

Cerritos Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Cerritos Elementary School
Street	3731 Cerritos Ave
City, State, Zip	Anaheim
Phone Number	714-236-3830
Principal	Jason Blade
Email Address	jason.blade@savsd.org
School Website	https://savsd.org/school/cerritos
Grade Span	K-6
County-District-School (CDS) Code	30666966030456

2025-26 District Contact Information

District Name	Savanna Elementary School District
Phone Number	(714) 236-3800
Superintendent	Dr. Sue Johnson
Email Address	superintendent@savsd.org
District Website	https://www.savsd.org

2025-26 School Description and Mission Statement

Cerritos School is a TK through 6th grade school. With a population of approximately 350 students, Cerritos School represents a diverse population. Approximately 28% of students at Cerritos are English Language Learners. 71% of the school's students are on the free or reduced lunch program. Students are involved in a variety of activities that support the acquisition of the common core standards. The staff is composed of 15 regular classroom teachers, 3 full-time Special Day Class teachers, a special education resource teacher, speech therapist, psychologist, psychologist intern, 2 counselors and full time nurse. Support services at the school include clerical, custodial, tech intern, maintenance, and special education classroom instructional assistants.

Going beyond the classroom, Cerritos offers a variety of programs to help students achieve success. All students participate in the Meet the Masters Art Program, a comprehensive art history, theory, and technique programs that provides art education for teachers and students alike. Savanna School District also offers students enrichment and additional practice of skills in frequent Saturday Academies throughout the year. Our Watch D.O.G.S. (Dad's of Great Students) program enhances safety and promotes male involvement at school. Fathers, grandfathers, step-fathers, and other father figures have the opportunity to volunteer in classroom and school activities throughout the year. Our sixth graders continue to participate in the Cypress Police Department's Positive Action through Character Education Program also known as P.A.C.E. The P.A.C.E. program is designed to enhance awareness, influence choices, and educate students in the areas of Internet safety, social media, peer pressure, bullying, violence, and drug abuse. To challenge the high-achieving fourth through sixth grade students at Cerritos School there is a G.A.T.E. program (Gifted and Talented Education) as well as an opportunity to participate in the Strings Music Masters Program. All learners are offered opportunities, during the school day, to develop their love for theatre, dance, and choir through our Visual Arts and Performing Arts (VAPA) program. In cooperation with our surrounding community, partnerships with the Philharmonic Society and the Tiger Woods Learning Center provide additional enrichment opportunities for our students. With the continued strong partnership with the Anaheim Police Department, we can ensure we have updated and efficient safety processes and procedures in place on campus.

It is the mission of Cerritos School, through a partnership with parents and the community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. Here at Cerritos School, students are encouraged to be successful, life-long learners, prepared to accept responsibilities and challenges that may present themselves in the future. Cerritos School is a community of caring people whose goal is to create a safe and nurturing

2025-26 School Description and Mission Statement

environment where students feel included, respected and valued. Our dedicated staff is committed to upholding these expectations by being proactive in addressing student needs and concerns. Cerritos School has adopted the Positive Behavior Interventions and Supports (PBIS) approach to student discipline. Our primary goal is to reinforce positive behavior and prevent discipline problems. To do this we will teach, model and expect students to R.O.A.R. – To be Respectful, be Organized, be Accountable, and be Resilient.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	45
Grade 2	46
Grade 3	52
Grade 4	43
Grade 5	55
Grade 6	48
Total Enrollment	368

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	13
Black or African American	2.7
Filipino	8.2
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.9
White	17.7
English Learners	20.7
Foster Youth	1.6
Homeless	9.8
Socioeconomically Disadvantaged	72
Students with Disabilities	18.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	90	94	95.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5	1	1.02	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	5	3	3.06	15831.9	5.67
Total Teaching Positions	20	100	98	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	94.44	91	96.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.56	1	1.06	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	2	2.13	14303.8	5.15
Total Teaching Positions	18	100	94	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	89.47	86	93.48	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.26	1	1.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1	5.26	4	4.35	13705.8	4.91
Total Teaching Positions	19	100	92	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5	5.5	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Savanna School District has implemented several core curricula aligned with state standards. The Houghton Mifflin Go Math Series, adopted in 2016, serves as the mathematics curriculum for K-6 students. In 2017-18, the district adopted Benchmark Advance for English Language Arts and English Language Development, which is used in all K-6 classrooms. Both of these programs align with the Common Core State Standards. In the 2022-23 school year, the district adopted the Amplify Science program, which adheres to the Next Generation Science Standards. More recently, in the spring of 2025, the district adopted McGraw Hill's IMPACT California Social Studies program, which was rolled out to all school sites in the 2025-2026 school year. For Health, the district utilizes a variety of materials and strategies to support a well-rounded education. Also implemented in the 2025-2026 school year, the district introduced VAPA TOSAs who teach visual and performing arts classes to all students, including choir, dance, and theatre arts. Students participate in nine-week rotations that provide grade-level lessons across all three areas of the aforementioned arts.

Year and month in which the data were collected

October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Benchmark Advance Year: 2017	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Houghton Mifflin ~ Go Math Year: 2016	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Amplify Science. Year: 2022	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: McGraw Hill ~ IMPACT California Year: 2025	0
Foreign Language	N/A	N/A
Health	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health.	0
Visual and Performing Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts. Additionally, every school site receives direct support from VAPA T.O.S.A.s who provide consistent, standards based instruction in choir, dance, and theatre arts across all grade levels.	0

Science Laboratory Equipment (grades 9-12)	N/A	N/A
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The staff of Cerritos School strives to maintain a clean and safe learning environment for students. The principal conducts monthly assessments of the school's aesthetic and safety conditions, while the District's Director of Maintenance, Operations, and Transportation performs thorough quarterly inspections. Custodians make routine daily inspections of all exterior and interior areas. As per SB550, all facilities are in good repair. Modernization projects, funded by Measure N (2008) and Measure G (2012), have enhanced classrooms and office spaces with new furniture, upgraded wall systems, energy-efficient windows, HVAC units, plumbing, electrical systems, and roofing. The school's energy management systems remotely control HVAC units, lighting, security cameras, classroom projectors, and irrigation systems to ensure efficiency. Remodeled student restrooms feature new plumbing, energy-efficient fixtures, and durable terrazzo flooring. Security enhancements include perimeter fencing, campus-wide security cameras, paging systems, emergency notification systems, enhanced fire alarms, and increased after-hours lighting.

Cerritos School has continuously improved its facilities and technology infrastructure. In 2015 and 2016, two Technology Learning Centers were added, each equipped with 32 computers and flat-screen monitors. The school grounds were expanded in 2017, and the entire campus was repainted in 2018. Playground improvements include updated primary and upper-grade areas with poured-in-place rubber surfacing for enhanced safety. A STEM Center and an Outdoor Learning Center were added in 2019, followed by an additional lunch shelter in 2020 to improve student spacing during meals. The school's commitment to technology integration is evident in the four desktop computers per classroom and the addition of iPad carts with one-to-one devices in 2021. In 2023, Cerritos School transitioned to running a District-operated preschool on-site, further expanding its educational offerings and community support.

Year and month of the most recent FIT report				July, 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	50	47	49	47	48
Mathematics (grades 3-8 and 11)	44	47	44	45	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	189	98.44	1.56	49.74
Female	83	81	97.59	2.41	51.85
Male	109	108	99.08	0.92	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	88.89
Hispanic or Latino	93	91	97.85	2.15	36.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	53.85
White	34	33	97.06	2.94	60.61
English Learners	37	37	100.00	0.00	18.92
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	31.58
Military	22	22	100.00	0.00	72.73
Socioeconomically Disadvantaged	140	138	98.57	1.43	42.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	16.67

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	189	98.44	1.56	46.56
Female	83	81	97.59	2.41	40.74
Male	109	108	99.08	0.92	50.93
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	83.33
Hispanic or Latino	93	91	97.85	2.15	34.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	34	33	97.06	2.94	60.61
English Learners	37	37	100.00	0.00	24.32
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84
Military	22	22	100.00	0.00	59.09
Socioeconomically Disadvantaged	140	138	98.57	1.43	41.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	37.74	31.48	29.44	34.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	30.91
Female	24	24	100.00	0.00	33.33
Male	31	31	100.00	0.00	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

There are many opportunities for parental involvement, including, but not limited to, classroom volunteer, Back to School Night, Awards Assemblies, Parent/Teacher Conferences, Fall Festival, Open House, School Site Council, PTA, and the Watch D.O.G.S. Program. The School Site Council is a ten-person council of parents, teachers, classified staff, and the principal who monitor the implementation of the Single Plan for Student Achievement and generally act as an advisory body for the school's many programs. Parents are encouraged to participate in the English Language Advisory Committee and District Advisory Committee to provide input and guidance to the school and district. The PTA (Parent Teacher Association) is also an integral part of the school's support services through its work as parent volunteers, as program fund-raisers, and as a school-parent communication resource. The Watch D.O.G.S. (Dad's of Great Students) program enhances safety and promotes male involvement at school. Dads, grandpas, and uncles are encouraged to spend a day with their children at school. All parents are informed of meetings and events with our Parent Square Messaging system, School Marquee, School and District Website, and the hard copy fliers we send home. Please reach out to the Cerritos School Office at 714-236-3830 for more information on volunteer opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	376	44	11.7
Female	190	187	19	10.2
Male	191	189	25	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	50	4	8.0
Black or African American	--	--	--	--
Filipino	31	31	2	6.5
Hispanic or Latino	191	189	23	12.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	4	22.2
White	65	65	6	9.2
English Learners	77	76	7	9.2
Foster Youth	--	--	--	--
Homeless	44	41	9	22.0
Socioeconomically Disadvantaged	284	279	38	13.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	12	16.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.54	1.85	1.31	0.99	0.6	1.05	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31	0.00
Female	0.53	0.00
Male	2.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.27	0.00
Socioeconomically Disadvantaged	1.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

For the 2025–2026 school year, the school transitioned from an individual Comprehensive School Safety Plan to a District Wide Comprehensive School Safety Plan, consistent with California Education Code requirements for districts with an average daily attendance of 2,500 or fewer students.

The District Wide Comprehensive School Safety Plan is reviewed and updated annually. The District Safety Committee will meet in late January 2026 to review and update the plan. The safety plan will then be submitted to the Governing Board on February 10, 2026 for consideration and approval, in accordance with California Education Code requirements.

The plan outlines procedures to support a safe and secure learning environment, including emergency preparedness and response, campus supervision and access control, threat assessment and reporting, coordination with local law enforcement and emergency services, and practices related to school climate and student safety. Staff review the plan annually to ensure awareness and consistent implementation.

Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available for staff.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing and security cameras.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems and radios in every classroom.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.
- Navigate Prepared Safety system.
- ParentSquare parent notification system.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	1	1
1	23	0	2	0
2	18	2	0	0
3	22	0	2	0
4	22	0	2	0
5	25	0	2	0
6	23	0	2	0
Other	10	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	2	0
1	22	0	2	0
2	22	0	2	0
3	15	3	0	0
4	22	0	2	0
5	24	0	2	0
6	24	0	2	0
Other	11	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	23		2	
2	28		1	
3	30		1	
4	27		1	
5	28		1	
6	22		2	
Other	18	3	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	197.78

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,496	\$7,578	\$11,918	\$104,518
District	N/A	N/A	\$11,039	\$103,835
Percent Difference - School Site and District	N/A	N/A	7.7	6.6
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	10.1	10.5

Fiscal Year 2024-25 Types of Services Funded

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district.

Students identified with disabilities receive appropriate support and services in the least restrictive environment. Supports include small group pull-out and/or push-in services provided by education specialists and support staff.

English learners receive targeted support based on need and language ability. Teachers provide integrated and designated English language development during the school day.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,477	\$61,516
Mid-Range Teacher Salary	\$94,269	\$95,479
Highest Teacher Salary	\$128,330	\$125,208
Average Principal Salary (Elementary)	\$149,517	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$263,972	\$242,781
Percent of Budget for Teacher Salaries	28.72%	29.76%
Percent of Budget for Administrative Salaries	5.18%	5.74%

Professional Development

Our comprehensive professional development program emphasizes two key areas: data-driven instruction and differentiated learning aligned with Common Core State Standards across all subject areas. Throughout the year, staff members engage in extensive training covering a wide array of pedagogical approaches and educational tools to enhance student learning outcomes.

The professional development curriculum includes in-depth training on essential areas such as Explicit Direct Instruction (EDI), differentiated instruction techniques, and targeted intervention strategies. Teachers have also received training in a wide-range of programs including Thinking Maps, Write from the Beginning, Project GLAD, STEM education and technology integration. The implementation of core programs like GoMath, Benchmark Advance ELA Series, Amplify Science, IMPACT California Social Studies and iReady has been supported through dedicated training sessions, ensuring thorough understanding and effective classroom application.

To support data-informed decision making, teachers have received comprehensive training on the Illuminate Data System and iReady data analysis tools. This enables them to track student progress effectively and adjust their instructional approaches based on concrete performance metrics. Faculty members have also had opportunities to participate in specialized curricular task forces focusing on critical areas including English Language Development/English Language Arts, History/Social Studies, Mathematics, STEM, Social-Emotional Learning (SEL), Science, and Health & Wellness. These task forces allow teachers to contribute to curriculum development and share best practices within their areas of expertise.

Professional development is delivered through a flexible, multi-modal approach that accommodates different learning styles and scheduling needs. This includes full-day and half-day workshops, grade-level team collaboration sessions, regular staff meetings, individualized coaching, and demonstration lessons. Special attention is given to supporting new teachers through a robust mentorship program and targeted workshops addressing their specific developmental needs. This comprehensive support system ensures that both new and experienced teachers continue to grow professionally and stay current with the latest educational practices and standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3