



# Los Cerritos Elementary

210 West Orange Ave. • South San Francisco, CA 94080-4444 • 650-877-8841 • Grades K-5

Kennelyn Celeste, Principal

kceleste@ssfusd.org

www.ssfusd.org

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



### South San Francisco Unified School District

398 B. Street  
South San Francisco, CA 94080  
650-877-8700  
www.ssfusd.org

#### District Governing Board

Patricia A. Murray  
Eddie Flores  
Daina R. Lujan  
John C. Baker  
Mina A. Richardson

#### District Administration

Shawnterra Moore, Ed.D.  
**Superintendent**

Keith B. Irish

**Assistant Superintendent, Educational  
Services and Categorical Programs**

Jay Spaulding, Ed.D.

**Assistant Superintendent Human Resources  
and Student Services**

Ted O

**Assistant Superintendent, Business Services**

Karla Groth, Ed.D.

**Director English Learner Programs,  
Categorical Programs and Special Projects**

Jason Brockmeyer

**Director of Innovation, Community Outreach  
and Special Projects**

Valerie Garrett, Ed.D.

**Director of Student Performance, Program  
Evaluation, and Instructional Interventions**

Ryan Sebers

**Director of Student Services**

Sabrina Yacoub

**Director, Pupil Personnel Services and Special  
Education**

Joseph Siam

**Director of Technology**

Ronald Vose

**Director of Facilities and Safety**

Fran Debost, MS, RDN

**Director of Nutrition Services and  
Distribution**

### School Description

Los Cerritos is a small school of approximately 310 TK-5th grade students. We are a Title I school and we serve English Learners representing 16 languages. We are a 1:1 school; all students have access to a laptop and every primary student also has access to an iPad. Our special education programs include K-2 Academic Instruction, Academic Support and Speech and Language Therapy. Every Wednesday is an Early Release Day for students which allows teachers to collaborate weekly. We also have classroom instructional aides and bilingual instructional aides to support student learning. Additional learning opportunities occur after school with our Academic Center/FUN Clubs and Gene Academy.

Our mission is to foster creativity and independence using growth mindset. We are committed to encouraging our students to collaborate about their successes and challenges. We will provide a caring and enthusiastic environment to our community of scholars.

### 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.

## 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	96
Grade 1	39
Grade 2	43
Grade 3	41
Grade 4	36
Grade 5	49
<b>Total Enrollment</b>	<b>304</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
Asian	11.8
Filipino	8.9
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	4.3
White	3.9
Two or More Races	3.6
Socioeconomically Disadvantaged	68.1
English Learners	24.3
Students with Disabilities	10.9
Homeless	1

## 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 Los Cerritos	17-18	18-19	19-20
With Full Credential	19	20	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Los Cerritos Elementary

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.

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Textbooks and Instructional Materials**

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders / 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions / 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education-FOSS / 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman-CA History Social Science / 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum / 2016 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)**

Los Cerritos Elementary School was built in 1948. The school has 19 teaching area (5 buildings, 2 portables/1 library, MUR and Administration Offices) providing education for grades TK-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures necessary repairs to keep the school in good condition and work orders are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Architectural drawings were submitted to replace old portables during the 2014-2015 school year. Funds from a local bond measure were supposed be used to construct two new modular classrooms and a library/media center but the project has been postponed.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	34	39	50	52	50	50
Math	20	25	43	44	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	28.0	10.0	8.0

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	131	126	96.18	38.89
Male	65	62	95.38	30.65
Female	66	64	96.97	46.88
Black or African American	--	--	--	--
Asian	13	11	84.62	54.55
Filipino	--	--	--	--
Hispanic or Latino	90	87	96.67	37.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	33.33
English Learners	81	76	93.83	42.11
Students with Disabilities	15	15	100.00	13.33
Homeless	--	--	--	--

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	131	131	100.00	25.19
Male	65	65	100.00	20.00
Female	66	66	100.00	30.30
Black or African American	--	--	--	--
Asian	13	13	100.00	38.46
Filipino	--	--	--	--
Hispanic or Latino	90	90	100.00	25.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	23.08
English Learners	81	81	100.00	28.40
Students with Disabilities	15	15	100.00	13.33
Homeless	--	--	--	--

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)

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. They are seen as partners in their child's education and are included in decision-making and on advisory committees. There are opportunities at parent meetings to formulate suggestions, respond and/or have a discussion about their suggestions and make decisions as appropriate. Parents/community members will be given timely responses to any concerns and suggestions they may have.

The following are venues where parents' voices can be heard:

- School Site Council (SSC) Meetings
- English Learner Advisory Committee (ELAC) Meetings
- Parent Café Meetings
- Parent Teacher Association (PTA) Meetings
- Parent Teacher Conferences
- Individualized Education Plan (IEP) Meetings
- 504 Plan Meetings
- Student Success Team (SST) Meetings
- Behavior Intervention Plan (BIP) Meetings
- Climate Meetings

At Los Cerritos we encourage parents to participate and invest time in the education of their children. We make every effort to invite and consider parent and community involvement and input to ensure the success of our students. We encourage parents to participate in regular, two-way and meaningful communication about their child's academic learning and other school events such as Literacy and Math Nights to engage families on hands-on activities to support learning at home. The school also sponsors parent education workshops on positive parenting and how to be more involved in their child's educational career.

For more information about parent/community involvement opportunities, please contact the principal at 650-877-8841.

**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 Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that includes a drill schedule and the District Emergency Response Handbook detailing Immediate Action Response Procedures: The Big Five (Drop, Cover, Hold On; Evacuation; Lockdown/Barricade; Secure Campus and Shelter in Place). The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies, procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. The School Safety Plan was last reviewed and updated on October 2019 and is discussed with the school faculty on a monthly basis.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	3.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	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)	2.8
Other	

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

### Average Class Size and Class Size Distribution (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	16	2	2		17	3	1		19	2	3	
1	12	3	1		22		2		18	2		
2	15	2	1		18	1	2		16	3		
3	23		2		20	2			21	1	1	
4	25		2		24		2		18	2		
5	23		2		29		2		25		2	
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	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. All teachers in the South San Francisco Unified School District have the opportunity to participate in three formal, full-day professional development days scheduled as part of the district calendar. District initiatives, student achievement data, classroom walkthroughs and staff input are used to determine the need for professional development in reading and math instruction. Many of our weekly Teacher-Directed or PLC Leadership Team-Facilitated Collaboration Meetings and monthly Teacher Collaboration Days are devoted to professional development. The school's professional development has been focused on the following initiatives the past three years:

- Common Core State Standards
- Writers' Workshop
- Readers' Workshop
- Explicit Direct Instruction
- Math Expressions
- ELA Wonders
- Designated English Language Development
- English 3D
- Academic Vocabulary ToolKit
- CAFE/Daily 5
- Math Daily 3
- Silicon Valley Math Initiative: Number Talks and MARS Tasks
- Response to Instruction and Intervention
- Positive Behavior Intervention Supports
- Professional Learning Communities

Teachers are supported during implementation by in-class coaching with site, district and county specialists, the principal and during teacher collaboration meetings and committees.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

\* 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**

Title I, Part A – Basic Grant;  
 Title II, Part A – Teacher Quality;  
 Title III, Part A – Limited English Proficient (LEP);  
 School and Library Improvement Block Grant;  
 Federal, Vocational and Applied Technology Educational Act;  
 Federal Special Education,  
 Entitlement per UDC;  
 Class Size Reduction;  
 Special Education Master Plan;  
 Special Education Transportation;  
 Instructional Materials;  
 SSAE Grant

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,337.29	6,180.57	156.72	\$80,994
District	N/A	N/A	2,165.38	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-173.0	0.0
School Site/ State	-191.4	5.7

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.