



Glendale Unified School District

"Excellence is Worth the Effort"

Cerritos Elementary School

2002-2003 Annual School Report Card

120 E. Cerritos Ave., Glendale, CA 91205-3107

(818) 244-7207

Kindergarten through Sixth Grade

www.gusd.net

School Administration

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Loretta Parras, Assistant to the Principal

2002-03 Board of Education

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District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

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Principal's Message

I'd like to welcome you to the Cerritos Elementary Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you.

Our students, staff, parents, and community have much to be excited about since completion of our new classrooms administrative offices, library/media center, and cafeteria. We look forward to the last phase of the project, which includes a new playground and new equipment.

Most importantly, we are proud that our students were able to demonstrate measurable improvement and growth on results from the spring 2003 California Standards Test and CAT 6 results. This is a strong indicator that our focus on providing quality teaching is making a difference in students' academic achievement.

It is the belief of Cerritos Elementary School that students can and will excel in an environment that is tailored to their evolving needs and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the motivation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness for students, preparing them to become productive citizens of tomorrow.

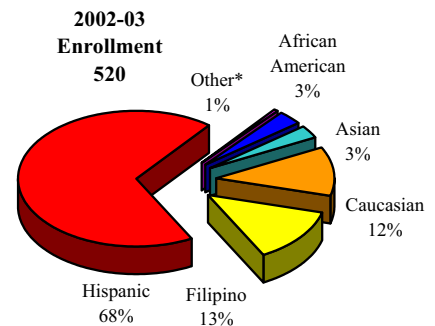
-- Janice Hanada
Principal

Mission Statement

Cerritos Elementary School, a multicultural neighborhood school in partnership with families and community members, stimulates all students to be life-long learners, respectful of themselves and others, through maintaining a strong academic and creative environment while providing opportunities for students to demonstrate cooperative and discovery learning.

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.



*Includes American Indian, "Multiple" and "No Response."

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar

systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Cerritos Elementary School, which opened in 2001 after reconstruction, is located in the southern-most section of the city of Glendale and serves students in kindergarten through sixth grade. School staff are extremely proud of the progress students make each year in their accumulated reading minutes. During 2002-03, students set the goal for themselves of 2,222,222 minutes of outside reading and achieved 2,596,000. This program and the unique way it has been embraced by the school community, is a point of pride at the school. Together, parents, teachers, staff, and students celebrate this accomplishment at the end of each school year. Students from Cerritos will move on to Roosevelt Middle School and Glendale High School. Students are known as the Wildcats and their school colors are blue and gold.

Operating on a traditional calendar system, the educational programs at Cerritos are tailored to meet the needs of a changing school population. For the 2002-03 school year, Cerritos served a population of 506 students.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Cerritos are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Cerritos's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. Cerritos students are taught to conduct themselves by the "3Rs Code of Honor." The three Rs represent *respect*, *responsibility*, and *right choices*. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others. In addition, all teachers K-6 are implementing lessons from *second step*, a program that teaches anti-violence and social development skills.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Student Conflict Managers Program
- Chorus
- Tutoring
- Power Learning Intervention Programs
- Tell Me a Story
- Student Council
- PAWS (Positive and Well-Rounded Students)

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Academic Achievement Award
- Perfect Attendance
- Most Improved Award
- Student of the Month Award
- Good Citizenship

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Cerritos is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

- School Site Council
- Safety Committee
- Learning Community Committee
- Leadership Team
- Technology Committee

Community Involvement

Parents and the community are very supportive of the educational program at Cerritos. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Mobil/Exxon
- Nestlé USA
- New Horizons
- PRIDE - Cerritos Elementary School's Parent Volunteers
- Glendale Federal
- Glen Roberts
- Glendale Community College

Contact Information

Parents who wish to participate in Cerritos' leadership teams, school committees, school activities, or become volunteers may contact Principal Janice Hanada at (818) 244-7207.

Curriculum Development

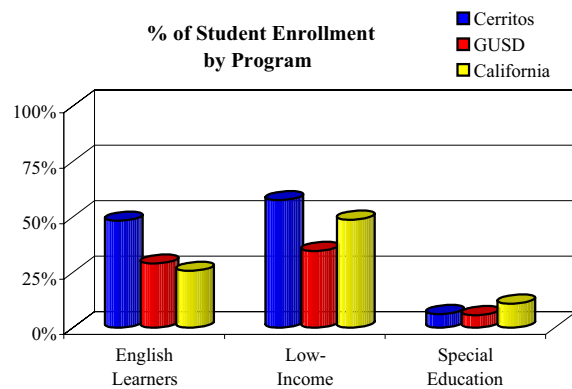
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Cerritos meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Cerritos uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Cerritos' enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Cerritos Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	3
50	60	58	60	60	61

	Math			Writing		
	01	02	03	01	02	03
K	95	97	93	60	54	
1st	90	90		67	74	
2nd	77	87	82	66	59	69
3rd	54	75		50	75	
4th	19	40	40	28	28	32
5th	25	9		44	42	
6th	53	26	18	64	61	52

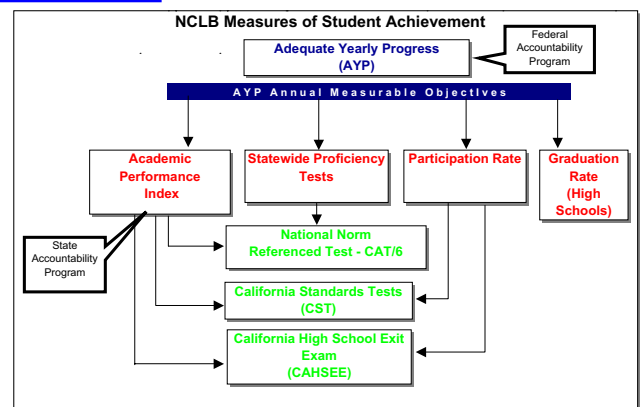
Not tested in 2002-03

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Cerritos achieved Adequate Yearly Progress for 2003.



	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	No	No
Number of Years in Program Improvement	0	0

Adequate Yearly Progress 2003 Phase I Participation & % Proficient or Above

Cerritos Elementary

California Standards Test (CST)

	English/Language Arts		Mathematics	
	Participation	% Prof. & Adv.	Participation	% Prof. & Adv.
Target	95%	13.6%	95%	16.0%
Met Target Yes (Y) or No (N)				
	Met	%	Met	%
All Students	Y	98.9%	Y	27.5%
Subgroups:				
Hispanic or Latino	Y	99.6%	Y	22.4%
SED	Y	98.9%	Y	23.9%
English Learners	Y	99.2%	Y	22.9%

SED = Socioeconomically Disadvantaged

California Standards Test

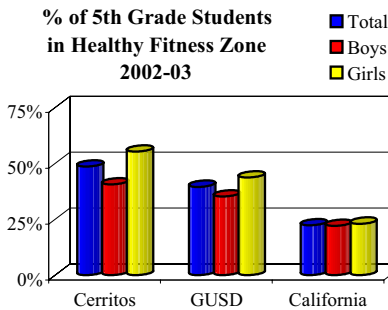
The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Cerritos students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

Physical Fitness

In the spring of each year, Cerritos is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Cerritos is able to offer programs to meet the individual needs of its students.

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities.

California Standards Test (CST) Major Content Areas																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
			2			3			4			5			6		
			01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																	
English/Language Arts																	
Cerritos Elementary	23	28	23	13	25	26	25	27	39	16	17	29	25	20	20		
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47		
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36		
Mathematics																	
Cerritos Elementary		40	51		33	41		35	49		12	18		30	17		
GUSD		51	61		50	58		50	63		48	56		53	57		
California		43	53		38	46		37	45		29	35		32	34		

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed. Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups English/Language Arts																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
			2			3			4			5			6		
			01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Cerritos Elementary																	
Male	22	30	16	16	21	24	30	26	28	16	23	20	25	17	21		
Female	25	27	29	12	29	28	18	29	51	17	11	37	25	22	19		
English Learners	18	22	17	14	23	21	24	16	31	2	7	7	10	10	0		
Non English Learners	39	64	19	14	31		26	71	47	48	30	58	53	37	27		
SED	19	22	18	11	22	25	19	28	37	7	16	28	13	15	16		
Non SED	35	58	37	26	35	33	44	21	53	37	18	32	47	30	30		
Caucasian										15					7		
Hispanic		22	20		15	22		17	26		14	21		22	19		

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.
Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups Math												
Combined % of Students Scoring at Advanced & Proficient Levels												
			2		3		4		5		6	
			02	03	02	03	02	03	02	03	02	03
Cerritos Elementary												
Male	38	47	30	41	39	44	20	17	33	26		
Female	43	54	37	42	30	54	3	20	24	6		
English Learners	40	48	31	37	26	40	6	2	17	8		
Non English Learners	45	19	40		71	47	18	58	52	27		
SED	40	49	30	43	35	46	11	19	25	14		
Non SED	42	55	50	33	33	60	14	16	37	23		
Caucasian					55		23			14		
Hispanic	45	46	20	41	27	34	6	13	25	17		

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Cerritos offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades pre-school through six may participate in the Summer Academy, a program that provides additional learning opportunities for students having difficulty achieving grade level performance. Cerritos participates in the Americorp "Tell Me a Story" provide that provides reading assistance to at-risk students in first grade. In addition to interventions, some teachers offer after school tutoring. Fifth grade students pair with primary grade (K-3) students for cross-age tutoring in reading and writing.

Because Cerritos has a large population of English Language Learners, all teachers have specialized training in teach students learning English as a second language. English Language Development is taught in the classrooms, and interventions are available in reading, writing, and building test-taking skills.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with the school's resource teacher or enrollment in Special Day Classes. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the

District Adopted Textbooks			
Subject/	Year Adopted	Series	Grades
Language Arts	2002	Houghton Mifflin	K-5
		McDougal Littell	6
Mathematics	2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies	2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
Science	2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
	2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

process, the committee submits a recommendation to the Board of Education for final adoption.

The school's library/media center, staffed by a full-time library assistant, is stocked with 7,500 books that are available for students to check out, including books in Armenian and Spanish, in addition to English. The library is automated using the Spectrum tracking software system. There are 35 computers in the library/media center connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Cerritos contains an average of three-to-four computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency. Software programs used schoolwide include Accelerated Reader, Math Blaster, and Reader Rabbit.

Counseling & Other Support Services

It is the goal of Cerritos Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Cerritos Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	1	0.2
Psychologist	1	2	0.4
Community Liaison	1	5	1.0
Nurse	1	2	0.4
Speech/Language/ Hearing Specialist	1	4	0.8
Resource Specialist	1	5	1.0
Special Day Class Teacher	2	5	2.0

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Cerritos had 24 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	25	25	26
Working Outside Subject	0	0	0
Emergency Credentials	4	4	0
Interns	0	0	0
Waivers	0	1	0
Total Teachers	29	30	26
Average Years Teaching	8.8	9.3	10.3
Average Years in District	6.3	6.7	8.2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Cerritos prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2002-03 school year, staff development continued to focus on writing and reading comprehension. Teachers participated in training for the schoolwide "Thinking Maps" and "Write...from the Beginning" strategies. "Thinking Maps" allow teachers to use uniform, easy-to-understand graphics to display information in a way that is organized and meaningful to students. "Write...From the Beginning" allows teachers to develop schoolwide targets and goals for student writing skills. A new training program introduced in 2002-03 was "Strategies That

Work," a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding.

Cerritos participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Cerritos further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Cerritos provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 2001, sit on 3.85 acres and include 32 classrooms in a new building paid for by Measure K. The second phase of the school renovation includes the completion of new administrative offices, a library/media center, and an auditorium. These facilities were completed in fall of 2003.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program, which ensures that all classrooms and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Cerritos has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Cerritos. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Traffic Rangers, noon aides and teachers monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Cerritos reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by attendance clerk. Parents are advised of absences through phone calls and letters. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the Student Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Cerritos was 96.02%.

Cerritos has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Cerritos			GUSD		
	01	02	03	01	02	03
Suspensions (#)	11	7	15	3647	3425	5489
Suspensions (%)	2.12	1.21	2.96	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Cerritos maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 19.5:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution					
	Number of Classrooms by Size					
	1-20 Students			21-32 Students		
	01	02	03	01	02	03
K	3	3	3	0	0	0
1st	4	3	3	0	0	0
2nd	5	5	3	0	0	0
3rd	4	4	3	0	0	0
4th	0	0	0	2	2	2
5th	0	0	0	2	2	2
6th	0	0	0	1	2	2
K-3rd	2	2	3	0	0	0
Combo 3-4	1	2	0	0	1	0
Combo 4-8	0	0	0	1	0	1

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Cerritos has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional time offered at Cerritos exceeded state requirements as specified in the California Education Code. Beginning in 2002-03, Cerritos extended its instructional time for kindergarten to 43,445 minutes annually.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	43,445
1st-3rd	50,400	50,555
4th-6th	54,000	5,423

For the 2002-03 school year, Cerritos offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, report card preparation, and the last day of school. Each Tuesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet, once by grade level, once for a full faculty meeting, once for staff development, and once each month for classroom planning.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
All Unified School		
GUSD	Districts	All Districts
\$6,315	\$6,767	\$6,719

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year-Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principals - Superintendent		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%