*	Downey High	4,163	4,163	302	7.25
	Downey Unified	22,811	22,811	1,111	4.87
	Statewide	6,174,717	6,174,717	1,836,087	29.74

Discipline

Suspension Days By Incident Per Year				
	2011-2012	2012-2013	2013-2014	2014-2015
	Total	Total	Total	As of February 2015
48900.2 Sexual Harassment (4-12)	1	1	1	0
48900.4 Harass/Intimidate/Threat	1	0	0	0
48900a1 Physical Injury to Another	54	45	61	23
48900a2 Use of Force/Violence	3	3	2	2
48900b Dangerous Object	7	6	9	2
48900c Controlled Substance	66	75	51	42
48900d Look-a-Like Drug	0	0	0	0
48900e Robbery/Extortion	1	0	0	0
48900f Vandalism/Graffiti	16	14	8	2
48900g Theft/Stealing	7	7	3	7
48900h Possession/Use of Tobacco	3	2	1	2
48900i Obscenity/Profanity	4	2	5	11
48900j Drug Paraphernalia	0	5	5	0
48900k Disruption/Defiance	128	180	78	16
48900l Received Stolen Goods	3	2	0	1
48900n Sexual Assault/Battery	1	0	0	2
48900r Bullying/Cyber bullying	1	0	2	0
48915a2 Possess Dangerous Object	1	0	0	0
Totals	297	342	226	110

Suspension and expulsion rates at Downey High School have dropped from the 2012-2013 school year and the school believes this is attributed to the administrative team's proactive approach in investigating discipline trends, working with the community, monitoring student behavior, and implementing a positive behavioral intervention and support program (PBIS).

Socioeconomic Status

The free or reduced lunch subsidy goes to students whose families earn less than \$42,643 a year (based on a family of 4). At Downey High, 67% of the students qualify for Free and Reduced Meal Program compared with 52% of students in California. According to CalWorks, 304 students at the school are receiving food stamps.

Year	Enrollment (K-12)	Unadjusted Free Meal Count (K-12)	Adjusted Free Meal Count (K-12)	Adjusted Percent (%) Eligible Free (K-12)	Adjusted FRPM Count (K-12)	Adjusted Percent (%) Eligible FRPM (K-12)
2013-2014	4,363	2,201	2,208	51%	3,089	71%
2012-2013	4,332	2,291	2,295	53%	2,979	69%
2011-2012	4,148	2,177	2,156	52%	2,902	70%

Family Factors	DHS	County Average	State Average
Low-income indicator	69%	62%	52%
Parents with some college	44%	49%	58%
Parents with a college degree	19%	28%	34%

Data from CalWorks website.

All teachers (except for two teachers in special education) are “highly qualified” with teaching credentials, as certified by NCLB. For the 2013 school year, the staff service average of 13.5 years is consistent with the state of California’s average of 13.9 years. For the current (2014-2015) school year, the average teacher rate of attendance is 97.5%, and in previous years has held steady at 95%.

Staff Data Fall 2014			
Total Teachers	161.6	PPS Credentialed Counselors	10
Male	76	Classified Staff Members	15
Female	85	Paraprofessionals	20
Highly Qualified Teachers	159.6	Office/Clerical	13
# of National Board Certified Teachers	1	Other	2
Teaching outside subject area of competence	0	Academic Counselors	10
Teachers with Emergency Credentials	0	Library Media Specialist	1
# with Advanced Degrees	57	Psychologist	1.5
Average Years of Teaching	13.5	Social Worker	0
Average Years in District	13.3	Nurse	1
# of 1 st year teachers in BTSA	0	Speech/Language/Hearing Specialist	1.5
# in Intern Program	0	Per Pupil Ratio	36

Teachers by Ethnicity	Totals
American Indian or Alaska Native	2
Asian	8
Native Hawaiian or Pacific Islander	0
Filipino	1
Hispanic or Latino	43
Black or African American	5
White	100
Not Reported	0

The classified staff consists of the following: one administrative assistant, one registrar, four attendance clerks, one ASB accountant, one lead custodian, eight custodians, one utility worker, one grounds keeper, six security guards, ten clerical, and twenty-seven paraprofessionals. Classified employees are not required to hold specialty / teaching credentials. Paraprofessionals are typically instructional aides.

Schoolwide Learner Outcomes

The faculty and stakeholders finalized the following schoolwide Learner Outcomes in the fall of 2014:

- **Academic-Intellectual Development:** Students will engage in problem solving skills, higher-level thinking skills and address all learning modalities
- **Vocational Development:** Students will participate in career exploration and application, as well as preparing for career requirements post high school in the global market.
- **Socio-Civic Development:** Students will be provided opportunities to practice civic virtues such as social responsibility, cooperation, tolerance, and equity.
- **Personal-Individual Development:** Students will be recognized for individual talents and uniqueness, encouragement of self-understanding and self-realization and encouraged to make social connections in order to promote management of good, emotional, physical and mental health.

The SLO's noted above are appropriate, especially when taken into consideration with the eight priorities of the Local Control Accountability Plan and in alignment with the school and district's mission and vision. It is noted Downey High School engaged in significant planning, involvement all stakeholders, in identifying critical learner needs and measurable means to address those needs.

Chapter II Progress Report

Since the Midterm Review in 2012, Downey Unified School District's Board of Education hired a new Superintendent, Dr. John Garcia in spring 2013. As a product of the Downey Unified School District, and more specifically a Downey High School graduate, Dr. Garcia shares the staff's belief that, "Our students deserve the best." Faculty and staff are committed to utilizing 21st Century teaching and learning strategies in the classroom that allow graduates to compete in today's global society. Ensuring teachers continue to receive all the support and tools needed to be effective in the classroom, the Downey High School administrative team has also undergone a transformation as well since the 2012 Midterm Review. Serving alongside Principal, Tom Houts, are five, newly appointed, Assistant Principals: Anthony Zegarra, Julie Main, Allan Tyner, Dalyn Miller-Geiser, and Dr. Katherine Esteves. Two Deans of Students positions were added to the staff this school year as well. Deans, Josie Cordero and Gladys Velazquez, now handle student discipline and attendance matters.

Downey Unified employed the Focus on Results organization to encourage school sites to implement Instructional Leadership Teams (ILT) at each school site. These teacher-led teams are focused on identifying best teaching practices to be utilized across the curriculum, in order to achieve optimum student performance. After considerable conversation and data assessing, the DHS ILT, recently, facilitated the adoption of a single educational focus for the school: **CRITICAL THINKING THROUGH WRITING**.

Although DHS has consistently met its API target goals in each of the last six years, Downey boasts multiple intervention programs to continually meet the needs of all students. After a six-year hiatus, the AVID program returned to DHS in the 2014-2015 school year to increase the number of at-risk youth enrolling in higher education institutions. The English department trained all teachers (general and special education) in the CSU's Expository Reading and Writing Curriculum (ERWC) to prepare Downey graduates for a rigorous college curriculum. Specifically geared toward assisting seniors meet graduation requirements, Downey instituted APEX, a credit recovery program, in the 2007-08 school year. This program is maintained through the Downey High Counseling office.

At the suggestion of WEST ED during the 2012-2013 school year, Downey High restructured its EL program to more effectively and efficiently meet the needs of English language learners. Currently, 492 EL students receive academic support in English, math, science, and social science classes. The English Language Arts Department has multiple sections of intervention classes using the *Edge* curriculum; this program's success was the catalyst for constructing a similar model in mathematics. Additionally, Downey has significantly reduced the number of Transitional Language courses since their last WASC Self Study.

DHS recently completed the extensive construction of two 21st Century educational facilities. The Administrative Building (A Building), consisting of 26 traditional classrooms, two university-level chemistry classrooms, a state-of-the-art culinary arts classroom and kitchen, a television studio, digital photography lab, and multiple administrative and counseling offices. The Automotive Technology and Engineering Building (D Building) houses a fully functioning facility with six automotive bays and engineering and science classrooms.

As an integral part of Downey's vast college and career ready curriculum, the Career Technology Education (CTE) program, previously ROP, allows students to enroll in courses that provide students with real

life experiences to better prepare for their successful transitions into either college and/or careers. Participants in these programs showcase their CTE knowledge and skills at the annual Skills USA competition, a partnership of students, teachers, and industry members. Another aspect of the CTE program is Project Lead the Way (PLTW). These courses allow students to choose between two possible career paths, Engineering and Biomedical. Currently, Downey offers 18 sections of PLTW courses in Biomedical Science, Engineering, and Computer Science.

Schoolwide Critical Areas for follow-up

The past visiting committee offered three areas of follow-up for Downey High, plus three additional schoolwide goals:

1. A formalized PLC structure, supported by administration and tied to specific outcomes, needs to be implemented and tied to the creation of specific SMART goals (Essential Common Outcomes-ECOs) aimed at increasing student achievement and informing instructional practices.
2. Common formative assessments by department need to be created that speak to what students are learning in relationship to classroom. The results of these formative assessments can be the basis of SMART goals and “best practices” conversations. Common summative assessments need to be created that speak to what students have mastered.
3. A Professional Development Plan (PDP) needs to be created clearly outlining its vision, process and goals as they align to student achievement efforts. In the absence of District funding many teachers on staff have had pertinent training and offer a valuable resource to other staff for potential training. When District funding is available, it is critical that resources be dedicated to professional development congruent with the PDP.
4. Increase the CAHSEE passage rate for math and ELA (10th grade census) by 2%.
5. Increase proficiency rates for students taking the CSTs in English 9/10, Biology, and Algebra I.
6. Increase parent involvement.

Ongoing Follow-up

Pursuant to the 2009 DHS self-study and 2012 midterm review, teachers and staff made significant progress in addressing the schoolwide follow-up areas, as well as, the three recommended goals submitted by the midterm review team.

1. At the start of each academic year, the principal compiles data from the CSTs, the CAHSEE, Advanced Placement (AP) exams, along with student grades and attendance data, to present to the staff. PLCs (Home Groups) use this data to drive classroom instruction, in addition to the continued implementation of Common Core State Standards (CCSS). PLCs submit a needs assessment/Professional Development Plan which then becomes the schoolwide Single Plan for Student Achievement.

2. Common assessments are used to gauge the degree of student learning. Utilizing common assessments have been a regular practice for some departments for years; this year, all departments and PLCs have begun constructing their own.
3. Professional development is typically decided upon at the District level. For the previous five years, the District has used Michael Butler to work with schools to develop effective PLCs. He currently assists schools with CCSS implementation. The DHS English and math departments have undergone intensive PD over the last two years in preparation of CCSS, including specific ELA content work in 2014-15 with Carol Jago. Additionally, the social science and science departments have attended various trainings for the upcoming new standards.
4. Both ELA and math CAHSEE (10th grade census) pass rates increased the expected 2% since the previous self-study report. Tenth grade ELA classes and Algebra I/Geometry classes offer CAHSEE preparation courses throughout the school year. The EL and Special Education departments host Saturday prep courses, in the weeks leading up to the test, to prepare these students with strategies needed to pass the CAHSEE on their first attempt.
5. Ninth grade ELA CST proficiency scores increased each of the previous six years, while tenth grade scores showed a slight dip in these rates in 2010 and 2013. Proficiency scores for ninth graders taking Algebra I showed steady increases each year, however, sophomores enrolled in Algebra I only achieved an increase in 2010.
6. Increasing parent involvement remains a challenge. The counseling department has managed to accomplish significant success with the Parent University. Nearly 250 parents participated this year, a 30% increase from previous years. FAFSA Night has generated a considerable amount of interests from parents with college-bound seniors over the last two years. Both Back to School Night and Open House continue to bring parents onto campus. Most notably this year, nearly 1,300 DHS parents participated in the MyVoice survey that tracks perception data.

Progress, Evidence, Impact on Student Learning for Action Plan Goals

Schoolwide Goal #1: Improve student achievement in Mathematics as measured by student performance on state and local assessments (CAHSEE, CSTs, and common assessments) for all students with emphasis on English Learners and students with Individualized Programs.

The last report indicated that for the following six years, CST scores for Algebra, Geometry, and CAHSEE Math scores would increase by 2% to meet or exceed state averages. Although 2% gains were attained in Algebra, Geometry scores neglected to meet the expected goal. However, CAHSEE scores show significant increases, some years even reflect double digit gains. Math PLCs constructed pacing guides and common assessments, offered before and after school tutoring, and integrated daily CAHSEE Prep assignments to aid in student achievement. A semester-long review course is offered to juniors and seniors that have not passed the CAHSEE. Also, the Math Department opened several intensive/strategic math courses for students identified as needing to improve their math skills to meet grade level requirements and to prepare for CAHSEE, modeled after similar classes already established in ELA.

Schoolwide Goal #2: Develop a cross-curricular plan to better prepare English Learners for the ELA portion of

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the California State Standards tests (CSTs). To accomplish this goal, 15% of EL students tested will score at or above Proficient on the ELA portion of the CSTs. With consistent progress being made to increase the number of reclassified English language learners, two courses were designed to help freshmen and sophomore students maximize their English skills. As recommended by West Ed, the Intensive and Strategic English courses are capped at 25 maximum students and follow the EDGE curriculum.

Schoolwide Goal #3: Increase the number of students who are scoring Proficient/Advanced on the core CSTs to meet or exceed state averages.

Core subject PLCs used student results data to guide instruction. Common lesson plans/assessments and practice assignments were created to provide practice for students. Overall, these strategies proved effective in most test areas and for most students, however, certain subgroups of students continue to struggle in meeting state averages, or site expected increases

Accolades for Downey High School

1. The three graduating classes of 2011, 2012 and 2013 produced a total of 24 Graduates with Highest Honors, seniors who have graduated with a GPA of 4.5 or higher all four years.
 - Downey High seniors have earned over \$812,125 in college and university scholarships in the past three years, with students gaining admission to all of the country's top institutions of higher learning including Harvard, Yale, Princeton, and dozens of admissions to each of the University of California and California State University campuses.
 - In October 2014, 413 students signed up to take the PSAT, the largest group Downey High School has ever tested.
 - In November 2014, Downey High School was named a Microsoft Showcase School. DHS is one (1) of 150 in the world on which this honor is bestowed.
 - Also in November 2014, Downey Unified School District earned a spot on the 5th Annual AP District Honor Roll. Only 547 districts across the United States and Canada received the honor for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.
 - In May of 2014, 83 students at Downey High earned the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Program Exams. In addition:
 - 6 students qualified for the National AP Scholar Award, the highest recognition offered by earning an average score of 4.0 or higher on all AP exams taken, and scores of 4 or higher on eight or more of these exams
 - 21 students qualified for the AP Scholar with Distinction Award by earning an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams
 - 15 students qualified for the AP Scholar with Honor Award by earning an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams
 - 41 students qualified for the AP Scholar Award by earning an average score of at least 3.0 on all AP exams taken, and scores of 3 or higher on three more of these exams.

Chapter III Self-Study Process

Downey High School, and all of its stakeholders, fully engaged in the FOL Self-Study process, as is apparent by their work in preparation for the visit. All aspects of the self-study process was clearly followed, data was gathered and analyzed extensively and it is apparent all stakeholders engaged in an assessment of their entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria, as summarized below:

The process of identifying, collecting, and analyzing data indicating student academic performance and growth is ongoing. Review of performance and growth begins prior to the start of each school year during the site administrative team/Instructional Leadership Team meetings and conferences with principal and PLC leads. The conversation continues at the opening day staff meeting and continues throughout the year in the bi-monthly PLC meetings. Parent stakeholders are involved and informed through the English Learner Advisory Committee and the Parent Teacher Association (PTA).

Multiple measures are used to assess student achievement. Some of the measures incorporate the results on statewide standardized assessments: the overall Academic Performance Index score, California English Language Development Test (CELDT) proficiency levels, California High School Exit Exam (CAHSEE) pass rates, previous California Standardized Test (CST) results by subject area, and beginning this year, Smarter Balanced Assessment Consortium (SBAC) scores and proficiency levels. Other site-based measures and data are considered as well throughout the school year: attendance rates, graduation rates, and UC/CSU A-G completion rate, quarter/semester grades, D/F rates and trends, Departments' common assessments and discipline trends.

As a result, Downey High School staff identified three Critical Learner Needs and revised the schoolwide learner outcomes:

Critical Learner Needs

1. Students will be able to think critically, demonstrated through writing.
2. Students will graduate with a 21st Century education that ensures college and career readiness.
3. Academic growth will increase among the school's at-risk, EL, and special needs populations.

After analyzing key academic indicators, the general consensus was made that students struggle to think and write critically at all levels, in all subjects. With the onset of Common Core, and drafts of Science and Social Science national standards in the works, students need a stronger foundation of academic literacy and the ability to demonstrate this literacy through writing.

It remains a reality that not all DHS graduates are interested in pursuing a college/university, in the traditional sense, upon high school graduation, so it has become necessary to expand the opportunities to students in an effort to prepare them for any post-secondary path they choose. With this in mind, Downey will continue to build its CTE and Project Lead the Way programs. These programs afford students the opportunity to learn the necessary for college as well as skills to enter today's competitive job market immediately after

graduation.

Downey High School Student Learner Outcomes

<p style="text-align: center;">ACADEMIC-INTELLECTUAL DEVELOPMENT</p> <ul style="list-style-type: none"> ● Practice problem solving skills ● Develop higher-level thinking skills (Depth Of Knowledge) ● Use inquiry skills ● Adopt intellectual curiosity and creativity ● Form effective study habits ● Multiply academic success ● Graduate "college-ready" students ● Create and implement real-world opportunities throughout core subjects 	<p style="text-align: center;">VOCATIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> ● Explore career options ● Apply skills learned to graduate “career ready” ● Promote positive attitudes toward work and work ethics ● Practice job and interview skills ● Complete Career-Tech Education (CTE) courses ● Blend knowledge from core subjects with CTE courses
<p style="text-align: center;">PERSONAL-INDIVIDUAL DEVELOPMENT</p> <ul style="list-style-type: none"> ● Establish and promote habits for independent learning ● Encourage the management of good emotional, physical, and mental health ● Maintain healthy social connections ● Participate in healthy extra-curricular activities ● Develop individual responsibility/accountability ● Realize individual talents and uniqueness ● Encourage self-understanding and self-realization 	<p style="text-align: center;">SOCIO-CIVIC DEVELOPMENT</p> <ul style="list-style-type: none"> ● Become students of character and citizenship ● Exercise opportunities to practice civic virtues such as social responsibility, cooperation, tolerance, and equity ● Practice community involvement ● Exhibit responsible citizenship ● Maintain involvement in school and community political practices ● Practice cultural awareness and acceptance ● Establish a school-wide moral culture ● Show good sportsmanship ● Participate in healthy academic and athletic competition

Schoolwide Learner Outcomes

The faculty and staff revised the previous ESLRs to better reflect the emphasis on graduating students that are both college and career ready. They believe that these outcomes are achievable for all students and will strive to incorporate them into daily lessons and activities.

1. Academic-Intellectual Development
2. Vocational Development
3. Personal-Individual Development
4. Socio-Civic Development

Analysis of student performance, demographic/perception data, and progress data raised some questions for continued consideration, and which are addressed strongly in the action plan:

1. How will students learn to critically think and write?
2. How will we know that students are learning?
3. How do teachers and staff show they care and respect students?

There is strong alignment of a long-range action plan to the school's areas of need; they have done a strong job of developing an accountability system which will be easily implemented in monitoring accomplishment of their action plan.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Downey High School has a clearly stated vision statements based on an analysis of student demographic and achievement data; CSU/UC a-g requirements; and Common Core, Career Technical Education (CTE), and State Standards.

Mission: The mission of Downey High School is to prepare students for the 21st century through college and career-based curriculum so they can become responsible citizens in the global community.

Vision: All students graduate with a 21st century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Downey High has an effective process for involving representatives from the entire school community in the development and refinement of the vision, mission, and schoolwide learner outcomes thorough the regularly scheduled Professional Learning Community (PLC), faculty, department, and Instructional Leadership Team (ILT) meetings. Through department meetings, teachers reviewed and discussed demographic and achievement data, then analyzed the schoolwide learner outcomes on a professional development day. Looking through the lens of student achievement, departments focused on clarifying, adding specificity, and aligning the school's statements to address college and career readiness.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Meetings are held and surveys are conducted to allow the voices of the school's stakeholder groups to be heard. Students, parents, and community members demonstrate and understanding of and commitment to the vision, mission, and schoolwide learner outcomes through the popularity of Parent University, Back to School Night,

and Open House. In addition to the passing of a local bond measure to modernize the facilities to one that supports the college/career readiness curriculum solidifies that commitment to the students and staff of Downey High School.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national and local needs, and community conditions.

The vision, mission, and schoolwide learner outcomes were revised by the entire school community through various meetings, and supported by the district. They were then communicated to the entire school community in meetings, the school's web page, and instruction. All stakeholders have opportunities to contribute to the statements and outcomes.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner **outcomes and academic, college, and career standards** based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

The Downey Unified School District (DUSD) governing board members are elected by the citizens of Downey to four-year terms. Monthly meetings are held on the first Tuesday and information pertaining to all meetings can be found on the DUSD web page.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Downey High School's vision and mission are aligned and supported with DUSD's mission and vision. Downey Unified School District adopted new mission and vision statements with input from the community it serves.

District Vision Statement: All students graduate with a 21st century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

District Mission Statement: Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning.

Understanding the Role of Governing Board: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Downey High School encourages community and parent participation in the school's governance through the PTA Council, WASC self-study, ELAC meetings, and the hugely popular Parent University.

Governing Board's Involvement in Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

The district annually reviews the schoolwide action plan which includes the mission, vision, and schoolwide learner outcomes to determine funding allocation.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Information provided in the monthly meetings between the superintendent and the administrative staff are disseminated to the staff at faculty, PLC, and ILT meetings. It is evident that the governing board is supportive of the staff at Downey High School from the collegial relationship between the governing board and the staff. The Downey Unified School District brings together administrators from elementary, middle, and high schools in the DUSD to create, support, and encourage CTE pathways.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

The Downey Unified Board of Education reviews end of year data, a-g course requirements, and additional testing at its monthly meetings in addition to school visitations.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Formal and Informal Grievance Procedures for teachers are clearly described in the collective bargaining agreement. Parents are invited to participate in PTA and ELAC meetings, the WASC self-study process, and through the administrative staff's open door policy. Students can express concerns through their elected ASB officers; Culture of Caring and Respect (CCR) student committee; teachers, counselors, and administrators are also available.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

With input provided by various stakeholders, Downey High School's planning process is collaborative and focused on students success. The following stakeholders participate in the planning process: PLCs, Instructional Leadership Team, ASB, PTA, ELAC, and Culture of Caring & Respect.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

The school analyzes multiple forms of assessment including CAHSEE and EAP scores, common formative assessments, schoolwide learner outcomes, and various standards while developing the Single Plan for Student Achievement. The plan is then finalized with alignment to the school's critical learner needs.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

The Single Plan for Student Achievement is successful in that it directly benefits students. The plan requires that all PLCs identify student/program needs and resources necessary to meet the school's critical learner needs.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies and Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Downey High School, via the Downey Unified School District website, has clearly defined employment policies related to employee qualifications. All teachers in each program need to be NCLB compliant, fingerprinted, hold an appropriate degree and credential, demonstrate content knowledge, and complete all steps required in the application and hiring process.

Qualifications of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Teachers are notified and subsequently participate in professional development opportunities throughout the school year. New core teachers are being supported at the district level with an emphasis on the implementation of the Common Core State Standards, at the school site they are supported by their PLC lead.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

The teaching assignments are based on teacher and department chairperson recommendations and student needs with the Principal and Assistant Principal making the final decisions.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Clearly written policies, emergency procedures and professional expectations of both leadership and staff are in place and understood by both administration and faculty. At the start of the school year, every teacher receives an updated Faculty Handbook which includes policies, practices, procedures, and relationships.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Downey High School has an “open door policy” in which employees are encouraged to communicate with colleagues, including administration, by email or in person. The administration is approachable and facilitates an environment in which takes employees feel comfortable coming to them with their concerns.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

The actions and accountability to support learning include: administration classroom observations, collegial visits, workshops to share current educational innovations, professional development, and departmental data analysis. The Instructional Leadership Team, composed of administrators, faculty and classified personnel who meet twice a month, the meeting minutes are then disseminated to the entire faculty so that all staff are aware of discussions and any decision made.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The Instructional Leadership Team analyzes student achievement data, MyVoice survey results, and the WASC critical learner needs in order to refine the schoolwide action plan. The continual process of looking and analyzing data has had a positive effect on increasing student achievement as evident by the continual gains in API.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Downey High School places a high priority on providing multiple professional development opportunities for

the faculty with an emphasis on CCSS, creating common assessments, and pacing plans. Staff have participated in Depth of Knowledge training, ELA PD with Carol Jago, AVID training, Catapult Instruction, LA STARS, AP workshops, Project Lead the Way workshops, UCCI teacher exchange, DataDirector, and Illuminate trainings.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

As per the collective bargaining agreement, all probationary/temporary employees are evaluated yearly and permanent employees are formally evaluated every three years. Teacher goals, timelines, and the Standards for the Teaching Profession are distributed and reviewed with staff at the teacher evaluation meeting held in September.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Each department is responsible for setting goals that the professional development addresses. This distributed leadership has had a positive effect on student achievement in increased CAHSEE pass rate, fewer Fail's, new course offerings, increase in the Advanced Placement program and an increase in student attendance rate.

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Downey High School's resources are allocated and aligned to support student achievement through professional development for teachers, tutoring, instructional technology, and a safe, secure campus. PLC's have an opportunity to request funding that support their respected programs through the LCAP funding and the SPSA by completing a Planned Improvement for Student Performance proposal annually.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Downey Unified School District runs a fiscally-responsible operation at all levels. All expenditures funded by the District follow accounting procedures established and implemented by the District.

Facilities: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner

outcomes, the educational program, and are safe, functional, and well maintained.

A safe learning environment is a top priority for Downey High School. A comprehensive review of all aspects of school safety is conducted annually by the Safety Committee, then examined and reported in the School Safety Plan. The A and D buildings are equipped with state-of-the-art technology. In addition the school has four business labs, one Apple lab for photo and newspaper, video production lab, and a library with 40 desktop computers.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

The LCAP and Single Plan for Student Achievement are the driving forces behind acquiring and maintaining adequate instructional materials and equipment. PLCs complete a Planned Improvement for Student Performance to determine what the needs of the PLC are in order to best address the school's mission, vision, student learner outcomes and critical learner needs. Contingent upon the monies available to the school through the LCAP, administration then allocated funding based on these needs.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Downey Unified School District ensures that resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs. All teachers are credentialed in their subject area and core subject teachers are NCLB certified.

Staff are supported at the Department level, School level, and District level through professional development, conference attendance, and ongoing peer collaboration.

Long-Range Planning: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Downey Unified School District involves all stakeholder groups in developing its long range plan. A cornerstone of the District's Strategic Plan is the implementation of the CTE program and Project Lead the Way to increase the college and career readiness of all students. District plans are communicated at the site level by the school's principal and translated into action through the schoolwide action plan.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Downey Unified School District is highly committed and supportive of the quality programs at Downey High School.

- Faculty and staff at Downey High School are highly qualified and approachable. There is a genuine climate of caring and respect among students, staff, faculty, and administration.
- Downey High School has the leadership capacity through its PLCs to accomplish their goals and objectives; its effectiveness is validated by strong evidence of teachers analyzing student work, disaggregating data, and sharing best instructional practices.
- The PLCs have input into budget decisions and allocation of funds.
- The thoughtful and strategic modernization of Downey High School's campus, with the support of community and district, reflects their focused vision and mission to provide their students with every opportunity to be prepared for college, career, and life upon graduation.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Technology is not consistent across campus
- Continue to align instructional materials and resources to support CCSS

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- PLC meeting agendas and notes
- PLC Proposal budgets
- Classroom observations
- LCAP
- Master Schedule
- Achievement Data, including but not limited to CAHSEE, EAP, and AP results
- Professional Development calendar
- ILT minutes
- Common assessments
- Focus group meetings

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

The teaching staff at Downey High School has access to high quality, research-based professional development to support their efforts in providing a meaningful instructional program. The commitment of working with consultants to assist DHS staff in this endeavor is evidenced in the following areas: English: Carol Jago; Mathematics: Dr. Eric Milou; Science – Michael Butler. Departments not working with consultants, such as the Social Science Department, have had access to staff development opportunities such as the Stanford program, “Read Like a Historian” while the CTE Department has attended “Project Lead the Way” trainings. Dedicated professional development time has allowed for the development of pacing plans, common assessments and continuous improvement of instruction at Downey High School.

Academic and College- and Career Readiness Standards for Each Area: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Downey High School provides students with a curriculum that has defined academic standards and college- and career readiness standards for each course and program that is offered. In addition, students have access to a variety of A-G approved courses that will allow for not only high school graduation, but also will open a number of doors to postsecondary opportunities.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Based on a review of the self study and classroom visits, it is evident that congruence between actual skills taught and the academic standards exists throughout the campus of DHS. The design of the CTE curriculum allows students access to classes that are aligned with current industry standards allowing students to make stronger connections with real-world situations. All students at DHS have equal access to courses that provide college- and career readiness skills that are aligned with Student Learner Outcomes and State/University academic standards. ■

Student Work — Engagement in Learning: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Students at DHS are actively engaged in a standards-based curriculum that allow them to achieve schoolwide learner outcomes. Evidence of ongoing review of representative samples of student work by teachers during PLC time is evident. Samples of student work are analyzed in regularly scheduled PLCs and used to inform instruction.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

The staff of DHS has worked to provide a rigorous, relevant, and coherent curriculum that is accessible to all students. The staff of DHS utilizes a review of data and the school wide learner outcomes when considering developing new course offerings and making changes to existing courses. This includes, but is not limited to, courses to include special education students in the general education curriculum. Consistent with the Vision and Mission of DHS, additional UCCI and A-G elective courses will be added to the High School Course of Study, with fewer non A-G courses are included in the Course of Study. These efforts are led by the school’s Instructional Leadership Team’s “Focus on Results” process.

Integration among Disciplines: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Integration between academic and career technical disciplines takes place at Downey High School. Eighteen CTE courses act as a conduit for the integration of academic, technical and job-related disciplines. The staff of DHS has identified the integration of special education teachers within their content area as a priority. This increased collaboration is evident through the shift from a special education PLC to each special education teacher meeting with general education course specific PLCs and participation in trainings.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Downey High School reviews the effectiveness of the school’s curriculum, evaluation, and processes for each program area. District-wide and site-specific meetings are held regularly and attended by both teachers and administrators to discuss and develop curriculum, examine pacing guides and analyze student performance data.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Downey High School offers students a challenging, relevant, and coherent curriculum. Stakeholders participate in an ongoing review and evaluation of curricular policies through district, departmental, administration, PLCs and Instructional Leadership Team meetings. Teachers and administrators focus on areas needing improvement

by examining student performance data. The Board of Education and DUSD have allocated a number of resources to support DHS in these efforts.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Downey High School has developed several avenues to articulate with feeder schools, local colleges, universities and technical schools. The DHS staff works closely in the spring with feeder schools to support incoming 8th graders and facilitate a smooth transition into student life at DHS. In addition, the school actively participates in the DUSD CTE Pathways Committee allowing for articulation on pathways between elementary, middle and high schools in the district. Recently, District Principal Meetings changed to develop stronger articulation between middle and high schools. While students have full access to a variety of post secondary programs, programs throughout the campus of DHS have formed strong connections with Cerritos College and CSULB.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Downey High School provides all students with a plethora of realistic college/career and educational options. Their extensive CTE program provides students with opportunities to enroll in courses such as (but not limited to) aerospace engineering, architectural design, sports medicine, automotive and law enforcement.

In the college/career center, students have access to three college and career center technicians and ten guidance counselors who assist them in researching fields of interest, learning about various college degree programs, and applying for financial aid and post secondary options.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Parent University is offered to all parents of incoming 9th graders and focuses on student preparation for college and career by providing them with information on A-G requirements, college admission requirements, financial aid, SAT and ACT information, a "who's who (for support and information), and how students are programmed into classes.

Parents and students have access their student's academic development through Q Connect System, email updates and parent requested meetings. Individualization for students with special needs are collaboratively developed, and monitored through IEPs and 504 Plans.

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Counselors monitor their student's overall personal learning plans. The counseling staff has a great professional relationship where they collaborate to continuously improve their structures that supports student growth in meeting their personal learning plans. Counselors keeping track of the classes students take, grades received, and remaining credits left to fulfill. Additionally, they monitor student achievement on state tests. Counselors use the junior and senior evaluation meetings to ensure that students are on track to fulfilling their graduation and A-G requirements.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

A strength of Downey High School is evident in the career exploration, preparation for postsecondary education, and CTE the school offers to all students. In the CTE and Project Lead The Way programs, students explore career options while simultaneously becoming prepared for a post-secondary education. In responding to the EAP results, additional ERWC courses are being offered to the senior class to provide students with targeted preparation for California State Universities. Downey HS is planning on adding an EAP Math course in the near future, designed for students who have successfully completed Algebra II, but need additional foundational work in conceptual understanding of math.

Downey High School implements a variety of strategies and programs that facilitate transitions to college, career, and other post-secondary options. The AVID program has been reinstated this year with the addition of two AVID 9 courses. Downey High School plans on offering a complete and robust AVID program by 2017-2018 to prepare for college and careers as well as increase student participation in more rigorous courses such as AP, Honors and CTE courses.

In addition to the overall services provide to all students, special education students are provided with transition services as part of the IEP process. The range of services available depends on the needs of the student's and the IEP Team decision.

Strong articulation agreements have been formed between Downey High School and a variety of community partners. The Teacher Track Program has an agreement with Cerritos College and California State University, Long Beach that allows students to complete their degree and earn their teaching credential in four years. The Engineering and Automotive program have also developed partnerships which provide students with real world experiences. This partnerships have also lead to increase donations that strengthen the opportunities available to students.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Downey High School students have access to a rigorous and relevant curriculum that includes real world applications better preparing them for post secondary options and life. The CTE and Project Lead the Way are the cornerstone of this opportunity. Students at Downey High School have access to a variety of pathways in which they can connect their classroom studies to real-world experiences.

In junior level English classrooms, students complete a college and career research project by the end of the year. This research includes skills needed to successfully earn and maintain a career, job outlook and salary and or benefit data. In senior ERWC classes, student have opportunity to participate in internship, apprenticeship and other various volunteer opportunity. In addition, students complete resumes that they use for scholarship applications.

With the inclusion of special education students into the general education classes (including math and English), students are exposed to real world applications that will prepare them for success in the next phase of their lives. In the Math Department, examples of work include students studying exponential growth application to banking/finances, analyze claims made about football plays/distances, and learn Calculus which is necessary for computer science. The Math department has also developed multiple real world activities which revolve around problem solving. Many of these projects take the form of multi-faceted projects. Students historical/cultural background is not only respected, but also valued as an important contribution in learning.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Downey High School's academic support programs are highly effective. 98 percent of students met all the graduation requirements in 2014. Students are continuously supported through the core and elective courses. The teaching, counseling and administrative staff engage students in activities that support college and career-readiness. There is a strong sense of pride in achievement that has a definite impact on the drive to meet the graduation requirements. Downey High School implements CAHSEE course to support students who have been identified at risk of passing the exam. They offer CAHSEE bootcamp to students seeking additional support. Data shows that students attending the bootcamp have a higher pass rate as compared to students who did not participate in this resource.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- With the implementation of redesigned and innovative new courses, students at Downey HS have full access to rigorous and relevant courses and experiences which will prepare them for career, college, and life.
- Strong supports and intervention programs exist to help all students meet graduation requirements and achieve the SLOs.
- English and math teachers have participated in extensive Common Core training and continue to modify their lessons, pacing plans, and assessments accordingly.
- The LCAP has allowed the school to hire an additional college and career technician to better meet the needs of students.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- All students have an opportunity to enroll in AP and honors classes. Downey High School recognizes additional strategies and supports are needed to increase student enrollment in AP and Honors courses.
- Cross-curricular collaboration is needed to help students see connections in their learning. Systems are not in place for regular, thoughtful integration among disciplines.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Meeting agendas
- Sign-in sheets
- Visitation notes
- ERWC modules and student work
- PLC department meeting agendas/minutes
- Pacing plans
- Common assessment
- Classroom observation
- Focus group meeting
- Course material
- PLC Folders
- Student interview
- Parent interview
- Staff interview
- Administrating interview
- A-G requirement information
- Master Schedule
- Junior / Senior evaluation
- Academic learning plans
- Course description

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**C1. Instruction Criterion**

To what extent are all students are involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college-and career-readiness standards, and the school-wide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Observations of student engagement and student work indicate that students are engaged in learning; focused on college and career readiness standards; and demonstrating the schoolwide learner outcomes. Core subjects provide common assessments with rubrics in order to evaluate the learning of all students. Students with IEPs are assessed within the general education classroom when appropriate or modified assessments in a self-contained setting. Observations are discussed at the site PLC meetings twice monthly.

Teachers have been trained on Sheltered Instruction Observation Protocol (SIOP) strategies. English learners are scheduled into strategic classes and general education. ELLs and Students with IEPs are not easily noticeable in the general education population. There are many technologies available and utilized by teachers in all classes; technology varies by building.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

In the English Department, teachers provide students with explanations of expectations in composition and research projects either in class or on teacher websites. Most teachers model expectations when annotating non-fiction text using the ERWC from grades 9 (2 modules per year) through 12 (full module workbook). English teachers include citations of CCSS addressed on handouts given to students to maintain focus.

Teachers in the Special Education Department review IEP goals/objectives via Transition Plan activities in partnership with students. Formal and informal assessment results are shared with students throughout the year and prior/during IEP meetings so that students are aware of individual performance goals and objectives, as well as on-going progress. Within special education classes, most teachers follow protocol established by the PLCs in presenting standards and expectations of the curriculum.

Teachers in Social Sciences check for understanding during lectures and note-taking. Most teachers post the class agenda, content standard, and objective. Rubrics are provided for students for projects and writing assignments, highlighting grading criteria, standards addressed, and expectations.

In the Math Department, students are presented with calendars, and participate in warm-up activities. Students also preview chapters and create student notes focusing on the skills taught. Lesson objectives are posted in the classroom. Teachers prompt students to demonstrate their understanding of previous skills taught. They utilize pacing guides and PLCs to create common pacing guides based on student performance.

Science teachers present students expectations and standards before each unit is taught. Student-centered hands-

on inquiry labs also provide students with an overall picture of what is expected after a unit of study is completed. All labs are modeled by the teacher and guided with practice before entering in to lab activities.

World Language teachers, including AP, present six themes at the beginning of the year as well as prior to introducing units/lessons/chapters to students. Themes are aligned to standards are meant to introduce students to concepts as well as provide a reflective component.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

The teachers recognize that students' access and assimilate knowledge in a variety of ways and that students within any class vary widely. Administrators, faculty, and staff make a commitment for every student to have access to experiences that allow them to improve academically, ethically, and creatively, which is evidenced by course offerings (strategic class, various leveled math classes, tutoring, and support groups). Instruction is differentiated by many teachers, giving students the opportunity to access knowledge in a manner that enhances the possibility of their success. Discussion, flexible grouping, individual work, lecture, guided practice, handouts, audio/visual activities, projects, library resources, and tutoring enable to students to comprehend. Differentiation of instruction allows more students to be engaged in the curriculum. Teachers have a range of technologies available in class (e.g. Elmo, LCD projectors, access to mobile iPad and computer labs, smart technologies, touch screen HDTVs).

English teachers utilize online sites to engage students in writing or grammar practice for re-teaching purposes. In addition, a variety of websites to engage students when introducing concepts ranging from novel background to literary genres are utilized. This allows students to receive information in different formats employing a multi-media approach. Teachers have a range of technologies in the classroom. Teachers use their document cameras (Elmo) to share student work or exemplar examples. In addition to using online sites, document cameras, and LCD projectors many English teachers have created websites or blogs for students to access curriculum taught in class.

Social Studies teachers specifically U.S. history requires students to use multimedia software at home or at the school library to create video presentations as if they are news anchors during WWII. Also, quite a few history teachers have and integrate Smart Boards into their lesson plans allowing students to access content online easily facilitating class discussion.

Mathematics teachers have developed some lesson plans integrating iPad apps, and a variety of websites allowing students to work at their own pace while practicing practical application. Many math teachers also use online presentations in order to present content and using an online program that allows the teacher to write anywhere in the class permitting them to present content.

World Language use online tools to support learning in the class or to present content. The sites used in class allow students to access content, such as newspapers or newscasts in real time. Not only do the teachers use presentation software, but the students taking these classes when presenting information to small and whole groups.

Science incorporates on-line tools to connect standards or theories taught in class with individual practice. Students have access to mobile laptop and iPad carts and much lab equipment for a plethora of lab experiments. Students engage in collaborative groups after obtaining instruction from the teachers.

Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life

The school's administrative team, teachers, students, and counselors, discuss student perceptions informally, but evaluate their overall perception through student surveys, which are administered twice annually.

Through the student survey and dialogues in and out of classrooms, stakeholders learned that students generally are aware of content standards. Some courses emphasize "teaching to the standards" more obviously than others. Students also are aware of and appreciate the variety of instructional methods used by teachers. Students perceive their learning experience to be both valuable and enjoyable, yet challenging at the same time. Counselors meet with students individually in order to keep students on track academically for graduation and college requirements.

According to the student My Voice survey, 89% of students feel they push themselves to do better academically -- and 67% of the students surveyed believe that teachers help them learn from their mistakes. It is encouraging to both students and faculty that 95% of students view themselves as successful. 79% of students recognized their teachers presenting lessons in multiple formats, and 69% of students felt they are allowed to be creative in their classes while learning. 81% of students believe they put forth their best effort, and 75% of students find school fun.

Upon interview of students, it was evident that students have a broad range of activities, course offerings, and programs. The random sampling of students indicated that they are each are connected with at least one staff member and enjoy classes. They know where to go for help and have easy access to the variety of services. Students indicated that they are somewhat hesitant to take the plunge into AP classes because of the workload.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

All teachers in A & D buildings have been trained and receive ongoing technical support from the District Office and a full-time on-site Technical Assistant to appropriately integrate multi-media in the classroom and curriculum. As the 2013-14 school year began, teachers participated in Common Core professional development which involved effective lesson design, links to relevant websites, enhancing the depth and rigor of instruction, working with interdisciplinary teams, and designing project-based learning activities. This training will continue throughout the year. The purpose is to ensure the students have an adequate depth of knowledge to be successful throughout the year and on the Common Core assessment, SBAC.

Downey Unified School District has purchased a site license to Shmoop, an online site that supports all core subjects; it includes test prep and practice for the SAT, ACT and a variety of AP classes. The school, in addition to Shmoop, utilizes Infotrac, a website that provides students with credible journal articles, videos, and research materials to enhance school projects and research requirements. Teachers within the PLCs are aware of the myriad technologies and online sites to enhance learning and communication with students and parents.

Lessons reflect a high degree of planning for research-based, active-participation strategies in most core subject areas. Students participate in hands-on labs, performance based projects are completed by students in science, math, visual and performing arts, world languages, English, social studies, technology, ELD, health and

physical education classes, but the frequency of projects varies.

Many English classes create a variety of hands-on and collaborative activities employing the use of educational applications for the iPad such as having students create iMovies for novels or poems they have studied in class. In utilizing iPads and Chrome Books, or online software, students are allowed to connect creativity to mastery of standards taught. Some English teachers use StudyBlue as a way to have students work with their vocabulary in an interactive way.

The Science Department uses a shareware program so that all teachers may access multimedia sources. Students use a variety of resources to gain better understanding of lab concepts, research, and general information. Several science teachers have access to state-of-the-art presentation smart technologies and labs and much lab equipment and supplies.

The Math Department meets to develop, refine, and adopt Common Core lessons, implement Math Practice Standards, math class content, and textbooks. Math has undergone arduous refinement of how mathematical concepts are taught and how they will change with the implementation of Common Core and the expectations for students. With the implementation of Common Core, the Math Department has also incorporated the use of iPad and the Chrome Books. Math department uses online graphic calculators and iPad applications.

Art teachers stay current in their areas by being artists as well as teachers. The drama teacher stays current in new plays, current events while our music teachers stay current in new music and music festivals. Some art classes utilize the on-campus Mac Lab. The theatre students learn to run the various components of the theatre; for example, students run the sound system, lighting and back stage.

In addition, the District participated in pilot testing for English Common Core testing in the spring of 2014, which required the school to purchase Chrome Book and also iPad carts for SBAC testing. During the non-testing window, the carts may be checked out by teachers (to enhance learning through technology in the classroom).

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

It is the goal of all core and non-core departments to move from a high degree of teacher support to a high degree of learner independence. Assignment goals and expectations are explained, models are presented, and the work begins. With the gradual release of responsibility, the teacher in most classrooms becomes the coach, but not daily since some lessons require direct instruction delivered through anticipatory set, teacher demonstrations, building schema, and other hands-on activities.

English Department PLCs use rubrics for essays and collaborative projects; where students' are actively involved with the grading process and expectations. Many teachers provide feedback and additional clarification via email or one-on-one conferences. Students who have not yet mastered composition are often given extra time and support from teachers and peers at the writing center for freshmen and sophomore students. Teachers provide ERWC lessons to students, including in the special education classes, and the teacher and instructional aides coach students to completion, prompting them to work through.

During the 2013-14 school year the Math Department launched the Math Learning Center, where reciprocal tutoring (facilitated by a staff members) in the library, is the focus for math students that require extra assistance or support.

Science teachers spend time outside of class working with students to facilitate their learning. During class, students often work in groups actively monitoring student progress with rubrics. During labs there is a natural opportunity for student-directed instruction.

In the Social Studies Department, teachers take the role of coach as they guide student learning in various

historically related projects and activities. The Economics students participate in a quarter-long (9 weeks) stock market project. Students are given a fictitious fixed amount of currency in order to buy and sell stocks. Modern American History students participate in projects such as creating a video newscast regarding a variety of issues of World War II, students are also encouraged to participate in the wearing the same clothing as a component of understanding the plight of those living during the great depression. Students are responsible for their notes and preparing for exams, but teachers create lessons that incorporate collaborative groups; teacher coaches them to completion.

The World Language Department reviews daily work orally with students and create projects which are cross curricular, as well as student-centered. Teachers develop creative lessons that engage students, and many classrooms have grouped seating arrangements, which facilitates group work and teacher coaching.

The Visual and Performing Arts Department provides an organic atmosphere for the teacher to play the role of coach. Many of the VAPA teachers stay after school to assist students in art projects, progression of musical learning, or acting abilities in fact allow open lines of communication where academic-based goals are not the main focus. This time outside of a traditional classroom setting allows the teacher to gain more insight into students' lives building a relationship that is different than the classroom setting.

Regional Occupation Program (ROP) has undergone a program transition; students are now enrolled in Career and Technical Education (CTE) courses. In CTE, teachers are put in the position of coach at the inception of the class. CTE teachers help students learn by doing and oversee students as they work in collaborative groups. Teachers provide support while students actively participate in classes such as law enforcement, mechanics of automobiles, engineering, business, and the teacher track program.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Structured learning includes a wide range of teaching strategies to accommodate different learning styles. Many teachers utilize innovative methods supported by research to foster student learning and enable students to meet or exceed academic standards. Learning activities vary by curriculum and are adjusted to course levels, from AP to remedial. Learning activities include listening, note taking, and participation in class discussions, projects and presentations.

Instructional approaches require student involvement and emphasize various methods of organization and application of knowledge. Independent and discovery-based inquiries are emphasized as students prepare research reports, science labs, performances, and student publications.

The English Department uses samples of student work to demonstrate organization, structure, and application of knowledge of progress and success. Students are taught grammar in a progressive manner utilizing prior

knowledge of concepts to approach new material. Vocabulary development is taught in association with student reading as well as in a stand-alone setting for SAT vocabulary. Students are asked to identify vocabulary definition in context to the literature. Literary terms and analysis are also taught in a broad-minded manner. Students learn terms apply them in critical analysis. Some teachers use literature circles to engage students in choice and apply content and literacy standards. Students engages in critical thinking and analysis of both fiction and non-fiction literature in collaborative group discussions and individual essay assignments.

Student works also demonstrate that students' abilities to research: gathering and deepening their knowledge in order to create new understanding. Expectations are adjusted at each grade level. Students use library and internet resources to find and accumulate information, which they then use to communicate in writing and oral presentations. They use current research-based databases to enhance student learning. Projects include research papers, oral presentations, and Prezi/PowerPoints. Students routinely visit the Library and Media Center in order to access the internet, trustworthy databases to research topics. For example, ninth grade honor students use databases, reference materials in the library to access primary sources for Greek Mythology project aligned with reading the Odyssey. In addition to the mythology project, many eleventh grade students participate in college research project where they investigate college costs, academics, graduation rates based on their interests and needs.

The school is currently undergoing a dramatic change within the Math Department and the way students are taught (Math Practice Standards) and scheduled for math classes due to Common Core and today's trajectory for college readiness. Even with this type of change, teachers continue to present a variety of techniques for understanding and solving mathematics equations. Students continue to have the ability to access and organize information for this core subject in way that makes sense to them. The Math Department allows students to practice their critical thinking, reasoning and problem skills daily in both collaborative groups and independently. For example, in some math classes, students build an icosahedron star to demonstrate the properties of regular polyhedrons. In calculus, students create a Related Rates Project that compares the rates of change of volumes of various figures. Teachers utilizing CCSS have students solve real life problems using technology. This allows them to investigate further individually and collaboratively.

In the Math Department teachers use document cameras, LCD projectors, and a variety of websites provide visual examples. The teachers use the LCD projector and document camera to teach students how to use graphing calculators have become common in math courses especially with the integration of the common core math. A majority of math teachers also use videos as introductory lesson openers to engage students in math applications. They uses online videos to introduce concepts before a lesson. Many teachers also visit college preparatory math websites in order to present next generation math skills being taught. This allows students to activate any prior knowledge leading to class or small group discussions. The Math Department is currently transitioning to Common Core integrated math courses. These new transitions are providing teachers opportunities to change, and develop interactive projects to meet new CCSS requirements.

In science, students actively participate in inquiry labs where they not only research, test a theory they are expected to reflect on their learning. For example, students participate in a Kinetics Lab where they are expected to discover the factors that influence the speed of a reaction. Students also recognize National Thermometer Day, where they must research the exact phrase that describes changes that occur at a constant temperature. The Science Department demonstrates students learning beyond the textbook and note-taking. Examples include: (1) Chemistry students use lasers to duplicate Rutherford's gold foil experiment; (2) Physical Science of the Earth students create models of the world's continents out of modeling clay to better understand the way water deflects of the continents; (3) Biology students experiment with enzymes found in beef liver to better understand enzymes speed up almost all chemical reactions.

Students within Social Studies classes use research skills in order to develop a better understanding of specific moments of history. Students for example participate in reenactments of Trench Warfare, and highlights of the 1950s (dressing in period). The Social Studies Department has students apply multiple methods in to complete assignments such as: PowerPoint, google documents, turnitin.com, online research and collaborative groups. Modern American History students are expected to complete a historical newscast project, which requires students to be involved in the decision-making regarding critical reading and writing of informational text.

The Social Studies classes go beyond the textbook in integrating the following into the curriculum in providing students the opportunity to recreate aspects of life during the Great Depression, interact with guest speakers on a variety of topics and using Global companions to create cultural awareness.

World Language courses go beyond the textbook. For example, students research two historical figures and present findings to the class, participate in live debates, and researching into the students own culture. Teachers have students provide various methods of student demonstration of knowledge.

VAPA students create projects based upon elements and principles of art in order for students to connect what their learning with what they are creating. Students in the VAPA programs/courses work collectively almost daily. Students are expected to collaborate in order to complete projects, create art, problem solve and organize supplies. VAPA classes go beyond the textbook when students are encouraged to participate in student art shows, set building and designing, entering local art contests. Students in the theatre class design and build sets, operate theatre sound and lighting systems.

Students with active IEPs are accommodated both in their specialized classes and mainstream classes; however, there needs to be a greater amount of collaboration between special and general education teachers. For example, in the 2012-13 school year, the initial groundwork had been laid for collaboration, starting with the introduction of the *Edge* curriculum being co-taught by General Education teachers of English and Resource Specialist teachers. Students receiving services in Special Education classrooms go beyond the textbook by completing projects such as research projects in History, English and Math. As Special Education teachers participate in CCSS/curriculum trainings and regularly take part in General Education PLCs, there will be an increase of opportunities offered to students to learn beyond the textbook.

The ELD program continues to undergo renovations based on District-direction and best practices advisement from WestEd. The school initially had Transitional Language (TL) classes in place to create a bridge from the ELD program to mainstream classes. In the 2013-14 school year, the TL classes were eliminated and identified EL students were placed within mainstream classes offering support. ELD students identified at the 'beginning' level of support are placed in an EL class in order to better support language acquisition. The beginning levels offer support in areas of reading, writing and listening so students can be successful in other core classes.

It is the goal of the teachers to move beyond the textbook in order to improve student performance. Many teachers use library resources, field trips, guest speakers and multi-media resources. The DHS Library and Media Center offers is open daily before, during, and after school providing computer access, research skills support, and resources allowing students to strengthen their critical thinking skills. The Librarian offers presentations on resources not only in print in the Library, but electronic resources as well.

Real World Experiences: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications. Teachers incorporate real-world, practical application almost daily during instruction. CTE classes and students interact directly with the business leaders in the community and in outside settings like Rotary, Lions, Kiwanis

and other service organizations. The Culinary Arts students work closely with campus events demonstrating learned skills.

In the English Department, students are encouraged to take advantage of publishing opportunities and writing competitions offered by the District and Community at large. Students create poetry, reenactments, alternative endings and essay based on real life experiences. The Math Department ensures that students are given real world word problems in each chapter that apply mathematical concepts in a real life situation. Using acquired skills taught in the Social Studies courses allows students to interact with real-life application such as, participating in trench warfare in Modern American History. World Language Department enables students to examine real life issues; for example AP Spanish students are asked to debate current issues. At the end of each debate, students are asked to write their opinion based on evidence presented during the debates. Science students, specifically Botany, partner with local elementary schools to create a school garden on their campus. Students take the knowledge learned in class, and in the school's orchard, garden, and farm, and share it with younger students. Physics projects change annually. During the 2013-14 school year, students built land sail crafts with materials of their choosing. The project has students apply their knowledge of force vectors. Students also work in teams to build hot air balloons from tissue paper in order to analyze local wind currents.

Students enrolled in VAPA courses are provided opportunities for real life experiences in that many students present their art in community exhibitions. There is a very vibrant and extensive band program, which performs in various events within the school and community. Choir, instrumental music, drama, dance, theatre/visual arts, and speech debate attend festivals, debates, and competitions. In attending these outings in the community students relate lessons and apply what is learned to their public performance. In addition to classes that necessitate the need for public performance, the school's Associated Student Body (ASB) relies daily on skills taught by the advisor who facilitates ideas. Students are responsible for creating, communicating, and organizing on and off campus functions in order to create a friendly and open atmosphere on campus.

Yearbook classes have the opportunity to learn how to produce an award winning *Volsung* yearbook. Students are responsible for every aspect of the yearbook from writing, photographs to selling advertisements to local businesses. This is also true of the Newspaper/Journalism classes for *The Downey Legend*, where the teacher, addresses areas of learning, but the class and content is student-driven. Skills and foundational learning allow students to apply to the local newspaper or submit applications to work on college newspapers or submit articles for publication.

CTE classes, such as Principles in (Early) Education, in which this school is model CTE school for this course, also, our Principles in Early Education is applying for the excellency in December of 2015, Health Occupations, Banking and Law Enforcement offer real life experiences to students connecting classroom learning with on the job training making students effective and contributing members of the community.

Individual Transition Plans or ITPs are developed for students to monitor their progress in life skills. The Community Based Instruction (CBI) program allows students with moderate to severe disabilities to practice skills on site with kitchen and laundry areas. Students also travel into the Community two times a week to local sites for shopping, library, and postal activities. Students access many of these sites using public transportation. In other classrooms, regular cooking activities occur in order to reinforce cooking, collaboration, and socializing skills.

A number of the students with moderate/severe disabilities in special education complete on-campus work experiences (recycling, library support, office support, shredding). Some students are offered off-campus work experiences (stocking shelves, housekeeping at a local hotel, retail). While other students complete a fifth year

where they participate in a combination of work-study and academics.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Teachers act as coaches and continually build opportunities to balance student-directed and teacher-directed learning, utilizing a variety of instructional strategies.
- Students are engaged in various hands-on activities across the curriculum, especially CTE: engineering, business, early education, hospitality and hotel management, sports medicine, law enforcement and at least once per unit within general core content area courses.
- Downey High School has increased its use of technology across the curriculum, utilizing tools such as LCD projectors, Apple iPads, Elmos, Chrome books, Smart boards, and Panasonic learning televisions.
- Common assessments used within PLCs to better gauge student learning and guide instruction.
- Downey High School has employed Intensive and Strategic English courses (*Edge*), which supports at-risk students, both in general and special education. In the 2014-15 school year, math was added – implemented in this same model.
- Writing is evident in each class, within all content areas. All social studies teachers, including special education, utilize DBQs within the DBQ Project.
- Downey High School offers numerous interventions, such as Peer-Mentoring, the Writing Center, Strategic Course offerings, before and after-school tutoring, and the Circle.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Increase cross-curricular collaboration for instructional alignment.
- Increase project-based learning experiences in core curricular areas.
- Continue to build collaboration among Special Education and General Education teachers to increase learning and application for students identified with an IEP.
- Continue to build technological capacity of all classes and teachers.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Extra time spent outside of regular classroom
- Variety of projects using various media and group work
- Re-teaching
- Flexible grouping within the classroom; partner, small group, and large group discussion
- Accommodations involving extra attention, special seating, additional questioning, small group placement
- Extended discussion of content and concepts prior to students working independently.
- Core Subject Area Tutoring
- Expository Reading and Writing Curriculum (ERWC), a CSU-developed course
- Intensive and Strategic English and Math course
- CTE Course Offerings and instructional strategies and technologies available
- The DBQ Project attendance by all social studies teachers

Extensive lab equipment for science teachers

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

The school uses standardized assessment tools like the CST (although no longer applicable), CMA, PSAT, SAT, ACT, AP, CAPA, CELDT, EAP, and CAHSEE to provide evidence of student achievement. Results are collected, disaggregated, and reported to the students through Data Director which is now transitioning into Illuminate. Data is analyzed Schoolwide, Department-wide and by PLCs, to ascertain whether certain subgroups need to be targeted for extra support or intervention. Results are studied in PLC meetings and form the basis of continuous school improvement plans. The principal also provides teachers with annual assessment data (CST, EAP, AP, CAHSEE, etc.) at the beginning of each school year, during the meeting on the first day back. This data is then analyzed within the PLCs and the results are used to determine what should be the area(s) concentration for the students in the coming school year.

Common assessments, developed by the PLC's, are administered either quarterly or bi-annually; the results are entered into Data Director/Illuminate which provides PLC's with a detailed analysis of results. PLC's then use the data from the results to determine what areas need to be retaught. In addition, the District Office provides the school with comprehensive analysis of disaggregated data on all standard measures of achievement.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Students' grades, growth and performance levels are determined by their performances on both State and District-approved assessments such as CST, CELDT, EAP, CAHSEE, PSAT, SAT, ACT, AP, key assignments, module tests, unit exams, final exams, and essays. In addition, rubric-based scores on projects, portfolios, essays, research papers, lab reports, oral and written presentations, PowerPoint/Prezi presentations, and homework assignments are also factors in evaluation growth and performance.

These various standardized and authentic assessments are used by teachers, counselors, parents and the students themselves to stay informed of the following: progress made towards high school graduation and college readiness, proper placement in rigorous courses, qualifications for certain elective courses which have prerequisites, qualifications for honors awards at various points in student's high school careers, need for interventions and/or extra support.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student

progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

For a balanced picture of student achievement, all Downey High teachers use a combination of multiple measures of assessments to measure student progress. Formative and summative assessments are both regularly used in all departments to determine student levels of comprehension and mastery. Teachers checking for understanding and formative assessments occur both informally, including questioning for oral feedback, and formally, including the use of exit tickets. Re-teaching of concepts is then conducted as necessary. Summative assessments are conducted through a variety of means within each department, including pre-assessments, quarter and semester final exams, and end-of-unit assessments.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

The English Department consistently assesses student learning and progress through a variety of means, including research paper writing, oral presentations, creative projects, analytical essays, reflective essays, CQT responses, dialectical journals, in-text annotations, quizzes and tests, PowerPoint/Prezi presentations, Socratic Seminars, student- created quiz/study questions, vocabulary composition quizzes, grammar quizzes, and benchmark tests. These assessments allow teachers to evaluate students' achievement of the academic standards and the schoolwide learning results through a variety of means.

EL students are also integrated into the General Education classes once the EL students pass the CELDT test and are determined language proficient. Differentiated instruction, special accommodations, as well as after school tutoring are utilized to provide continued support. The school admits that more needs to be done to help EL and special needs students.

In Math, all assessments are aligned with the Common Core State Standards. Authentic common assessments consist of open-ended free response items, posters modeling processes (i.e. graphing, solving, etc.), cumulative projects with real- world applications of concepts learned, demonstrations of multiple approaches to a solution, and written explanations of their own decision-making in problem solving.

In Science, student achievement is assessed through hands-on activities, project-based learning such as labs and practicums, and critical thinking through the writing of lab and research reports.

In Social Science, students are assessed through collaborative group projects and research papers. They are also assessed through homework, class participation, and common assessments such as DBQs.

Students in the World Language Department learn through speaking, listening, reading and writing. Students are continually assessed through a variety of appropriate assessment strategies such as individual and group projects, testing, homework, benchmarks, dialogues, and TPRs.

The VAPA Department assesses student learning through portfolios, hands-on project based learning, and collaborative group work.

Students with special needs are integrated into the General Education classes, in accordance with each student's IEP. Student progress, relative to the mainstream, is monitored in the same manner as the General Education population, with modifications made based on a student's IEP. IEP accommodations and modifications are based on students' identified strengths and needs. If applicable, students demonstrate achievement in a format with which they are most confident (i.e. verbal or written demonstration), while working on areas of need. Although the English department stated that they can assess the Schoolwide Learner Outcomes (SLOs) there does not appear to be consistent assessment of the SLOs.

Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Standards-based curriculum assessments can be found in all English and math classes. All departments administer final exams at all grade levels to all enrolled students, including EL and students with special needs. These exams incorporate course-level standards, including grammar, reading inference and comprehension, vocabulary, writing strategies, and literary terms. All PLCs have incorporated a minimum of two of the CSU's complete ERWC modules which assess student's critical thinking and writing skills. Additionally, diagnostic assessments are administered at some levels to measure skills in reading and writing. Results are then individually analyzed by teacher and formally reviewed by PLCs in order to develop an action plan for areas of needed growth and re-teaching.

The school has mainstreamed English Language Learners into the Strategic and Intervention classes; through the *Edge* curriculum, students are formally assessed at the end of each cluster and unit. These are common assessments, based on the reading and skills addressed in each cluster. But, the end of unit test utilizes familiar passages and acts as more of a benchmark assessment. Data from these exams is analyzed on Data Director/Illuminate to compare classes' successes and evaluate class achievements and growth, and identify areas for re-teaching.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Many teachers at Downey High School provide opportunities for student feedback during daily class instruction, as tickets-out to check for understanding, and through portfolio reflections. Many teachers incorporate peer review on a regular basis to promote student assistance, comprehension of writing skills, and regular feedback to one another. With the implementation of the Common Core State Standards, student feedback is strongly encouraged. Teachers are in the process of implementing additional means of student feedback in order to monitor student progress and to ensure the achievement of the college-and career-readiness standards, Common Core State Standards, and the student learner outcomes.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Downey High teachers meet regularly to collaborate, share effective assessments, and discuss additional ways to evaluate student progress. With the implementation of Data Director and Illuminate, PLCs have been able to better measure students' progress on common PLC-created assessments. Results of these assessments are analyzed on a bi-weekly basis providing teachers with the opportunity to discuss best teaching practices as well as where to adjust their teaching and provide more practice for students to achieve proficiency of a given standard. In addition, the School District has provided each PLC with a curriculum day at the District Office where PLCs revise curriculum, assessments, and strategies to help to ensure common teaching practices amongst teachers in a grade/subject level.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner

outcomes.

Downey High School is making a successful effort to use a variety of assessment tools to determine student learning and progress. The use of college, state, and district level research-based assessment information has driven yearly revisions of curriculum and assessments. All departments and PLCs have begun constructing their own common assessments. PLCs are administering common assessments on a semester basis and Illuminate has provided an additional avenue for monitoring student growth. The analysis of data has played a part in creating all of the critical learner needs.

Although the school has stated that they are using many different assessment strategies to measure student achievement, there does not appear to be any strategy to measure students' achievement of the SLOs.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

District Office, Board members, staff, students, and parents are all involved in assessments and monitoring of student progress. Administration and staff regularly view assessment of State standards. Now, with the implementation of Common Core, staff and administration are looking at how students will be assessed on the Smarter Balanced Assessment Consortium (SBAC) exam.

Assessments provide feedback to the students determining areas of strengths and areas for growth. Traditional and subjective assessments also provide valuable feedback to staff in terms of curricular and instructional modification. Formative assessments are used throughout the year to monitor student achievement and progress. The impact in the classroom is that stakeholders identify areas of weakness that need to be addressed.

Assessments keep stakeholders accountable and involved in the students' academic progress.

Results of standardized tests are mailed home to parents and guardians. General results are presented to the school board at PTSA meetings and in the local newspaper *The Downey Patriot* as well as the *Long Beach Press Telegram*. Results are also posted on the School and District website. The "School Profile" is annually published and made available annually to all community members via the school website as well.

Reporting Student Progress: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Students and parents are informed of progress via the school's student information system "Q" which can be accessed at all hours except during maintenance periods. "Q" allow parents to access assignments grades, quarter, progress, and semester grades. The school also sends hard copies of mid-quarter, progress, quarterly and semester grades homes with the students. In addition to online access, sending report period information home the school also incorporates the use of a dialer notifying parents and guardians of reporting periods or other academic information.

The School's website also provides annual AYP, API scores. Students and parents can communicate directly

with the counselors for evaluation of A-G requirements individually. On a smaller scale, many teachers reach out to parents via email or calling about homework in order to discuss student progress areas of growth or behavior. Most teachers report improved student success after communication is made with the parent or guardian.

In addition to addressing student progress on “Q” teachers regularly participated in IEP, Student Study Team (SST) and 504 plans providing input.

The principal updates the governing board on student progress throughout the year. Information is shared via informational packets that include updated information regarding the school’s success and areas of growth.

According to the parent My Voice survey, 71% of parents agree that if there is a problem with their child at school, someone is available to speak to with them.

Again, the school does not indicate how they report to parents student achievement of the SLOs.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

As DHS transitions to CCSS and prepares students to be globally competitive, DHS has increased rigor and expectations for all students. DHS has implemented support programs to ensure equal access for all students. The use of data has helped DHS narrow focus to three critical learner needs: critical thinking through writing; 21st Century learning for students college and career readiness, and closing the achievement gap for their EL, special education and At-Risk students. Downey High School’s Schoolwide and Departmental plans and allocation of present and future resource revolve around these critical need areas.

LCAP flexibility allows DHS to distribute resources where students benefit most. This may include changes in programs. This directly impacts the school’s ability to meet the goal of carrying out the school’s instructional focus, support for at-risk populations and improve culture.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Computerized grading system allows students and parents to monitor grades, assignments, and class/school information.
- The school receives great support from the district and community to have an effective assessment and monitoring system.
- Multiple forms of assessments are used to evaluate the students.
- Communication/Access between teacher, student, and parent is open via conferences, email and phone.
- DHS staff is extremely proactive, going above and beyond to develop common assessments to guide their instruction. DHS staff utilizes their PLC model to examine and analyze data for the purpose of

identifying any gaps within any subgroup. DHS staff passionately works to modify their instruction based on said analysis of their assessments.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Implement the data program schoolwide by fully in-servicing all staff on the Illuminate data system.
- Continue to provide time for collaboration (PLC) for the purposes of sharing successful teaching strategies, updating curriculum maps, designing / refining CCSS-aligned assessments, and for evaluation of student performances.
- Assess student achievement of the Schoolwide Learner Outcomes and provide data to all stakeholders.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Focus group meetings
- Self Study
- Observation
- Classroom visits
- Discussion with Leadership Team, staff, students and parents
- Data presented by the school to the Visiting Committee that demonstrates the school's continued success at raising CST, AP and CAHSEE scores attests to the effectiveness of the school's use of data to further the educational growth of the students

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

The Downey High School parents and community are provided with various options for contributing to students' academic success. There is frequent communication that takes place between school, home, and the community by several effective and efficient means that include school bulletin, calendar and the Parent Portal to name a few. Additionally, they hold annual Back to School Nights and Open Houses. There are other informational resources which included the school and local newspapers. The school also mails out its end-of-year report cards, quarterly IEP progress reports, and periodic student progress reports. The progress reports are issued to students in individual classes at the mid-quarter and first semester. The DHS faculty, administration and staff are accessible outside of class hours and via phone, email, or parent conferences set up by appointment.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Downey High School utilizes several different community resources to support students, such as professional services, business partnerships, and speakers. They effectively build partnerships with community resources that are mutually beneficial to the community and students. The majority of the departments use community resources to support students in and out of the classroom. The Deans and Counselors refer students to True Lasting Connections , or TLC, which is an organization that provides support to families in need. If an instance arises whereby a student is involved with drugs and/or alcohol, they may be referred to the 10-20 Club.

The Senior class have access to college interview, college application and essay workshops. There are also FASFA nights presented by the school staff and community members. The school also identified the need to hire an additional College and Career Technician to support the needs of the students.

The art work of students is displayed in a local art gallery that the school has built a partnership with. This opportunity allows the art teachers to showcase students' artistic talents. Many of the students also reported being provided with volunteer and employment opportunities directly through Downey High School teachers, classes or programs.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/cocurricular program.

An annual update of the Downey High School API Information is released by the Superintendent to staff and District. The Principal also delivers an update to staff via Faculty Meetings and to parents via PTSA meetings. Various stakeholders are represented on committees that assist in the development of an instructional focus, budgetary needs and student needs. The quarterly report cards include comments from teachers related to student progress towards academic standards. Students are informed of subject area standards in a variety of ways, including on course syllabi, on unit calendars, web pages, and postings in the classrooms. Some teachers have students copy deadlines and due dates into their school calendars or smart devices. Information regarding student achievement and support is also disseminated to parents/families during grade level meetings and information nights.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including Internet safety.

The Downey High School has a dedicated custodial and maintenance staff that takes pride in maintaining a clean, orderly campus. The students are encouraged and enlisted to help maintain a clean environment. The physical education department employs an attendant in the boys and girls locker room to help maintain a clean environment. The school's campus security also helps in monitoring, documenting and cleaning vandalism found on campus. Downey High School is a worksite for Association of Retarded Citizens (ARC) employees with job coaches and they provide assistance to maintain a clean campus.

The Safety Committee, which is comprised of the administration, faculty, and students, meets annually to develop and discuss a culture of safety for all schools. DHS works collaboratively with local police and fire departments in order to participate in the statewide "The Great Shake" where students react to a fictional earthquake, injuries and blocked or damaged buildings. The staff has also undergone trainings for active school shooters, natural disasters, and safety lockdown procedures.

The security staff continuously monitors the gates of the school to maintain a secure campus. According to staff, DHS employs the use of drug dogs on campus several times a year. The DHS Deans meet monthly with the Downey Police Department and other District deans to discuss safety and concerns within the school and community. The school has one Downey Police Officer on campus to support the campus security staff and encourage a positive relationship between the local police department and the District.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

The Downey High School Link Crew establishes a connection between upper and lowerclassmen. The Link Crew mentoring program provides training for the mentors focusing on creating bonds with new, current students as well as creating a meaningful connection to the school. Deans use positive reinforcement points, through Hero Scan, in an effort to honor individuality and successes. Also, the academic counselors present information to multi-grade levels and three full time Career Technical Education counselors provide additional support and service for all students.

Also, counseling meetings occur at every grade level, including meetings for eighth graders transitioning to the high school. The meetings for 9th and 11th grade meetings consist of the counselor, student, and parents, when appropriate. The 10th grade meetings are held in small groups of students with the counselor, and the meetings held for the seniors are held each fall, with the counselor and the student. These meetings ensure the students' academic and post-secondary programs are directed and monitored according to each student's personal goals. The counselors work with their students from 9-12th grades, thereby developing relationships in many cases. DHS is also in the process of implementing the Naviance software to provide additional support for students.

The counselors hold transition and scheduling meetings with eighth grade students in a classroom setting at the middle schools each April. Counselors present an informational evening for eighth grade parents as well at the Open House which is held in April. These meetings are intended to help ensure that students experience a smooth transition to high school.

Students reported a strong sense of being supported by the adult members of the learning community. They

reported that they have received social-emotional and academic support when needed.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

The Downey High School administrative team meets with new teachers to review educational research, examine instructional strategies, share ideas, and assist with problem solving. The veteran teachers provide continuous support to the new teachers within their department PLCs. In order to ensure consistent academic standards, regular collaboration occurs between teachers who teach common courses in order to develop consistency with their academic standards. A consistent collegial effort appears to be part of the staff culture. Collegiality is observed on a regular basis throughout the staff. Occasionally, the mainstream and RSP case managers collaborate with one another.

The faculty of Downey High School demonstrates dedication to student success. Faculty members regularly attend games, concerts and performances, in support of their students. Teachers volunteer as club advisors and work as coaches. The teachers are routinely in their classrooms to provide academic assistance to their students during their lunch time or times outside of their contract hours.

Their certificated staff sense a high level of professionalism and respect among colleagues. There are a few members of the classified staff who indicated that they feel left out of communications and disrespected, as a result. There is an effort being made to include all classified staff in communication, including creation of email addresses, invitations to the monthly faculty meetings, and time provided for meetings and gatherings for classified staff members. There are over fifty teachers who volunteer to be a part of the graduation ceremony. Staff also participates in the opportunities to honor the successes and achievements of students. Through the Culture of Caring and Respect, Downey High School is instituting *Thankful Thursdays* – an opportunity for teachers, staff and students to share appreciation and recognizing those who may be overlooked – but are worthy of this recognition.

The staff and administration feel they provide a clean, orderly campus that promotes trust, high expectations and professionalism for students. There is a heightened awareness for the staff that students feel welcomed, safe -- and that all stakeholders are held to high standards. The creation of the Culture of Caring and Respect committee provides opportunities for students to express their point-of-view.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance, including an individualized learning plan.

Staff referrals are given to students based on individual needs. Classroom teachers are first step in the chain of events to initiate the referral process to organizations such as, TLC, the 10-20 Club – there is then follow up with the counselor or administrative team member. Additionally, students are provided the opportunity to meet with their academic or college and career counselors.

There is credit recovery available for students who have experienced some difficulty while attending a comprehensive high school. The counselors meet with these students, and help develop academic plans. They are also members of IEP teams and assist in monitoring 504 Plans. The AVID program helps first generation college bound students reach their college aspirations.

Resources are continually available at Downey High School. The services offered here are a full-time School Nurse, a full-time speech pathologist, a resource officer which is provided by Downey Police Department, ten academic counselors and three career technicians.

The school participates in an ASB-coordinated, canned food drive for the local food pantry and in the Adopt-A-Family efforts during the holiday season in order to connect with the needs of the community.

The DHS athletic programs celebrate their achievements and athletic seasons by holding banquets and award ceremonies.

The District Office added two additional Program Specialists that will monitor foster youth Districtwide. One of these specialists will focus their support on foster youth in the high schools. Downey High School also participates in Student Attendance Review Board. Downey USD's SARB has been recognized as a model program for the state and aims to identify the areas of need for families with hopes of supporting them and improving student attendance and engagement. The SARB meets once a month in the Downey courthouse.

Direct Connections: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Resources are allocated based on the needs of students' in order to achieve the SLOs. There are support services available to all students based on individual needs. The school-wide approach to guidance and counseling is focused on the academic, personal and career interests and goals of students.

Counseling meetings are held at every grade level, including meetings for the incoming eighth graders, annually. The students' academic programs are directed and monitored, based on personal goals, in a collaborative effort involving the counselor, parents and student. The school is also in the process of incorporating Naviance - by working with ninth graders in developing career interests. The counselors expect that these meetings will allow the high school four-year plans to be created and monitored in the future. A checklist of graduation requirements is updated at each junior, senior, and now tenth grade annual individual counseling meetings.

Student Success Team Meetings [which include the student and his/her parent or guardian, teachers, counselor, and the school psychologist or a representative from the Special Education Department] are called to support students who are experiencing academic and/or social difficulty. The Case Managers monitor students within the Special Education Department with electronic reports from all of their teachers, as needed. Teachers are invited and encouraged to review student IEP documents in the Case Manager's classroom.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

The Downey High School teachers are regularly available to students at lunch, before and after school to assist students. The Instructional Assistants work with special education students to facilitate the mainstreaming of

students into General Education classes and provide support in the areas of behavior, socialization, and academics. All special education students are included in school activities, including snack break and lunchtime activities, assemblies and special events.

Teachers utilize peer editing for written assignments. There are students in all subject areas that regularly participate in group activities, discussions, and in-class assignments. The strategies for group learning include problem solving, presentations, games, answers at the board, and peer feedback. Students collaborate in small groups during labs and for lab reports. Teacher-created surveys, assessment data and CST cluster data are utilized to help refine the curriculum in an effort to best support students in the classroom.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

The Downey High School's Leadership Team and their Instructional Leadership Team discuss trends in student performance and collaborate about intervention ideas so students are successful. In addition to built-in support, such as the strategic intervention for English and math courses, there are also adjunct support programs. The English Department has a Writing Center for ninth and tenth grade students who need additional support.

The core subject areas offer tutoring 1-2 times a week. The teachers are available during lunch and after school to review or re-teach concepts with students who are struggling. Student referrals are made to counselors and or deans for additional individualized support which may impact student engagement and learning.

Equal Access to Curriculum and Support: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Downey High School has implemented A-G and UCCI course additions for the previous and current school year demonstrating that it continues to meet the needs of the growing interest in STEM and CTE courses. DHS has made changes and continues to broaden course work to reflect the goals of our students attending college. It offers challenging, relevant, and coherent curriculum that is accessible to all students. It is anticipated that Downey High School will offer more UCCI and CTE courses in 2015-16 meeting the increasing demand for more rigorous, relevant and coherent class offerings.

All students are allowed the option of a zero period where they can recover credits through APEX. There are some CTE students who have 7th and 8th periods where they gain additional school credit through work experience.

Through the examination of the demographics and distribution of students, the school has learned that students and families encourage the addition of courses to support skilled graduates for entry-level positions in today's job market.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

At Downey High School, all of curricular activities are in alignment with the CCSS, which has college and career readiness standards at the core of all coursework. The school is driven by its focus on college and career readiness, which is why the teachers and the administrative team have begun discussions to expand the UCCI and CTE course offerings.

Curricular and co-curricular activities are aligned with student achievement with SLOs. The school's SLOs address four categories: Academic Intellectual development, Vocational Development, Personal-Individual Development and Socio-Civic Development.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Support services used by students such as Guidance Counselors, Deans, Nurse, Library, Career Center and are monitored on a daily basis through sign-in sheets. Daily use dictates the effectiveness and need of these support services, which, in turn, is evaluated by administration and support providers. Adjustments are made as needed for student benefit.

The effectiveness of monitoring student involvement in curricular support such as tutoring and the Writing Center is monitored by daily attendance (sign-in sheets, writing center calendar) and grades. The availability of curricular support is based on student need as demonstrated through multiple forms of assessment.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Students reported feeling supported by the staff at Downey High School. They students expressed a desire for additional one-on-one time with guidance counselors in order to develop post-secondary plans or participate in a college and career fair on campus. Students also expressed that they felt comfortable talking to teachers, counselors or staff, about post-secondary expectations or what is going on at the school.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- The Downey High school staff believes that success is contingent upon the establishment of meaningful goals and maintaining high level of expectations.
- The students, parents and community at Downey High School expressed a genuine belief that the school and staff provides the appropriate support needed to be successful.
- Downey High School is committed to maintaining a safe, clean and orderly campus and is supportive of students' learning experiences by communicating and working collaboratively.
- A culture of friendly competition exists on campus where faculty, staff and students take immense pride in their accomplishments.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- The refinement of intervention supports for struggling students, especially with EL and SPED students.

- Consistent contact with parents/guardians regarding students is targeted for growth.
- Students desire a greater voice and opportunity to make changes within the school.
- Some students may not see the relevancy of content to life beyond high school.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Effective instructional practices being implemented with consistency amongst courses.
- Interviews with students support the overall culture of caring and positive regard here.
- Informal observations made during classroom visits.
- The Self Study Report and Focus Group meetings.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. Faculty and staff at Downey High School are highly qualified and approachable. There is a genuine climate of caring and respect among students, staff, faculty, and administration.
2. With the dedicated support of administration, Downey High School has the leadership capacity through its PLCs to accomplish their goals and objectives; its effectiveness is validated by strong evidence of teachers analyzing student work, disaggregating data, and sharing best instructional practices.
3. The thoughtful and strategic modernization of Downey High School's campus, with the support of community and district, reflects their focused vision and mission to provide their students with every opportunity to be prepared for college, career, and life upon graduation.
4. With the implementation of redesigned and innovative new courses, students at Downey High School have full access to rigorous and relevant courses and experiences which will prepare them for college, career, and life upon graduation.
5. Downey High School offers numerous interventions, such as Peer-Mentoring, the Writing Center, Strategic Course offerings, before and after-school tutoring, and the Circle.
6. DHS staff is extremely proactive, going above and beyond to develop common assessments to guide their instruction. DHS staff utilizes their PLC model to examine and analyze data for the purpose of identifying any gaps within any subgroup. DHS staff passionately works to modify their instruction based on said analysis of their assessments.
7. Downey High School is committed to maintaining a safe, clean and orderly campus and is supportive of students' learning experiences by communicating and working collaboratively.
8. Downey High School has the capacity to successfully implement and monitor their schoolwide action plan within their administrative team, Instructional Leadership Team, department members, and PLC process. Every stakeholder is committed to and has the capacity to successfully contribute to the achievement of the action plan. This school is committed to continually and organically improving despite being a really good school.. Under the leadership of Tom Houts and with the genuine caring support of district personnel, Downey High School will continually strengthen their learning opportunities for their students. Students comes first at DHS, there is a commitment by the district and the school to meet 90 to 100% A through G completion by 2020, so that every student has the choice to choose college or career upon graduation.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Students will think critically, demonstrated through writing.
2. Students will graduate with a 21st century education that ensures college and career readiness.
3. Academic growth will increase amongst the school's at-risk, English language learners (ELL), and special needs population.

In addition, the Visiting Committee has identified the following area brought forth by Downey High School's self-study process that need to be strengthened:

1. All students have an opportunity to enroll in AP and honors classes. Downey High School recognizes additional strategies and supports are needed to increase student enrollment in AP and Honors courses.
2. Assess student achievement of the Schoolwide Learner Outcomes and provide data to all stakeholders.

Chapter V: Ongoing School Improvement

DHS has, through the course of their FOL self-study, identified three critical areas to be addressed in their schoolwide action plan:

1. Students will think critically, demonstrated through writing.
2. Students will graduate with a 21st century education that ensures college and career readiness.
3. Academic growth will increase amongst the school's at-risk, English language learners (ELL), and special needs population.

For each critical area of follow-up, DHS has identified a timeline for various tasks, while identifying the responsible parties, resources needed, and how their effectiveness will be measured. The action plan is extremely precise and well-written, and easy for responsible parties to follow the process, next steps, and implement any necessary professional development.

The action plan, as written, and as discussed, is well written, but not written in stone. DHS recognizes that with regards to all three goals, the action plan is a living document, and will adjust when new data and new information is taken into consideration. DHS is committed to following the action plan, as written, to address their identified critical areas for follow-up. The action plan includes multiple steps to enhance student learning, and will be modified to best meet student needs. DHS will engage in identifying best practices to support each of the three critical areas for follow-up.

The action plan is very comprehensive and has integrated the entire school. The action plan is feasible within the existing resources, and there is dedicated commitment by the entire staff of DHS to follow through, address, modify when necessary, and successfully execute the action plan. DHS has clearly demonstrated a sound follow-up process with which to monitor the accomplishment of the schoolwide action plan within their ongoing work and partnership with Focus on Results. The Visiting Committee sees absolutely no impediments which the school will need to overcome.