Cerritos Elementary

California Department of Education

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

| School Contact Information - Most Recent Year	
School Name	Cerritos Elementary
Street	120 East Cerritos Ave.
City, State, Zip	Glendale, Ca, 91205-3107
Phone Number	818-244-7207
Principal	Perla Chavez-Fritz, Principal
E-mail Address	pchavez@gusd.net
County-District-School (CDS) Code	19645686013627

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

Cerritos Elementary School is comprised of students, parents, community and staff that are committed to educating students who will become academically successful, creative and socially responsible citizens. Student progress is monitored as we work to develop student resiliency, problem solving skills, critical thinking ability and personal responsibility.

Last updated: 1/5/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	98
Grade 1	63
Grade 2	44
Grade 3	55
Grade 4	60
Grade 5	63
Grade 6	54
Total Enrollment	437
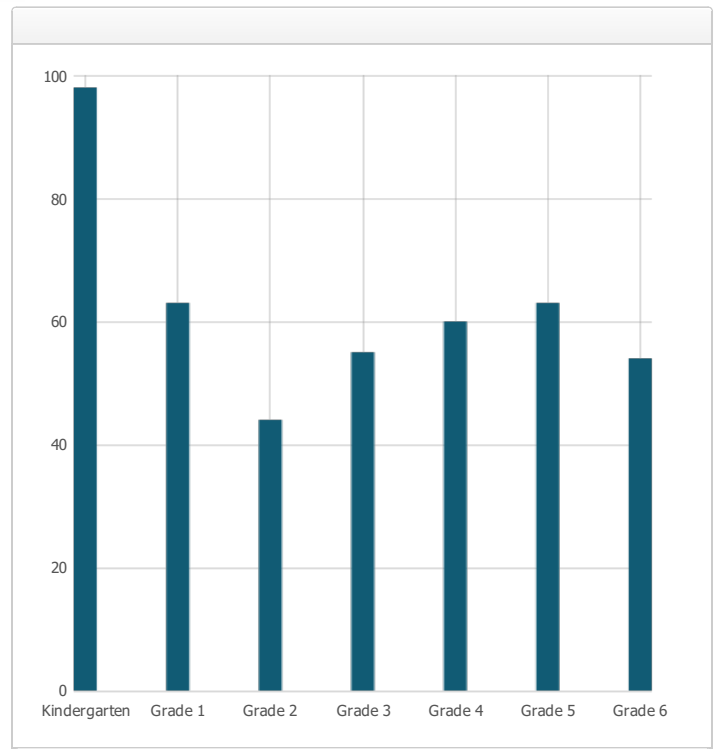
Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.0 %
American Indian or Alaska Native	0.5 %
Asian	1.6 %
Filipino	9.6 %
Hispanic or Latino	65.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	18.5 %
Two or More Races	0.9 %
Socioeconomically Disadvantaged	86.5 %
English Learners	47.6 %
Students with Disabilities	6.9 %
Foster Youth	1.1 %
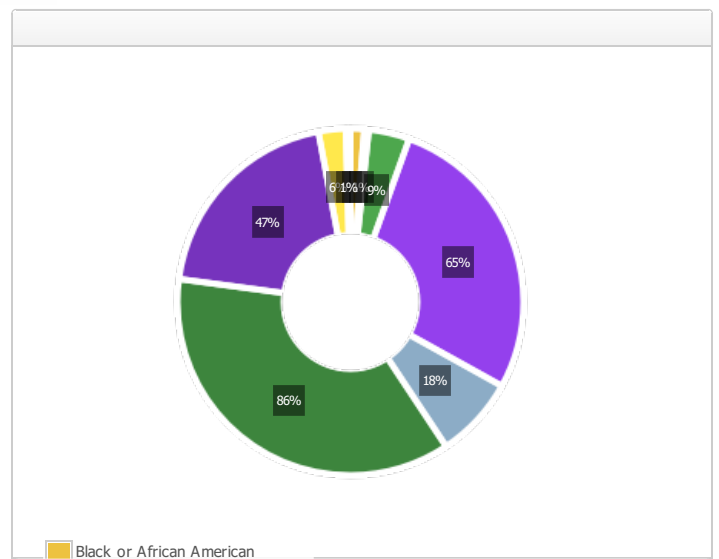
Last updated: 1/5/2016

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	18	18	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
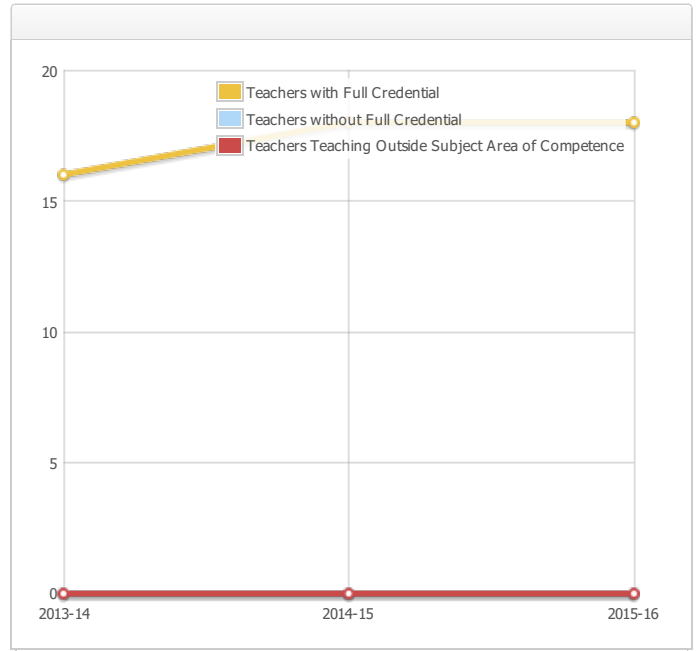
Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
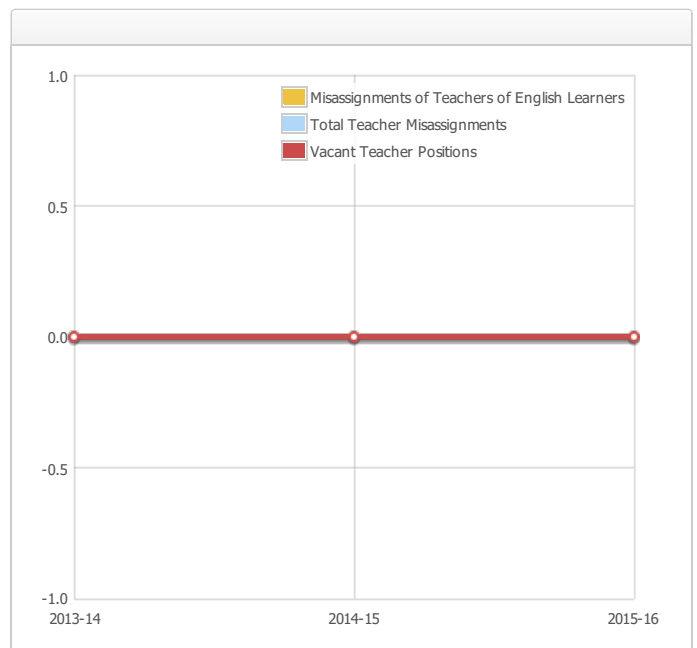
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Reading-California/2003 McDougall Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMillian McGraw-Hill - Everyday Mathematics/1997 Swun Math Program	Yes	0.0 %
Science	MacMillian McGraw-Hill-California Science/2007 Prentice Hall-California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillian McGraw-Hill-California Vistas/2006 McDougall Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The total reconstruction of Cerritos School was completed in 2004. All buildings, including classrooms, administration offices, auditorium, library, cafeteria, and playground, are completely new and in excellent condition. Restrooms are well maintained and kept clean through the use of hand dryers and ceramic tile walls. Students, staff members, and the custodial support team show pride in the school. Monthly awards are presented to the cleanest classrooms. We have installed a new school marquee in front of the school, which is completely computerized to display important messages to our families. New outside lighting has been installed in front of the school and on the school playground to provide well-lit areas for safety.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	ceiling tiles are broken and/or stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	repair crack on the wall
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	40.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	55	55	100.0%	42.0%	25.0%	22.0%	9.0%
Male	55	36	65.5%	64.0%	14.0%	17.0%	6.0%
Female	55	19	34.5%	0.0%	47.0%	32.0%	16.0%
Black or African American	55	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	55	1	1.8%	--	--	--	--
Filipino	55	4	7.3%	--	--	--	--
Hispanic or Latino	55	37	67.3%	49.0%	30.0%	14.0%	8.0%
Native Hawaiian or Pacific Islander	55	1	1.8%	--	--	--	--
White	55	11	20.0%	36.0%	9.0%	45.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	55	47	85.5%	49.0%	28.0%	17.0%	4.0%
English Learners	55	35	63.6%	37.0%	29.0%	23.0%	9.0%
Students with Disabilities	55	1	1.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	58	98.3%	43.0%	16.0%	21.0%	21.0%
Male	59	33	55.9%	52.0%	9.0%	21.0%	18.0%
Female	59	25	42.4%	32.0%	24.0%	20.0%	24.0%
Black or African American	59	2	3.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	59	1	1.7%	--	--	--	--
Filipino	59	5	8.5%	--	--	--	--
Hispanic or Latino	59	43	72.9%	47.0%	19.0%	16.0%	19.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	7	11.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	51	86.4%	45.0%	16.0%	20.0%	20.0%
English Learners	59	28	47.5%	61.0%	18.0%	14.0%	7.0%
Students with Disabilities	59	9	15.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/5/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	66	63	95.5%	21.0%	24.0%	33.0%	22.0%
Male	66	33	50.0%	21.0%	30.0%	27.0%	21.0%
Female	66	30	45.5%	20.0%	17.0%	40.0%	23.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	66	1	1.5%	--	--	--	--
Filipino	66	4	6.1%	--	--	--	--
Hispanic or Latino	66	43	65.2%	23.0%	28.0%	30.0%	19.0%
Native Hawaiian or Pacific Islander	66	1	1.5%	--	--	--	--
White	66	14	21.2%	7.0%	14.0%	50.0%	29.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	66	54	81.8%	20.0%	24.0%	35.0%	20.0%
English Learners	66	10	15.2%	--	--	--	--
Students with Disabilities	66	4	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	2.0%	30.0%	46.0%	21.0%
Male	59	34	57.6%	3.0%	35.0%	38.0%	21.0%
Female	59	23	39.0%	0.0%	22.0%	57.0%	22.0%
Black or African American	59	3	5.1%	--	--	--	--
American Indian or Alaska Native	59	2	3.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	59	6	10.2%	--	--	--	--
Hispanic or Latino	59	34	57.6%	0.0%	38.0%	53.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	12	20.3%	8.0%	8.0%	50.0%	25.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	49	83.1%	2.0%	33.0%	45.0%	18.0%
English Learners	59	14	23.7%	7.0%	50.0%	29.0%	14.0%
Students with Disabilities	59	7	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	55	54	98.2%	37.0%	30.0%	28.0%	6.0%
Male	55	36	65.5%	53.0%	19.0%	25.0%	3.0%
Female	55	18	32.7%	6.0%	50.0%	33.0%	11.0%
Black or African American	55	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	55	1	1.8%	--	--	--	--
Filipino	55	4	7.3%	--	--	--	--
Hispanic or Latino	55	36	65.5%	42.0%	31.0%	25.0%	3.0%
Native Hawaiian or Pacific Islander	55	1	1.8%	--	--	--	--
White	55	11	20.0%	45.0%	18.0%	27.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	55	46	83.6%	43.0%	33.0%	22.0%	2.0%
English Learners	55	34	61.8%	38.0%	26.0%	29.0%	6.0%
Students with Disabilities	55	1	1.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	58	98.3%	28.0%	47.0%	14.0%	12.0%
Male	59	33	55.9%	27.0%	45.0%	15.0%	12.0%
Female	59	25	42.4%	28.0%	48.0%	12.0%	12.0%
Black or African American	59	2	3.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	59	1	1.7%	--	--	--	--
Filipino	59	5	8.5%	--	--	--	--
Hispanic or Latino	59	43	72.9%	30.0%	44.0%	19.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	7	11.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	51	86.4%	29.0%	45.0%	16.0%	10.0%
English Learners	59	28	47.5%	36.0%	46.0%	14.0%	4.0%
Students with Disabilities	59	9	15.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	66	64	97.0%	23.0%	30.0%	25.0%	22.0%
Male	66	34	51.5%	21.0%	29.0%	21.0%	29.0%
Female	66	30	45.5%	27.0%	30.0%	30.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	66	1	1.5%	--	--	--	--
Filipino	66	4	6.1%	--	--	--	--
Hispanic or Latino	66	43	65.2%	28.0%	30.0%	30.0%	12.0%
Native Hawaiian or Pacific Islander	66	1	1.5%	--	--	--	--
White	66	15	22.7%	20.0%	27.0%	13.0%	40.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	66	54	81.8%	22.0%	33.0%	26.0%	19.0%
English Learners	66	10	15.2%	--	--	--	--
Students with Disabilities	66	4	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	12.0%	35.0%	32.0%	21.0%
Male	59	34	57.6%	12.0%	35.0%	29.0%	24.0%
Female	59	23	39.0%	13.0%	35.0%	35.0%	17.0%
Black or African American	59	3	5.1%	--	--	--	--
American Indian or Alaska Native	59	2	3.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	59	6	10.2%	--	--	--	--
Hispanic or Latino	59	34	57.6%	18.0%	41.0%	29.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	12	20.3%	0.0%	33.0%	42.0%	25.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	49	83.1%	12.0%	33.0%	31.0%	24.0%
English Learners	59	14	23.7%	36.0%	43.0%	0.0%	21.0%
Students with Disabilities	59	7	11.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	72.0%	76.0%	60.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	60.0%
Male	74.0%
Female	46.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	53.0%
Native Hawaiian or Pacific Islander	--
White	66.0%
Two or More Races	--
Socioeconomically Disadvantaged	60.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 1/5/2016
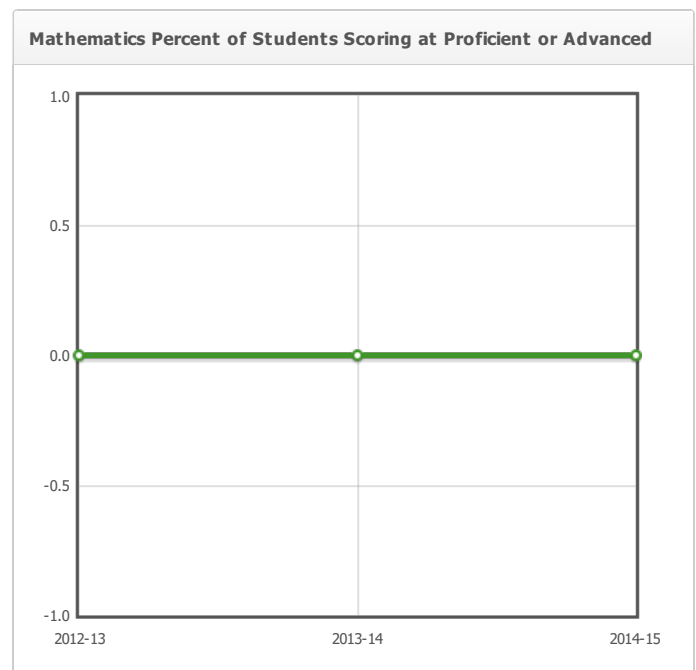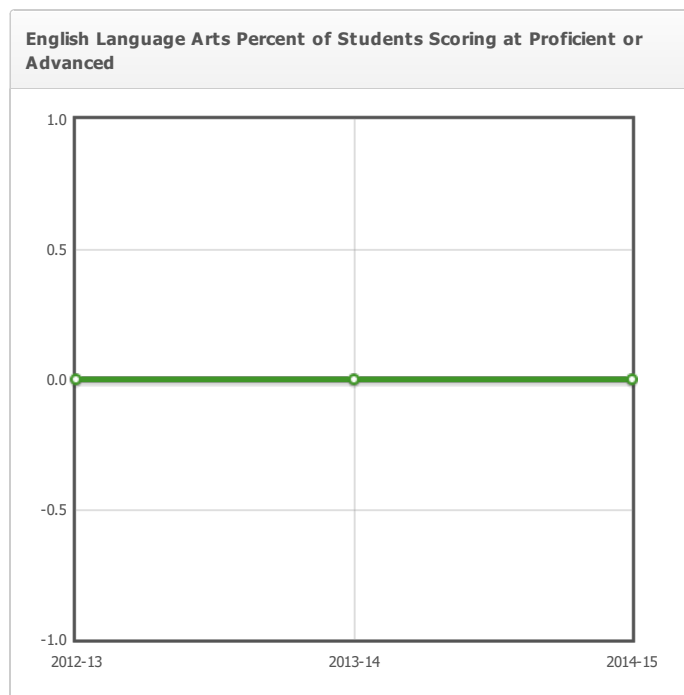
State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3%	24.6%	26.2%

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.

Last updated: 1/5/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Cerritos PRIDE is a volunteer group of parents who meet weekly in the parent community room to work on preparing classroom materials for teachers or to provide service for any other school need. They also volunteer in some classrooms, chaperone on field trips, and provide office help. We offer a parent workshop annually that focuses on parenting skills and ways parents can support their child's academic achievement. These have been highly successful for empowering our parents to become more involved in their child's education. The principal attends the PRIDE parent meetings, which provides parents the opportunity to ask questions and find out first hand what important things are taking place at the school. Parents also participate in and attend School Site Council meetings, which are held four times per year.

# State Priority: Pupil Engagement

Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
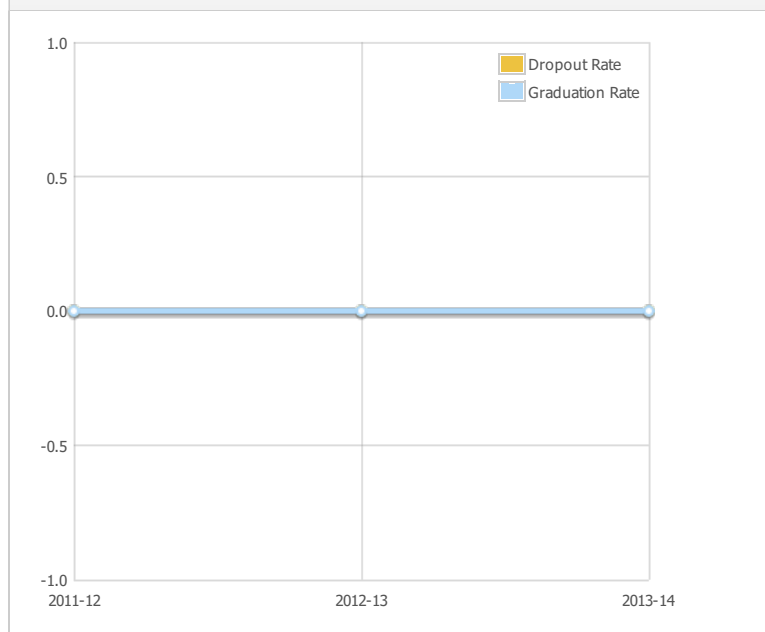
State Priority: School Climate

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

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.6	5.3	2.4	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
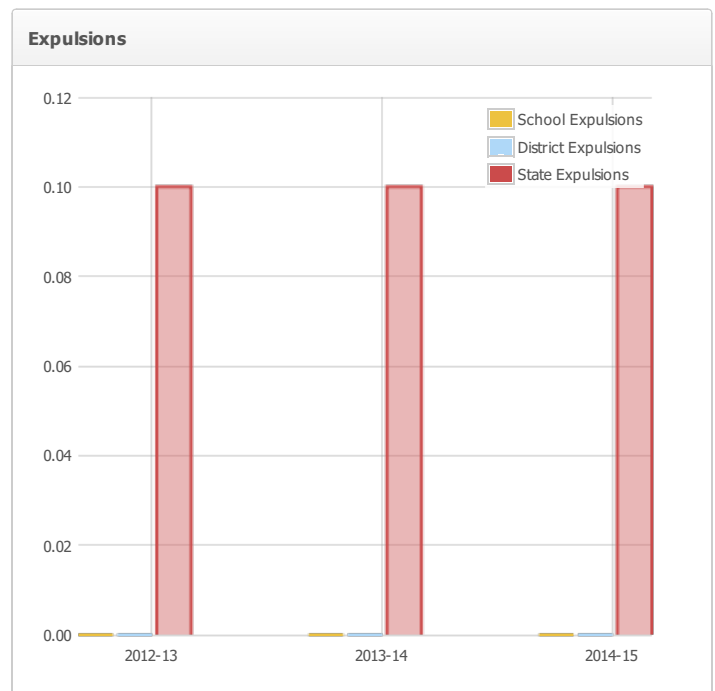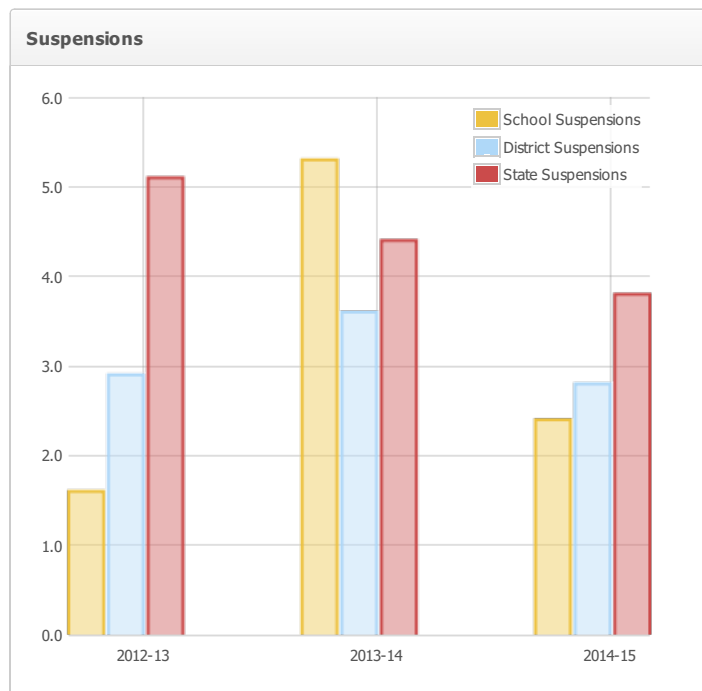
School Safety Plan - Most Recent Year

Our School Safety Plan is reviewed and updated annually and continues to improve the overall quality and safety of the learning environment. The campus is completely secured during school hours. Posted signs inform visitors that they must enter the school office, sign in and secure a visitor's badge before entering our campus. Security cameras are operational and strategically placed throughout interior and exterior locations. Students are supervised before school and during school, and Traffic Rangers are available for the after school pick-up area. We continued to work on reducing bullying as a goal in our Safety Plan using lessons from the anti-violence program, Second Steps and i-Safe. Another goal is to ensure the safety of all students, parents, and staff during peak drop-off and pick-up times. Our emergency plans for fire, earthquake, and lock-down are solidly in place. We hold a mock earthquake drill annually, which involves parents and community members and provides scenarios to simulate a real earthquake.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	24.0		3		21.0	2	2		23.0	1	4	
1	24.0		2		24.0		2		24.0		2	
2	23.0		2		26.0		2		27.0		1	
3	24.0		3		26.0		2		27.0		2	
4	33.0			1	32.0		1	1	31.0		1	1
5	33.0		1	1	34.0			1	34.0			2
6	30.0		2		35.0			2	34.0			2
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6109.0	$1378.0	$4731.0	$75368.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference − School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference − School Site and State	N/A	N/A	--	--

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

## Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

We have realigned our state and federal funds to support our instructional focus of reading comprehension and writing strategies. These funds are used to hire a teacher specialist, library assistant, and two education assistants, who serve students in a variety of ways. We also use these funds to support professional development in areas of our best practices, those that are research-based and have a positive impact on student achievement. State and federal funds also provide substitutes to cover teachers during grade level release time for analyzing student work and responding to data to drive instruction. In addition, after school intervention classes are offered to serve students requiring extended learning time. Supplemental materials and books are purchased with these same funds as we carefully select instructional products to support teaching and learning in our focus areas.

Last updated: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
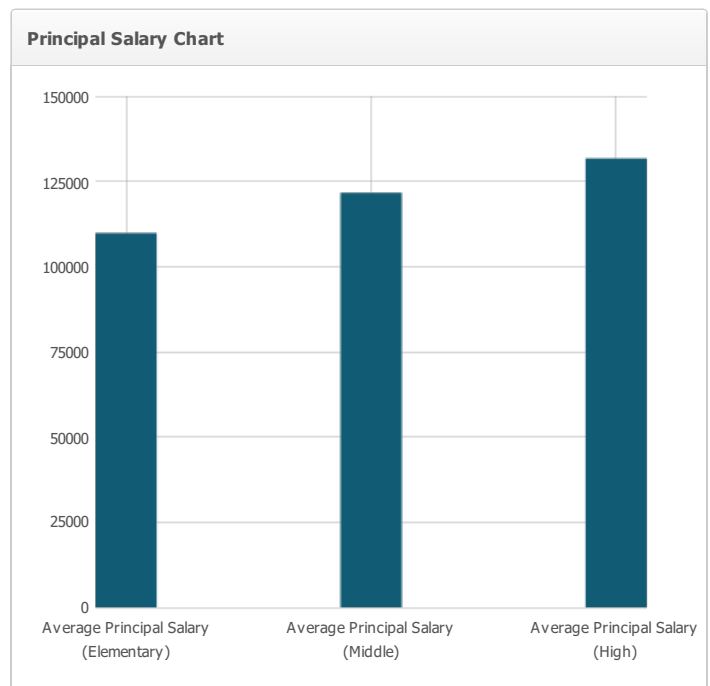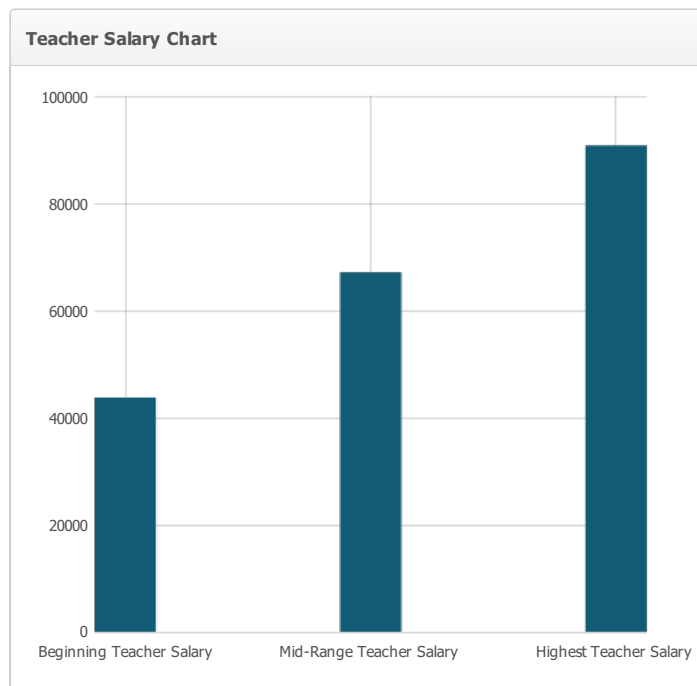
Last updated: 1/5/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016