



# Artesia High School

12108 E. Del Amo Blvd. • Lakewood, CA 90715 • (562) 229-7700 • Grades 9-12

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<https://www.artesiahs.us/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### ABC Unified School District

16700 Norwalk Blvd.  
Cerritos, CA 90703  
(562) 926-5566  
[www.abcusd.us](http://www.abcusd.us)

#### District Governing Board

Dr. Olga Rios, President

Leticia Mendoza, Vice President

Soo Yoo, Clerk

Christopher Apodaca, Board  
Member

Ernie Nishii, Board Member

Maynard Law, Board Member

Sophia Tse, Board Member

#### District Administration

Dr. Mary Sieu  
**Superintendent**

Dr. Valencia Mayfield  
**Assistant Superintendent,  
Academic Services**

Toan Nguyen  
**Assistant Superintendent,  
Business Services  
Chief Financial Officer**

Dr. Gina Zietlow  
**Assistant Superintendent,  
Human Resources**

### A Message from the Principal

Artesia High School Accelerated Learning Magnet is committed to bridging the achievement gap for all students. The goal at Artesia High School is to provide students with a challenging and rigorous curriculum in a student-centered environment. The dedication of the staff, students, district, and community was validated in 2015 when the Western Association of Schools and Colleges awarded Artesia High School a 6 year clear accreditation. Artesia is recognized as a California Distinguished School, a Gold Ribbon School, and was ranked 13 in California in Newsweek's "Beating the Odds 2015: Top High Schools for Low Income Students." Additionally, Artesia is the subject of chapter 1 of Karin Chenoweth's book "Schools that Succeed: How Educators Marshal the Power of Systems for Improvement" that was published in 2017.

Teaching professionals are dedicated to providing a comprehensive curriculum aimed at preparing students for the challenges of post-graduate life. Educational consultants regularly provide professional development for teachers and administrators. Research based, best practices are integrated into teaching in all courses. Our College and Career Center/Student Union is fully staffed and open all day to assist students in the college application process. With additional grade-level counselors, the counseling team endlessly strives to educate, develop community, and promote partnerships with students, alumni, faculty, employers and members of the college community. Extracurricular programs, such as field trips, and guest speakers encourage students to work hard to make their career dreams a reality.

Artesia High School offers a well-balanced academic and extracurricular learning environment. We have increased our AP course offerings and have added multiple career pathways that can easily fit into students' schedules due to our block schedule. We have iPad and Chrome Book carts in every classroom to support using technology to drive instruction. Our ASB, Renaissance, and AVID (Advancement via Individual Determination) programs are leadership-building programs that focus on academic achievement and progress, and inspire all students to reach higher levels of success. Demanding and engaging curricula offer our students a learning environment that is challenging and well rounded. Award winning sports programs promote leadership and academics as well as skill development. Artesia High School's Magnet Program features career pathways in Biotechnology (PLTW), Engineering (PLTW), Family & Human Services, Game Design, International Business, Patient Care, Performing Arts, Production & Managerial Arts, Automotive, and Welding. Academic curriculum and project-based learning provide students with tools to create and prepare for their future.

Artesia High School's Math Department has adopted Carnegie Learning, where collaboration drives student learning. The math department provides support for all students by offering tutoring sessions before, during and after school. The key to the program is flexibility and alternative, multiple learning opportunities. As a result, more and more students are qualified for higher-level math courses each successive year.

Our award winning band program boasts dedicated and talented marching and concert musicians. The band not only performs at football games, field shows, pep rallies, parades and community events, but will also compete in three band festivals throughout the year. The instrumental music program not only builds the musicianship skills of its students but also engages them in the appreciation, theory, and composition of music.

We look forward to yet another successful year for our students.

### VISION

The Artesia High School graduate will be able to achieve academic and personal success and be prepared to create positive change in his or her community and society.

### MISSION

Artesia High School enhances student learning through innovative teaching and technology, supports academic rigor, and fosters an inclusive environment that honors every student's abilities, race, ethnicity, and socioeconomic status in order to prepare them for their future college and career choices.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	356
Grade 10	393
Grade 11	338
Grade 12	344
<b>Total Enrollment</b>	<b>1,431</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	7.8
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	1
White	3.6
Two or More Races	1.2
Socioeconomically Disadvantaged	75.9
English Learners	17.8
Students with Disabilities	20.3
Foster Youth	0.8
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Artesia High School	17-18	18-19	19-20
With Full Credential	64	70	70
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	70
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Artesia High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Career Technical Education Programs

The ABC Unified School District's Career and Technical Education (CTE) classes provide students the opportunity to become productive citizens in our ever increasing technology-rich world. Students receive training in classes designed to give them the knowledge, skills, and background that will prepare them to compete in fields where proficiency in technology is the main criteria for employment.

CTE classes' integration of core academic standards (Math and English) allows for the application of them into the curricular content of technology courses. Additionally; their focus is not only on college-bound students but also for those who are entering vocational fields upon graduation from high school. Classes are designed with the input of teachers, business partners, and post-secondary schools to create a curriculum that will provide a pathway to technology-based employment. In ABC, the goal for Career Technical Education classes is to be integrated and aligned with our middle and high school students' coursework.

CTE courses are evaluated based upon the following criteria: number of students enrolling in them, completion of coursework, and the grades earned by those completing the classes. Another goal of CTE classes--along with preparing students for future employment--is to increase student engagement, reduce high school drop-out rates, and allow more students to participate in post-secondary education.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Gr. 9-12:                      Study Sync: ELA/Advanced ELD, Designated ELD                      Houghton Mifflin: Reading Intervention- Read 180, Stage C, System 44                      Windsor Learning: Intensive Intervention: Sondag System</p> <p>Gr 11-12:                      CSU: CSU ERWC/English IV: Expository Reading, Writing Course, Student Reader-2nd Edition                      AP English Language:                      Bedford St.Martins: The Language of Composition                      AP literature:                      Bedford, Freeman,Worth: Literature &amp; COMPOSITION</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Carnegie Learning: High School Math Solutions(Revised 2018)- Integrated Math I.II.III                      Cengage Learning: Pre Calculus, AP Calculus AB                      Pearson: AP Calculus BC-5th edition                      Addison, Wesley, Pub: Multi variable Calculus                      Bedford Freeman Worth: AP Statistics &amp; Statistical Reasoning                      McDougall Littell: Supplemental Trig Math, Data Analysis                      John Wiley &amp; Sons: Supplemental Text- Trig, Math Analysis &amp; Intro to Calculus                      Houghton Mifflin: Finite Math-2nd edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Science</b></p>	<p>ohn Wiley &amp; Sons: Anatomy &amp; Physiology, Adv Topics Bio #1                      Pearson/Prentice Hall: Earth Science, Life Science, Honors Physics, Forensics Science                      Glencoe/McGraw Hill: Earth Science, Physical Science, CP Physics                      Cengage Learning: Fire Science, 4th edition                      Pearson/Benjamin Cummings: AP Biology                      McDougall Littell: CP Biology                      Holt, Rinehart, Winston: Honors Biology- Current Publishing: Marine Biology                      Thomson, Brooks, Cole: Chemistry of living things, AP Environmental Science, AP Chemistry, AP Physics                      Houghton Mifflin: CP &amp; Honors Chemistry                      Jones &amp; Barlett Publishers: Advance Topics in Bio #3                      Kendall &amp; Hunt: Adv Topics in Bio # 2</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Gr 9-12: McGraw Hill(May 2018): World History, Culture, Geography McGraw Hill(May 2018): US History & Geography- Continuity & Change Pearson: Economics, Civics(CA Magraders American Govt), Psychology(8th edition) Bedford Freeman & Worth: Thinking about Psychology-(4th edition) AP Psychology: Worth Publishers(12th edition) AP US History: Cengage Learning: The American Pageant(16th edition) McDougall Littell: American Spirit (13th edition) AP World History: Glencoe/McGraw Hill: Traditions & Encounters AP Euro: Bedford, Freeman, Worth: A History of western Society AP Human Geography: Pearson/Prentice Hall: Intro- Cultural Landscape AP Civics: Houghton Mifflin: American Govt: Institution & Policies(10th Edition) Pearson: Govt in America: People, Politics, Policy AP Economics: Thomson/South Western: Principles of Economics(4th edition)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Pearson Education: Chinese, Lvl 1-2, AP French Columbia University Press: AP Chinese Holt, Rinehart, Winston: French Lvl 1-3, Spanish (advanced) Thomson Heinle: French Interaction(7th edition), Sur Le vif(4th edition) Cheng & Tsui Co.: Adventures in Japanese 1,2,3,4 Tuttle,Verity Communication, Univ. of Hawaii: Tagalog McDougal Littell: Avancemos! 1,2,3,4 Pearson/Prentice Hall: Spanish: Lectura & Gramatica, AP Spanish Vista Higher Learning: Honors Spanish IV: Imagina, AP Spanish Lang-Temas, AP Sp.Lang & Culture Exam Prep Korean Lang. Educ. Center: Korean 1,2,3,4  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe/McGraw Hill: Health 9th Edition Mendez Foundation: Too Good for drugs and Violence Delmar/Cengage: Intro to Sports Medicine & Athletic training, 2nd edition Suanders Elsevier: Health Informatics: Electronic Health record for Physicians Office  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Gr. 9-12 Glencoe/McGraw Hill: Music Appreciation, Art Talk Silver Burdett: Music West Publishing: Theater Neil A. Kjos: Piano, Concert Band, Strings Class Hal Leonard Corporation: Jazz Band, Beginning Band Alfred Publishing: Choral Class  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	Various <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 5/7/2019

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
<b>Interior:</b> Interior Surfaces	Fair	None needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
<b>Electrical:</b> Electrical	Fair	None needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	None needed
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None needed
<b>Structural:</b> Structural Damage, Roofs	Good	Non needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
<b>Overall Rating</b>	<b>Good</b>	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	55	66	66	50	50
Math	28	27	54	55	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	21.7	17.0	42.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Safety of students and staff is a primary concern at Artesia High School. Artesia High School complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Artesia High School annually participates in the "Great California ShakeOut".

The school's Safe School Plans are reviewed annually by school and local law enforcement officials. The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds to ensure a safe and orderly environment. All students must wear their school ID at all times, therefore everyone on campus is able to be identified. We also conduct a lockdown drill annually to ensure staff and students know what procedures to follow.

The Comprehensive School Safety Plan was developed by administrators, school staff members, and the local law enforcement agency. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District offices.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	310	306	98.71	54.90
<b>Male</b>	158	157	99.37	47.77
<b>Female</b>	152	149	98.03	62.42
<b>Black or African American</b>	37	37	100.00	35.14
<b>Asian</b>	14	14	100.00	85.71
<b>Filipino</b>	24	24	100.00	66.67
<b>Hispanic or Latino</b>	211	207	98.10	51.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	12	12	100.00	91.67
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	239	236	98.74	52.54
<b>English Learners</b>	69	66	95.65	18.18
<b>Students with Disabilities</b>	49	49	100.00	14.29
<b>Students Receiving Migrant Education Services</b>	46	45	97.83	40.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	302	97.73	27.48
Male	157	152	96.82	28.95
Female	152	150	98.68	26.00
Black or African American	36	32	88.89	9.38
Asian	14	14	100.00	71.43
Filipino	24	24	100.00	33.33
Hispanic or Latino	211	208	98.58	25.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	235	98.33	27.23
English Learners	69	69	100.00	8.70
Students with Disabilities	49	47	95.92	2.13
Students Receiving Migrant Education Services	46	46	100.00	23.91

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Artesia High School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate in one or more of the following committees, organizations, or events:

- \*Report Card Nights (2 per year)
- \*Grade Level Orientations
- \*Academic Review Counseling Meetings
- \*English Learner Advisory Committee
- \*PTSA
- \*School Site Council
- \*Quarterly Coffee with the Principal Meetings
- \*Lunch with Your Student Events
- \*Sports Booster Clubs
- \*Volunteering in or out of the classrooms
- \*Fundraisers
- \*WASC

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.



Numerous programs are enriched by the generous contributions or scholarships made by the following organizations (and many others) to Artesia High School:

- \*City of Hawaiian Gardens
- \*Irving I. Moskowitz Foundation
- \*Lakewood & Cerritos Rotary Clubs
- \*Long Beach Schools Financial Credit Union
- \*Orange County Teachers Credit Union
- \*Rancho Southeast Board of Realtors
- \*Sam's Club
- \*Staples
- \*Target Stores
- \*Verizon

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.4	5.5	4.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	715.5

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	18	53	29	5	22	36	28	12	22	26	42	
Mathematics	20	34	28	11	27	19	23	18	23	26	36	1
Science	22	14	28	3	30	4	12	18	23	14	28	
Social Science	19	26	22	8	29	9	4	22	25	7	34	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		7	14

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel and students. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements and data when establishing professional development goals for the school year. School-wide training focus areas include instructional strategies, technology, differentiation, and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities. Professional Learning Communities and Secondary Literacy are examples of district wide professional development.

The science department continues to attend professional development for the NGSS standards, while English and Math are continuing to receive professional development related to the Common Core. All subjects received technology training, working towards the 1:1 iPad and Chromebook program school wide.

In 2018-2019 all departments are receiving additional training in Strategic Schooling instructional strategies. The whole faculty also participate in classroom observation walkthroughs bi-annually. Monthly staff, department, and curricular meetings are also held for collaboration and professional development purposes.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7388	40.97	7347.20	80784
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.7	-1.3
School Site/ State	-0.2	0.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Artesia High School	2015-16	2016-17	2017-18
Dropout Rate	0.3	0.3	0.3
Graduation Rate	98.9	94.7	96.7

Rate for ABC Unified School District	2015-16	2016-17	2017-18
Dropout Rate	2.2	2	2.1
Graduation Rate	93.6	91.1	91.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	328
% of pupils completing a CTE program and earning a high school diploma	11.2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.23
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.82

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	16	13.8

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

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