



Artesia High School

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

Sergio Garcia, Principal
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<https://www.artesiahs.us/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



ABC Unified School District

16700 Norwalk Blvd.
Cerritos, CA 90703
(562) 926-5566
www.abcusd.us

District Governing Board

Ernie Nishii, President
Dr. Olga Rios, Vice President
Sophia Tse, Clerk
Christopher Apodaca, Board Member
Leticia Mendoza, Board Member
Maynard Law, Board Member
Soo Yoo, Board Member
Leticia Mendoza, 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**

School Description

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 almost 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, educated through a research-based curriculum, transcends economic and cultural demographics and is prepared to take on the challenges of post-graduate life.

MISSION

Through its positive educational environment, Artesia High School utilizes research-based strategies to close the achievement gap, enhance student learning, and motivate students with diverse ethnicities and socio-economic backgrounds to attain academic success.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	407
Grade 10	365
Grade 11	326
Grade 12	348
Ungraded Secondary	36
Total Enrollment	1,482

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0.3
Asian	5.9
Filipino	6.9
Hispanic or Latino	71.0
Native Hawaiian or Pacific Islander	1.3
White	3.8
Socioeconomically Disadvantaged	78.8
English Learners	16.3
Students with Disabilities	18.2
Foster Youth	0.6

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			
Artesia High School	16-17	17-18	18-19
With Full Credential	64	64	70
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
ABC Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Artesia High School	16-17	17-18	18-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: May 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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 & COMPOSITION</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<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 & Statistical Reasoning McDougall Littell: Supplemental Trig Math, Data Analysis John Wiley & Sons: Supplemental Text- Trig, Math Analysis & Intro to Calculus Houghton Mifflin: Finite Math-2nd edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>John Wiley & Sons: Anatomy & 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 & Honors Chemistry Jones & Barlett Publishers: Advance Topics in Bio #3 Kendall & Hunt: Adv Topics in Bio # 2</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: May 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Gr 9-12: McGraw Hill(May 2018): World History, Culture, Geography McGraw Hill(May 2018): US History & Geography- Continuity & Change Pearson: Economics, Civics(CA Magruder's American Govt), Psychology(8th edition) Thomson/Wadsworth: Psychology-Concepts & Connections(9th edition) AP Psychology: Worth Publishers(8th & 10th edition) AP US History: Cengage Learning: The American Pageant(10th 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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe/McGraw Hill: Health 9th Edition Mendez Foundation: Too Good for drugs and Violence Delmar/Cengage: Intro to Sports Medicine & Athletic training, 2nd edition Saunders Elsevier: Health Informatics: Electronic Health record for Physicians Office</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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: 9/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	Non needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	71.0	60.0	64.0	66.0	48.0	50.0
Math	34.0	28.0	53.0	54.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	35.1	19.1	39.8

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	300	99.34	60.00
Male	144	142	98.61	45.77
Female	158	158	100.00	72.78
Black or African American	31	31	100.00	48.39
Asian	19	19	100.00	78.95
Filipino	23	23	100.00	78.26
Hispanic or Latino	210	209	99.52	57.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	56.25
English Learners	69	68	98.55	25.00
Students with Disabilities	49	49	100.00	12.24
Students Receiving Migrant Education Services	40	40	100.00	62.50
Foster Youth	--	--	--	--

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 2017-18 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	302	299	99.01	27.76
Male	144	142	98.61	23.24
Female	158	157	99.37	31.85
Black or African American	31	31	100	9.68
Asian	19	19	100	36.84
Filipino	23	23	100	56.52
Hispanic or Latino	210	208	99.05	25.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	239	99.17	25.52
English Learners	69	67	97.1	10.45
Students with Disabilities	49	48	97.96	8.33
Students Receiving Migrant Education Services	40	40	100	22.5
Foster Youth	--	--	--	--

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 2018-19)

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
- *Supervisor, Don Knabe
- *Target Stores
- *Verizon

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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.4	5.4	5.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.7	1.9
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	355

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	18.0	22.0	46	53	36	33	29	28	10	5	12
Mathematics	20.0	20.0	27.0	34	34	19	30	28	23	10	11	18
Science	24.0	22.0	30.0	14	14	4	20	28	12	12	3	18
Social Science	23.0	19.0	29.0	21	26	9	5	22	4	25	8	22

* 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

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,752	\$47,903
Mid-Range Teacher Salary	\$75,973	\$74,481
Highest Teacher Salary	\$103,165	\$98,269
Average Principal Salary (ES)	\$126,865	\$123,495
Average Principal Salary (MS)	\$126,865	\$129,482
Average Principal Salary (HS)	\$145,416	\$142,414
Superintendent Salary	\$243,357	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

The total district expenditures for all school sites for FY 2017-18 was \$220,351,387.65- The district spent \$7,743.14 per student. 62.94 cents of every dollar went to teacher salaries and 15.75 cents was spent for administration. The remainder 21.31 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)			
	2014-15	2015-16	2016-17
Artesia High School			
Dropout Rate	0.3	0.3	0.3
Graduation Rate	98.7	98.9	94.7
ABC Unified School District			
Dropout Rate	1.7	2.2	2.0
Graduation Rate	94.4	93.6	91.1
California			
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7112	0	7112	81106
District	♦	♦	5904	\$82,191
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			18.6	-1.3
Percent Difference: School Site/ State			-0.2	0.4

* Cells with ♦ 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.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	51.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	0	♦
Foreign Language	2	♦
Mathematics	2	♦
Science	4	♦
Social Science	5	♦
All courses	17	16.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	92.4	90.6	88.7
Black or African American	85.7	92.7	82.2
American Indian or Alaska Native	100.0	75.0	82.8
Asian	89.5	97.3	94.9
Filipino	100.0	97.3	93.5
Hispanic or Latino	93.5	85.3	86.5
Native Hawaiian/Pacific Islander	50.0	100.0	88.6
White	81.0	84.0	92.1
Two or More Races	0.0	82.1	91.2
Socioeconomically Disadvantaged	93.4	90.1	88.6
English Learners	58.8	52.8	56.7
Students with Disabilities	80.3	70.2	67.1
Foster Youth	100.0	100.0	74.1

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.