

Glendale Unified School District

"Excellence is Worth the Effort"

Cerritos Elementary School

2004-2005 School Accountability Report Card

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

(818) 244-7207

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Janice Hanada
Principal

Loretta Parras
Assistant to the Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



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 continue to be excited about teaching and learning in a newly constructed school, which was re-dedicated in October 2004.

Most importantly, we are proud that our students were able to demonstrate measurable improvement and growth on results from the spring 2005 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 challenges, 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.

School Mission Statement

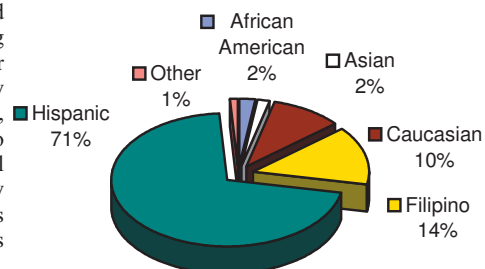
Cerritos Elementary School is committed to developing student who become academically successful, creative, and socially responsible citizens through the cooperative efforts of students, parents, community and staff.

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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.

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 nearly 29,000 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.

% of Student Enrollment by Ethnicity



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 2004-05, students set the goal for themselves of 3 million minutes of outside reading and achieved it. 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 Elementary School 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 Elementary School are tailored to meet the needs of a changing school population. For the 2004-05 school year, Cerritos Elementary School served a population of 523 students.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Cerritos Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Cerritos Elementary School'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. For this reason, all staff are implementing the ideas from Clay Roberts' "40 Developmental Assets." Cerritos Elementary School students are taught to conduct themselves by the "Three Rs 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 alcohol abuse 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 K-6 teachers are implementing lessons from Second Step, a program that teaches anti-violence and social development skills. Too Good for Drugs is now being implemented to provide students with skills to avoid drug use.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Cerritos ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	15	25	14	5489	4903	4882
Suspension (%)	2.96	4.87	2.67	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and 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
- Drama Classes

- Chorus
- Student Council
- Tutoring/School Science Projects
- PAWS (Positive and Well-Rounded Students)
- After-school Intervention Programs

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
- Student of the Month
- Perfect Attendance
- Reading Incentives
- Best Classroom Effort
- Good Citizenship
- Most Improved Award

School Leadership

Leadership at Cerritos Elementary School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Janice Hanada has led the school for five years, backed by more than 30 years of educational experience. The school's Advisory Team, comprised of teachers, classified staff, parents, and administrators, meets bi-monthly to share decision-making in all aspects of curriculum, instruction, and professional development. The school Leadership Team currently serves to work on issues regarding school policies, safety, and school activities.

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: Advisory Team, Leadership Team, School Site Council, and Technology Committee.

Community Involvement

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

- Glen Roberts
- Glendale Community College
- Glendale High School GATE students
- Glendale Memorial Hospital
- Mobil/Exxon
- Nestle USA
- PRIDE - Cerritos Elementary School's Parent Volunteers

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 523 students. 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. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school. Absence reports are reviewed regularly by the 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 School Attendance Review Board (SARB).

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Cerritos Elementary School exceeded State requirements as specified

in the California Education Code. For the 2004-05 school year, Cerritos Elementary School 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.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	43,445
1st-3rd	50,400	50,555
4th-6th	54,000	54,230

Class Size

Cerritos Elementary School maintained a schoolwide average class size of 22 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20			21-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
K	19	20	19	3	3	4	0	0	0	0	0	0
1st	18	16	17	3	4	4	0	0	0	0	0	0
2nd	18	19	19	4	3	3	0	0	0	0	0	0
3rd	20	20	18	3	4	4	0	0	0	0	0	0
4th	30	29	32	0	0	0	2	2	2	0	0	0
5th	31	32	31	0	0	0	1	2	2	0	0	0
6th	33	29	33	0	0	0	0	2	1	2	0	1
K-3	17	19	20	1	3	2	0	0	0	0	0	0
3rd-4th	19	0	0	1	0	0	0	0	0	0	0	0
4th-6th	32	29	32	0	0	0	3	1	1	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Cerritos Elementary School participated in CSR.

School Facilities & Safety

Cerritos Elementary School was originally built in 1955 and completely modernized in 2004. School facilities are situated on 3.85 acres and include 32 classrooms, a library/media center, an auditorium, administrative offices, and new playground equipment. The school has also recently added landscaping to the grassy areas. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Cerritos Elementary School. 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. During lunch, recesses, and before and after school, traffic rangers, noon aides, and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 Elementary School reviews the plan annually; the plan

was last updated and reviewed with school staff in March 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in excellent working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

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, report card grades
- 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Cerritos Elementary School did not meet all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No
SED^	Yes	Yes	Yes	Yes
Filipino	*	Yes	*	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED^	Yes	Yes	Yes	Yes
Filipino	*	Yes	*	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

^SED = Socioeconomically Disadvantaged

* The subgroup is not numerically significant for this school.

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	98	100	99	Percent Tested	100	99	
API Score	648	691	694	API Growth Score	694	693	
Growth Target	8	5	5	Actual Growth	46	2	
Statewide Rank	4	4	4	Eligible for Awards	Not funded		
Similar Schools Rank	7	6	6	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	630	678	683	API Growth Score	681	683	
Growth Target	6	4	4	Actual Growth	51	5	
Hispanic							
Base API Score	608	669	663	API Growth Score	669	663	
Growth Target	6	4	4	Actual Growth	61	-6	

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.



Physical Fitness

In the spring of each year, Cerritos Elementary School 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).

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California Standards Test (CST)

2003, 2004, 2005

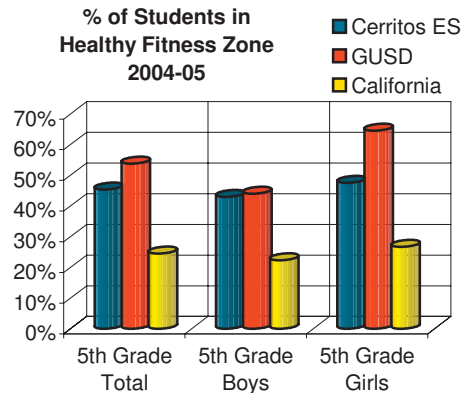
Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Second Grade						Fifth Grade									
All Students	23	16	28	51	45	54	29	36	38	18	34	43	17	16	
Females	29	14	23	54	30	48	37	42	43	20	38	50	22	20	
Males	16	21	33	47	62	60	20	29	33	17	29	36	12	11	
English Learners	17	14	13	48	44	42	7	10	21	2	15	30	0	2	
Non English Learners	36	24	50	57	48	72	61	59	61	42	50	61	33	33	
SED^	18	18	22	49	50	51	28	29	33	19	28	42	12	11	
Filipino		36	62		64	85		50	73		43	64		36	36
Hispanic or Latino	20	11	15	46	40	46	21	23	34	13	27	42	11	9	
Third Grade						Sixth Grade									
All Students	26	21	13	41	34	60	20	13	31	17	28	36			
Females	28	30	19	42	36	50	19	21	39	6	21	39			
Males	24	13	7	41	32	70	21	6	23	26	33	33			
English Learners	21	10	7	37	29	55	0	3	11	8	13	14			
Non English Learners	50	45	28	62	45	72	37	30	45	24	52	51			
SED^	25	15	11	43	27	59	16	16	25	14	23	28			
Filipino		36			45			19				31			
Hispanic or Latino	22	11	6	41	26	57	19	10	27	17	18	33			
Fourth Grade															
All Students	39	27	41	49	30	49									
Females	51	34	47	54	34	50									
Males	28	21	36	44	26	48									
English Learners	31	22	31	40	26	45									
Non English Learners	58	42	72	65	42	61									
SED^	37	27	37	46	34	46									
Filipino	46			62											
Hispanic or Latino	26	25	33	34	29	46									

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

% of Students in Healthy Fitness Zone 2004-05



California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																						
Subject Area Grade Level Year Ending	Reading					Math																
	2	3	4	5	6	2	3	4	5	6												
	03	04	05	03	04	05	03	04	05	03	04	05										
All Students																						
Cerritos Elementary	39	35	30	30	23	29	27	25	30	26	30	51	57	49	45	55	50	35	36	44	37	44
GUSD	52	54	39	40	40	44	45	45	50	57	59	62	66	64	63	66	62	59	62	67	72	72
California	46	47	34	35	36	35	36	40	41	45	46	57	59	52	54	55	48	49	49	50	51	53
Subgroups																						
Females	53	27	28	45	19	33	32	32	36	23	39	54	43	44	39	53	56	39	41	51	25	50
Males	24	44	33	16	27	26	23	17	24	29	21	47	71	53	50	57	44	31	29	36	48	39
SED ^A	34	39	30	23	19	29	27	25	29	25	28	49	56	48	42	54	46	41	39	37	36	44
English Learners	32	32	25	18	20	21	19	7	15	8	16	46	48	42	37	52	48	31	22	22	19	32
Non English Learners	55	43	58	55	28	46	53	52	43	41	52	61	77	77	64	61	54	47	55	63	52	65
Caucasian										21											50	
Filipino	55		36		38		43					82		73		46		43				
Hispanic or Latino	40	31	31	22	22	20	29	17	25	23	22	45	50	43	33	51	44	38	33	34	33	37

^ASED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Cerritos Elementary School had 28 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	24	27	28
Emergency Credentials	2	1	1
Interns	1	1	0
Waivers	0	0	0
Total Teachers	27	29	29
Average Years Teaching	10.3	12.2	12.9
Average Years in District	8.2	10.0	10.6

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	1	*
Vacant Teacher Positions	0	0	*

**2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 88.9% of core academic classes at Cerritos Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Cerritos Elementary
Doctorate	0.0%
Master's Degree +30*	55.2%
Master's Degree	0.0%
Bachelor's Degree +30*	31.0%
Bachelor's Degree	13.8%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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 and assistant 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.

Professional Development

The 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 Elementary School 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 2004-05 school year, staff development continued to focus on 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. Staff received additional training in “Strategies That Work,” a reading comprehension program that uses research-supported methodology to help students construct meaning and build understanding, and reading fluency. Additional workshops during 2004-05 included classes in technology, SDAIE (Specially Designed Academic Instruction in English), 40 Developmental Assets, 6 + 1 Traits of Writing, “Just for the Kids” Website, and data analysis in English/Language Arts and Math.

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 educational 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 program. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual

standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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.

Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

The school’s library, staffed by a library assistant, is stocked with 12,644 books that are available for students to check out, including books in Spanish and Armenian. The library is automated using the Spectrum tracking software system. There are 35 computers in the library that are 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.

Each classroom at Cerritos Elementary School 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 WORD, KidPix, and other educational software.

	Computer Resources		
	2002-03	2003-04	2004-05
Computers	92	92	105
Students per computer	5.5	5.6	5
Classrooms connected to Internet	26	24	27

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		
Title	Number of Staff	Full Time Equivalent
Community Liaison	1	1.0
Counselor	1	0.4
Nurse	1	0.6
Psychologist	1	0.4
Resource Specialist	1	1.0
Special Day Class Teacher	2	2.0
Speech/Language/Hearing Specialist	1	0.8

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 the Pacific Avenue Center, 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.

Cerritos Elementary School 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. In addition to interventions, some teachers offer after school tutoring. Fifth and sixth grade students pair with primary grade (K-3) students for cross-age tutoring in reading and writing.

Because Cerritos Elementary School has a large population of English Language Learners, all teachers are appropriately credentialed and able to teach students learning English as a second language. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS). English Language Development is taught in the classrooms, and interventions are available in reading, writing, and building test-taking skills.

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 from GATE-trained teachers in their classrooms and may participate in District-sponsored GATE activities. The GATE program expansion into upper grade schools is currently in progress.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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. 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*

2003-04

GUSD	Statewide Average	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,166 per student in Federal and State aid for the following categorical, special education, and support programs:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

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 more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

Parents who wish to participate in Cerritos Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Janice Hanada at (818) 244-7207 or by e-mail jhanada@gusd.net.

