



Cerritos Elementary School

13600 E. 183rd Street • Cerritos, CA 90703 • (562) 229-7845 • Grades K-6

Kevin Amburgey, Principal
kevin.amburgey@abcusd.us
<https://www.cerritoses.us/>

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



ABC Unified School District

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

District Governing Board

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Leticia Mendoza, Vice President

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Superintendent

Dr. Valencia Mayfield
Assistant Superintendent,
Academic Services

Toan Nguyen
Assistant Superintendent,
Business Services
Chief Financial Officer

Dr. Gina Zietlow
Assistant Superintendent,
Human Resources

A Message from the Principal

Cerritos Elementary, located in the city of Cerritos, serves approximately 672 students in grades kindergarten through six on a traditional calendar system. Recognized as a California Distinguished School (2008, 2014, 2018), a Gold Ribbon School (2016) and Civic Learning Award winner in 2016, Cerritos Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Cerritos Elementary School has an ongoing tradition of academic excellence. Our diligent staff is skilled and dedicated to ensuring the success of our students. We believe that each child is unique and deserving of a rich educational experience suited to his/her needs. Every one of our students receives a comprehensive, balanced curriculum based on the California State Standards.

All students receive weekly time in the computer lab, library, and music class. Students are offered extra-curricular and enrichment activities that include Student Leadership, track, enrichment classes, and musical productions. Field trips, assemblies, technology and other activities are funded by our very supportive PTA. The Cerritos Elementary Education Foundation (CEEF) provides additional funds which support such programs as choral music, computer lab, art, science, and technology. An after-school tutoring service operates on campus and provides scholarships to qualified students.

We believe the relationship between the school, parents, and students provides a collaborative approach to making sure that our students are as academically successful as they can be. We are a school committed to all our students and value our strong partnership with our parents.

Cerritos Elementary is a school community where the highest expectations are maintained. Cerritos Elementary utilizes 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 educational opportunities. Cerritos provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in their student's educational endeavors. Individual academic and social needs of students are met, creating a desirable environment where all participants are successful. Cerritos Elementary is proud to participate in the nationally recognized PeaceBuilders' Program to further our emphasis on ensuring the emotional and physical safety and well-being of our students. We are also in year two of the Positive Behavioral Interventions and Support (PBIS) system.

Mission Statement

"By providing a rigorous academic and caring environment, Cerritos Elementary School strives to help children realize their full potential and develop a positive self-concept and enthusiasm for learning. We incorporate the goals of our school district and invite input from members of our community to help plan programs to prepare children for a productive life in the twenty-first century."

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	102
Grade 2	110
Grade 3	85
Grade 4	88
Grade 5	112
Grade 6	103
Total Enrollment	673

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	1
Asian	54.2
Filipino	11
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.4
White	5.6
Two or More Races	3
Socioeconomically Disadvantaged	21.7
English Learners	16
Students with Disabilities	6.1
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Cerritos Elementary	17-18	18-19	19-20
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	25
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cerritos Elementary School

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

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

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

Types of Services Funded

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

DataQuest

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

Internet Access

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/06/2019

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	Fair	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	83	85	66	66	50	50
Math	76	78	54	55	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.0	29.1	52.7

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

School Year 2018-19 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	384	383	99.74	84.60
Male	192	192	100.00	84.90
Female	192	191	99.48	84.29
Black or African American	23	23	100.00	69.57
American Indian or Alaska Native	--	--	--	--
Asian	208	208	100.00	89.90
Filipino	36	36	100.00	83.33
Hispanic or Latino	60	60	100.00	76.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00	79.17
Two or More Races	19	19	100.00	78.95
Socioeconomically Disadvantaged	89	89	100.00	82.02
English Learners	105	105	100.00	83.81
Students with Disabilities	23	23	100.00	56.52

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	383	99.74	77.81
Male	192	192	100.00	81.25
Female	192	191	99.48	74.35
Black or African American	23	23	100.00	47.83
American Indian or Alaska Native	--	--	--	--
Asian	208	208	100.00	89.90
Filipino	36	36	100.00	72.22
Hispanic or Latino	60	60	100.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00	70.83
Two or More Races	19	19	100.00	73.68
Socioeconomically Disadvantaged	89	89	100.00	67.42
English Learners	105	105	100.00	79.05
Students with Disabilities	23	23	100.00	39.13

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the academic program at Cerritos Elementary School. Parent volunteers are a vital part of the educational program at school. They work as volunteers, both in and out of classrooms, with individual and groups of students to support their learning needs. They also perform many other tasks including student supervision, chaperones, and clerical aides. Parents serve in the following ways:

- Cerritos Elementary Educational Foundation Officer/Supporter
- PTA
- School Site Council
- Playground Volunteer
- Classroom Volunteer
- Special Events/Assemblies volunteer

Staff members and parents participate on various committees that make decisions regarding priorities and direction of the educational plan to ensure instructional programs are consistent with student's needs and comply with district goals. 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 made by the following organizations:

- Junior Achievement
- Cerritos Center for the Performing Arts
- Macaroni Grill
- Parks and Recreation Department
- Ralphs Supermarket
- Target
- *Chick Filet
- *Golf n'Suff
- *Jersey Mikes
- *McDonalds
- *Chipotle
- *The Pizza Studio
- *Donuts-Donuts
- Cerritos Elementary Educational Foundation
- *PTA
- *Individual and Corporate Philanthropy

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

The school's comprehensive safety plan is reviewed and updated each school year and shared with School Site Council. The school conducted a full-scale earthquake drill on October 17, 2019. Duck and cover drills and lockdown drills are performed periodically through the year. Monthly fire drills are conducted as well. A copy of the comprehensive safety plan is available in the office for public examination.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.0	0.4
Expulsions Rate	0.0	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		27		3		24		3	
1	27		3		26		4		26		4	
2	25		3		27		3		28		4	
3	27		3		25		3		28		3	
4	30		4		29		3		29		3	
5	30		4		30		4		32		3	
6	29		4		30		4		30		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

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. Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District's professional development in 2017-18 focuses on English Language Arts and Math. In the last few years all teachers received in-depth professional development on the California State Standards with emphasis on text-dependent questioning, academic vocabulary, writing from sources and mathematical practices.

FY 2017-18 Teacher and Administrative Salaries

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5368	0	5368.38	83274
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.7	0.0
School Site/ State	-30.7	1.8

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

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