



# Cerritos High School

12500 E. 183rd Street • Cerritos, CA 90703 • (562) 926-5566 extension 21800 • Grades 9-12

Patrick Walker, Principal  
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<https://www.cerritoshs.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](http://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

Greetings Cerritos High School Community:

I am so blessed to be working at Cerritos High School. In my 26 years of working in public education, I've never encountered a better combination of staff and students, anywhere! As I head in to my fifth year as the Principal of this fantastic school, I wonder how it will be possible to top our accomplishments from last year: our Model United Nations Team continues to be amongst the top 5 schools in the entire U.S.A-- as evidenced by our "Best School" award (16<sup>th</sup> year in a row) in New York this past year; our Drama students won 15 "Macy's" for their *Addams Family* production; our Marching Band- the *Regiment of Gold*—was third in the state! Athletically, we won 12 varsity Suburban League titles and earned the coveted *Iron Man* award as the best athletic program in the league! Of course, my fondest moments will always be my daily interactions with the most considerate, helpful, and caring students I have ever encountered. As I continually boast, Cerritos High School is a special place where kindness and respectfulness permeate the entire campus. It's something that we've identified as *The Cerritos Way*. I am convinced that you won't find better students anywhere!

Cerritos High School takes pride in educating the "whole child". Beyond our stellar academic reputation (In 2018, *U.S News and World Report* ranks CHS 77th out of 4500 high schools in California—their "Best Schools" highest GOLD LEVEL ranking), we emphasize the "3 R's" that form the foundation of *The Cerritos Way*: CHS students are READY (at school and on time every day), RESPECTFUL (caring, cooperative, and compassionate), and REAL (honest in their personal and academic pursuits). At Cerritos High School, we know that students who commit to our "3 R's" will assuredly become the best that they can be—academically and socially.

As I enter into my fifth year, I look forward to supporting our students in the classroom, on the athletic field, and on the stage. That being said, I encourage all of our students to enrich the short time you have here by getting *more* involved in the many amazing teams, clubs, and organizations we have on campus. Research validates that "involved" students are more successful academically. Besides, by getting involved, you will empower yourself to make Cerritos High School even better. As for the 2018-19 school year, I am certain we will embark upon another great year of exceptional Academics, Activities, Arts, and Athletics! Because it is...*The Cerritos Way!*

Let's Go Dons!

Pat Walker  
Principal

Cerritos High School is one of four comprehensive high schools in the culturally and ethnically diverse ABC Unified School District that is located in Southern California within the boundaries of Los Angeles County. ABC Unified School District educates children from preschool through twelve grade encompassing the communities of Lakewood, Artesia, Cerritos, Hawaiian Gardens, and portions of Norwalk. ABCUSD emphasizes high achievement for students, preparation for productive citizenship and a commitment to strong instructional programs for all students, ensuring excellence in education.

Cerritos High School, located in the city of Cerritos, serves over 2,200 students in grades nine through twelve on a traditional calendar system. Cerritos High School is dedicated to ensuring the academic success of every student and provides a safe and comprehensive educational experience. Cerritos High School utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in diverse educational opportunities. We welcome parents and community members to become partners in our students' educational endeavors. Individual academic and social needs of staff and students are met, creating a positive and safe environment where all participants can be successful.

### Cerritos High School Mission Statement

"The Cerritos Way"

At Cerritos High School, everyone matters!

Students, Staff, and Parents experience success in an engaging environment that promotes

Connection, Compassion, and Collaboration.

### 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	553
Grade 10	567
Grade 11	530
Grade 12	536
<b>Total Enrollment</b>	<b>2,186</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.2
Asian	42.1
Filipino	16.7
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.6
White	5.8
Socioeconomically Disadvantaged	31.9
English Learners	6.0
Students with Disabilities	8.2
Foster Youth	0.0

### 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			
<b>Cerritos High School</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>With Full Credential</b>	89	89	90
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
<b>ABC Unified School District</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Cerritos High School</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>Reading/Language Arts</b>	<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>
<b>Mathematics</b>	<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>
<b>Science</b>	<p>John 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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Gr 9-12:                      McGraw Hill(May 2018): World History, Culture, Geography                      McGraw Hill(May 2018): US History &amp; Geography- Continuity &amp; Change                      Pearson: Economics, Civics(CA Magruder's American Govt), Psychology(8th edition)                      Thomson/Wadsworth: Psychology-Concepts &amp; Connections(9th edition)                      AP Psychology:                      Worth Publishers(8th &amp; 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 &amp; 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 &amp; Policies(10th Edition)                      Pearson: Govt in America: People, Politics, Policy                      AP Economics:                      Thomson/South Western: Principles of Economics(4th 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>
<b>Foreign Language</b>	<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 &amp; 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 &amp; Gramatica, AP Spanish                      Vista Higher Learning: Honors Spanish IV: Imagina, AP Spanish Lang-Temas, AP Sp.Lang &amp; Culture Exam Prep                      Korean Lang. Educ. Center: Korean 1,2,3,4</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>
<b>Health</b>	<p>Glencoe/McGraw Hill: Health 9th Edition                      Mendez Foundation: Too Good for drugs and Violence                      Delmar/Cengage: Intro to Sports Medicine &amp; Athletic training, 2nd edition                      Saunders Elsevier: Health Informatics: Electronic Health record for Physicians Office</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>
<b>Visual and Performing Arts</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>N/A  <b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 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: 9/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
<b>Interior:</b> Interior Surfaces	Good	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	None 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

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	90.0	85.0	64.0	66.0	48.0	50.0
Math	66.0	63.0	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	17.4	20.1	47.5

\* 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	504	501	99.40	84.60
Male	257	255	99.22	82.28
Female	247	246	99.60	86.99
Black or African American	33	33	100.00	57.58
Asian	229	228	99.56	89.04
Filipino	81	81	100.00	92.50
Hispanic or Latino	110	108	98.18	75.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	82.14
Two or More Races	21	21	100.00	95.24
Socioeconomically Disadvantaged	158	156	98.73	76.92
English Learners	38	37	97.37	54.05
Students with Disabilities	31	28	90.32	32.14
Students Receiving Migrant Education Services	--	--	--	--

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	504	498	98.81	63.25
Male	257	254	98.83	67.32
Female	247	244	98.79	59.02
Black or African American	33	32	96.97	31.25
Asian	229	228	99.56	81.58
Filipino	81	80	98.77	66.25
Hispanic or Latino	110	107	97.27	32.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100	53.57
Two or More Races	21	21	100	66.67
Socioeconomically Disadvantaged	158	155	98.1	50.97
English Learners	38	37	97.37	48.65
Students with Disabilities	31	27	87.1	11.11
Students Receiving Migrant Education Services	--	--	--	--

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 Cerritos High School. Staff members and parents participate on various committees and groups that make recommendations and decisions regarding the priorities and directions of Cerritos High School's educational plan to ensure instructional programs are consistent with students' needs and comply with ABC's Strategic Plan Goals. As well as being vital partners in their child's education, parents are encouraged to participate on one or more of the following committees, organizations and/or events: PTSA, School Site Council, Student Study Teams, English Language Advisory Committee, WASC Parent Advisory Council, Parent Nights, CHS Counseling Grade Level Parent Meetings, Back to School Night, Open House, Ninth Grade Orientation, and various booster groups. The School Site Council (SSC), consisting of school staff, students, and parents is a governing body that meets regularly to review the ongoing WASC process and action plan, approve specific budgets, discuss the effectiveness of the current educational programs, and approve the yearly School Plan for Student Achievement (SSPSA) and Local Control Accountability Plan (LCAP).

### 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

Cerritos High School provides a safe, clean environment for students, staff and volunteers. The school, in consultation with the Los Angeles County Office of Education and ABCUSD Child Welfare Office personnel, has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers of suspensions involving possible safety concerns.
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe and orderly school environment
- School rules and procedures

The school evaluates and updates the Safe School Plan yearly to reflect the changes in staff, facility, and recommended policy and procedure changes. The plan was last updated in the Fall of 2017 and is reviewed by the staff at the beginning of each school year. An updated copy is available to the public in the school office.

Cerritos High School is a closed campus during school hours. The entrance is secured to ensure that visitors check in with the office. Access is restricted to the front office to ensure that all visitors are sign-in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. School Intervention Assistants - SIAs, administrators, and teachers supervise students and monitor the campus as a whole.

Date of Last Review/Update: October 2018

Date Last Reviewed with Staff: October 2018

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	1.1	0.5
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	3.5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	.8
Social Worker	1
Nurse	.8
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	460

\* 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	27.0	28.0	28.0	13	16	16	45	31	26	23	34	38
Mathematics	29.0	30.0	30.0	10	11	10	25	19	20	36	41	41
Science	30.0	30.0	30.0	4	8	6	26	19	23	24	25	27
Social Science	32.0	32.0	32.0	3	6	5	20	19	13	38	36	43

\* 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.. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. At CHS, every Wednesday is a "Professional Learning Wednesday". Throughout the school year, the "Cerritos Way Instructional Team" trains our staff in a variety of instructional strategies focused on student engagement. Those trainings are followed up with "Try it Tuesdays" when teachers have an opportunity to "try out" the new strategy while being observed by a colleague. In addition, teachers and administrators meet--by department or as an entire staff--to participate in professional learning opportunities. School wide training focus areas include transitions to the Common Core State Standards, Smarter Balanced Assessments, technology, School Safety, English Language Development, and using data to drive instruction. Staff members build teaching skills and concepts by participating conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers support to school sites for professional development activities. Transitioning to the Common Core Standards and assessments are also the focus of our district wide professional development. In 2018-19, CHS is partnering with Carnegie Learning to work with our math teachers in a "Coaching Model" of professional growth in which our teacher 'co-teach' lessons with a instructional expert to enhance pedagogical expertise.

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/](http://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5939	0	5939	84808
District	◆	◆	5904	\$82,191
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.6	3.1
Percent Difference: School Site/ State			-18.2	4.9

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Cerritos High School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	0.7	0.6	0.0
Graduation Rate	96.5	97.0	95.6
<b>ABC Unified School District</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	1.7	2.2	2.0
Graduation Rate	94.4	93.6	91.1
<b>California</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
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	251
% of pupils completing a CTE program and earning a high school diploma	33.8
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	71.1

\* 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	12	♦
Fine and Performing Arts	0	♦
Foreign Language	3	♦
Mathematics	8	♦
Science	8	♦
Social Science	22	♦
All courses	53	40.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.6	90.6	88.7
Black or African American	100.0	92.7	82.2
American Indian or Alaska Native	0.0	75.0	82.8
Asian	95.2	97.3	94.9
Filipino	100.0	97.3	93.5
Hispanic or Latino	98.3	85.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	79.5	84.0	92.1
Two or More Races	83.3	82.1	91.2
Socioeconomically Disadvantaged	94.9	90.1	88.6
English Learners	60.0	52.8	56.7
Students with Disabilities	80.0	70.2	67.1
Foster Youth	0.0	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.

Current CTE Pathways at Cerritos High School include:

Bio-Medical, Computer Science, Engineering, Media Arts, Pharmaceutical, and Teacher Track

### 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.