

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Craig Spratt
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cerritos Elementary School
(As it should appear in the official records)

School Mailing Address 13600 East 183rd Street
(If address is P.O. Box, also include street address.)

City Cerritos State CA Zip Code+4 (9 digits total) 90703-8951

County Los Angeles County

Telephone (562) 229-7845 Fax (562) 404-4635

Web site/URL https://www.cerritoses.us/ E-mail craig.spratt@abcusd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Mary Sieu E-mail mary.sieu@abcusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ABC Unified School District Tel. (562) 926-5566

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Sophia Tse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 29 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	31	73
1	39	47	86
2	36	45	81
3	44	53	97
4	45	64	109
5	49	43	92
6	51	45	96
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	306	328	634

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 65.1 % Asian
 - 6.4 % Black or African American
 - 15.1 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 3.7 % White
 - 9.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2019	674
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese, Cantonese, Korean, Pilipino, Mandarin, Japanese, Khmer, Arabic, Burmese, Farsi, Hindi, Punjabi, Russian, Thai, Urdu, Gujarati, Taiwanese, Bengali, Telugu, Tamil, Amharic, Other Non-English

English Language Learners (ELL) in the school: 8 %
50 Total number ELL

7. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 218

8. Students receiving special education services: 6 %

41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	98%	99%	99%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. In a couple of sentences, provide the school’s mission or vision statement.

By providing a rigorous academic and caring environment, Cerritos Elementary helps children realize their full potential, develop a positive self-concept, and enhance enthusiasm for learning.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Cerritos Elementary School has operated online only using the ABC Unified Virtual Academy. Students log into their classes for synchronous learning on Monday, Tuesday, Thursday, Friday. Students learn asynchronously on Wednesdays with lessons provided by the classroom teacher.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Cerritos Elementary School (CES), located in Cerritos, California, is part of the ABC Unified School District. We are a culturally diverse school that provides educational services for 627 students in grades K-6. CES comprises 24 General Education classrooms, a Speech and Language classroom, a Resource Specialist Program classroom, an English Language Development (ELD)/Intervention classroom, and a Band classroom. Our student demographics include 65% Asian, 6% African American, 15% Hispanic, 4% White, and 9% recognizing two or more races. CES also includes 8% English Language Learners (ELLs), 35% of our students are Socio-economically Disadvantaged, and 7% of our students have Special Education designations. Cerritos Elementary recently celebrated its 50th anniversary. CES celebrated this momentous occasion as a community. To memorialize this historic event, our PTA and parent foundation funded a new art installation featuring a personalized tile from each of our students. We continue to celebrate our current students, families, and teachers throughout the 2020-2021 school year, and recognize our teachers who help make Cerritos Elementary the pride of our community.

Cerritos Elementary School's stakeholders believe in working together to improve and strengthen all students' academic and socio-emotional growth. At CES, the Positive Behavior Intervention Support (PBIS) program has given the school-wide community a common language, expectations for individual student behavior, and has improved students' socio-emotional and academic outcomes. PBIS is helping to create a positive, equitable, and inclusive environment. With this in mind, to support students' socio-emotional well-being, students and families are encouraged to engage with our Mental Health Professional (MHP). Our MHP facilitates individual and small group counseling sessions, connects families in need with a variety of resources, and leads our staff in socio-emotional professional learning opportunities.

Using district-approved curriculum, our highly qualified teachers employ researched-based, instructional practices designed to support students with disabilities, English language learners, provide accelerated learning opportunities for our GATE students, and continue to close the achievement gap through our support programs. Faculty meet weekly with their grade level colleagues to review student data, establish learning goals, and collaboratively determine implementation strategies for professional learning, curriculum, and technology initiatives. Vertical team planning between grade levels provides teachers the opportunity to engage with one another regarding the academic data and to discuss systematic, instructional strategies to ensure curricular continuity that supports student achievement.

Cerritos Elementary's intervention program focuses on students whose achievement data indicates the need for additional time and intensive, differentiated instruction to ensure their academic success. At CES, the intervention program is a pull-out program created to meet the needs of students and support their individualized learning needs. By utilizing various instructional strategies, such as small group and one-on-one instruction, the intervention specialist engages learners by tailoring the intervention to each student's unique academic needs.

As a National Blue Ribbon School Award recipient (2001), Cerritos Elementary continues to exemplify excellence in academics and community involvement. Since 2000, CES's enduring commitment to student success has resulted in the school being awarded a California Gold Ribbon Award (2016), California Distinguished School Awards (2000, 2008, 2014, 2018), and Educational Results Partnership Honor Roll distinctions (2019, 2020). The success of Cerritos Elementary School and its students is a source of pride for our community. With the establishment of our Cerritos Elementary Educational Foundation (2005), and in conjunction with our PTA program, more parents and community members are able to be active partners within CES. This support has provided all students with art, music, science assemblies, upgraded technology, and additional supplies for classrooms. Our school community is warm, welcoming, and inclusive. In fact, several times each school year our community comes together to participate in community building events that showcase the rich tapestry of Cerritos Elementary. These include: The Taste of Cerritos, Kindergarten Multicultural Fair, and our annual Pancake Breakfast where the staff serves breakfast to the community, and the students provide instrumental, musical, and stage performances such as cultural dances and martial arts demonstrations.

During the COVID-19 pandemic, the community pivoted to a virtual learning environment. CES being a 1:1 device school, teachers had already embedded the use of technology in their classrooms, making this transition successful. CES distributed laptops, hotspots, headphones, and even student desks to help create a home learning environment that would support students' continued success. We established no-contact, drive-thru days for families to collect supplemental learning materials as well as school library books using our remote check-out system. Utilizing various online programs, digital curriculum, video-conferencing, and pre-recorded videos the CES staff were quickly able to engage students online and continue the high levels of instruction and engagement our families have come to expect from our teachers.

The core vision of success for all students, remains CES's primary focus. Further, the integration of new staff, new ideas, and new opportunities have helped the school community create and maintain an equitable space for all who enter our school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The California State Standards in English Language Arts (ELA) are met by teachers' utilization of the McGraw-Hill Wonders curriculum, as well as relevant literature studies. Reading is an integral part of all learning and is embedded across all curricular areas. In order for our students to become college and career ready, teachers include the four C's: creativity, collaboration, critical thinking, and communication in their daily instruction. Great emphasis is placed on text dependent questions and evidence. In reading, writing, and class discussions our students seek not only the answer, but the reasoning behind the answer. Students engage in daily peer discussions and collaboration by using hand signals, whiteboards, and interactive Google extensions such as Docs, Slides, and Padlet. Teachers engage students in small group instruction via the use of digital breakout rooms. During remote learning, assessments are given virtually through the use of online tests, digital slides, and screen sharing. Literary questions, added to PearDeck slides, have teachers viewing student responses in real time and help facilitate class discussions during virtual instruction.

Twice each year students take a district benchmark in reading; teachers review this data during grade level collaboration to identify trends, patterns, and learning gaps. This analysis drives subsequent differentiated instruction. Data is used to decide which intervention and enrichment activities will be most impactful. Teachers scaffold lessons using in-class interventions, and when additional support is needed, students engage in our Tier 2 pull-out intervention program.

Using the Savvas EnVision Math curriculum and the ABC Unified pacing guide, CES teachers implement a rigorous math program that incorporates the 4 C's. However, the true impact on students' learning is the connection to real life situations that reinforce students' ability to analyze, evaluate, apply, and innovate. This is evidenced by students' ability to reflect, write, speak, and apply their high-level critical thinking skills to solve complex problems.

Students are immersed in Problem-Based Interactive Learning where they often work in groups to discuss multiple ways to solve a given problem using digital whiteboards and application extensions. They connect previously learned concepts to new content and present their findings to the class, making math meaningful and relevant. Teachers regularly monitor student proficiency using both formative and summative assessments. Students are engaged in quick checks and online assessments that provide instant feedback, helping teachers determine which concepts need to be retaught or differentiated. In addition to culminating unit assessments, our students take a twice-annual district math benchmark; teachers use this data in grade level collaborations to map out future lessons. Students who need further review are provided explicit instruction in small groups, while their peers engage in independent practice. If additional support is needed, students work with our Intervention Specialist for more focused assistance.

Teachers have successfully transitioned to the Next Generation Science Standards using the McGraw Hill Inspire curriculum for K-5 students and Stem Scopes for grade 6 students. Each unit engages students in discourse and debate. Due to the current virtual learning platform, our teachers have adapted and provide a rigorous, inquiry-based science program through video, science probes, digital inquiry simulations, and modified, hands-on learning opportunities using materials easily found at home.

With the support of our parent groups, learning is expanded beyond the classroom setting. For example, our grade 6 students participate in a week-long science camp in the San Bernardino mountains. In this biosphere, students learn the grade 6 science standards combined with adventure, teamwork, and real world experiences. Through our teachers' passion and ingenuity, we were able to offer our current grade 6 students a virtual science camp experience including live discussions with forest rangers, live virtual walks among the giant sequoias, and cabin group discussions with our teachers, support staff, and principal.

The study of history, and how to be active citizens who can learn and work in a diverse society, is extremely important at Cerritos Elementary. To this, our school librarian supplements and supports the classroom learning by featuring literature each month to honor commemorative observances such as Hispanic Heritage Month, African American History Month, and Women's History Month. Our kindergarten classes set the

stage for our inclusive school program by hosting their annual multicultural day; teachers and families work together to engage students in real-world learning through games, food, and other events. After engaging students in these history lessons, personalized assessments in grades K-6 provide opportunities for students to choose the product with which to demonstrate their proficiency such as slideshows, essays, art, or Flipgrid.

Our teachers have been excitedly piloting the new program Savvas: myWorld Interactive. This program supports culturally responsive teaching on subjects such as the history and contributions of African American and indigenous peoples. Our classes learn about the attributes of our diverse society and the positive contributions made to our state and country.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Exposure to visual and performing arts (VAPA) sharpens critical and creative skills and helps students master other core subjects. VAPA is an essential part of a well-rounded education. CES students are exposed to a diverse world of art and artists using the State Standards aligned Meet the Masters program. Students learn about the artist and the art's history before creating their own masterpieces. Every week students attend music class as part of our enrichment rotation program, and their learned skills are highlighted during our annual concerts. Students are also encouraged to audition for our annual musical performances, hosted at a local theater. Our band director leads grades 4-6 students in beginning, intermediate, and advanced band, currently consisting of 110 members; CES has one of the largest elementary bands in our school district! Band classes take place twice a week for each group with public concerts offered four times a year. Band has been a vital respite from the pandemic, and our band students have experienced accelerated, advanced learning during this time of virtual instruction.

In addition to the music rotation, students have weekly computer lab and library rotations. Students in all grades hone their technological skills such as keyboarding, researching, and creating presentations. October has our students review cyber safety topics such as privacy, social media, and cyber bullying. Prior to virtual learning, CES was in the final stage of its Technology Integration Program (TIP) and implementation of 1:1 devices in all classrooms. We have found great success this year largely due to our efforts to train our staff and students on the Google Workspace for Education, vital web-based curriculum, and application extension programs.

Literacy and a strong library program is crucial to our students' success. Our library program has continued to offer live, weekly virtual grade level visits. Getting physical books into the hands of our students is important. Working with our IT department, we established a virtual check-out system that allows students to reserve school library books from the safety of their homes and retrieve their selections using a weekly, contactless drive-thru process. Staff also connected families with online libraries such as EPIC, Vooks, and MyOn Digital Library to provide students with a wide variety of literature.

Cerritos Elementary is responsible for providing a minimum of 200 minutes of physical education every 10 school days. Across the campus, students are engaged in different activity stations, games, and sports focused on developing skills aligned with the State standards. When students transition to grades 4 and 5, the teachers incorporate a focus on the necessary skills for students to successfully pass the California Physical Fitness Test. In Spring, students in grades 5 and 6 begin preparing for the intra-district track meet. Along with health and nutrition lessons all students receive in class, grade 6 students participate in our district-adopted Sexual Health and HIV Prevention Program.

3. Academic Supports:

Cerritos Elementary staff is focused on student achievement with all of our diverse learners. We utilize a three-tiered response to intervention model to support students' academic success. Classroom teachers provide research-based, differentiated instruction and regularly monitor student progress. If a student is not demonstrating grade level proficiency, teachers collaborate with their colleagues during weekly grade level meetings to identify additional support strategies. Students in need of additional focused support are referred to our Student Success Team consisting of parents/guardians, teachers, administrators, mental health professionals, the school nurse, and the intervention specialist. Classroom accommodations may be ,and the student may be enrolled in our ELA or math intervention programs. Intervention is tailored to meet the unique learning needs of each student. Our certificated intervention specialist utilizes district adopted curriculum with students twice a week to supplement and support classroom learning. Our math intervention students have access to Imagine Math, an adaptive, age appropriate, web-based program that helps build math fluency through engaging activities and games. The intervention groups are fluid, and based on student progress, students take part in the intervention programs when needed.

Initial and annual Spring English Language Proficiency assessments for California (ELPAC) assessments provide data showing students' overall English Language (EL) levels and their academic growth over the school year. Our high reclassification rate is attributed to the integrated ELD instruction in the classrooms and, our twice weekly 30-minute pull-out program with our credentialed ELD teacher. All grade levels use the Wonders curriculum for designated ELD which focuses on vocabulary, comprehension, and grammar. In addition, students use the program, Imagine Learning, an adaptive online language and literacy program. Teachers receive data reports from Imagine Learning that indicate growth and specific learning gaps.

Our special education students have access to multiple resources according to their individual education plan (IEP) goals, and they meet individually or in small groups with our resource specialist, our speech and language pathologist, and/or our inclusion specialist. The specialists and the classroom teacher coordinate to support students' specific learning goals. Data and progress is reviewed annually during IEP meetings to provide students with the least restrictive learning environment.

All CES teachers, in grades 4-6, are Gifted and Talented Education (GATE) certified. Students who qualify for GATE are provided differentiated instruction that encourage them to think and produce with greater depth and complexity. Project-based learning is implemented as an avenue for students to engage in personalized learning.

During remote learning, all support services have continued. To preserve students' classroom instructional minutes, we have redesigned the classroom schedule for most students to meet with their specialists while the general education teachers meet with small groups during asynchronous instruction. Furthermore, to prevent potential learning loss, we added another layer of support and contracted with a tutoring company to provide one-hour tutoring sessions for students in grades 2-6 on Asynchronous Wednesdays. Teachers refer students for supplemental ELA lessons based on data from classroom assessments and district benchmarks.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Providing students with a safe and positive environment that supports their academic and socio-emotional growth is Cerritos Elementary's first priority. We strive to ensure that all students feel welcome, know they belong, and become active citizens in our Cerritos Elementary community. The implemented PBIS framework teaches our students to always be their Personal Best, Act Responsibly, Work and Play Safely, and Show Respect.

As a part of our PBIS positive reinforcement, students earn Personal best, Act responsibly, Work and play safely, and Show respect (P.A.W.S) notes for exhibiting specific, positive behaviors in the classroom, playground, and lunch areas. Every Wednesday, at our PeaceBuilders Assembly, recipients of the P.A.W.S. are recognized, treated to a luncheon, and play games with the principal and staff. P.A.W.S. posters are displayed prominently throughout the school, keeping the expected positive behaviors at the forefront without the need for verbal reminders. During remote learning, the P.A.W.S. ideals are still a part of our virtual classrooms. In fact, before this school year began our PBIS team adapted our matrix to include what each behavior looks like in the virtual classroom, which was communicated to our students in our beginning-of-the-year virtual assembly. Students enjoy earning virtual P.A.W.S.!

Our Primary Intervention Program (PIP) utilizes a skill-streaming curriculum, and eligible students receive additional support in friendship-making, recognizing their feelings, alternative approaches to aggression, and coping with stress. Cerritos Elementary's school social worker supports students' mental and socio-emotional health through the implementation of Social Emotional Learning (SEL) strategies and lessons, the Check-in/Check-out process, and consistent review of students' goals.

Throughout the year we plan opportunities to celebrate together. Every Friday is Spirit Day; students and staff are encouraged to show school pride by wearing their school spirit shirt. We bring our community together to highlight various special events: Red Ribbon Week, Kindness Week, Read Across America Week, and Career Day. With these celebrations, parents and community members are asked to participate; we promote diversity and inclusion, and emphasize skills to promote college and career readiness. Students are recognized for academic achievements and citizenship during our bi-monthly award assemblies. We have continued these events during remote learning using Zoom assemblies, Flipgrid, YouTube, Instagram, and classroom lessons.

2. Engaging Families and Community:

Our partnership with our families and community is a key component of our student success and continued school improvement. The Cerritos Parent Teacher Association (PTA) and the Cerritos Elementary Education Foundation (CEEF) work tenaciously together to enrich our students' learning throughout the school year. They directly contribute to classroom learning by helping provide students with class field trips, assemblies, web-based learning tools, and computer and music education experts. CEEF sees the instructional value in providing classrooms with state-of-the-art technology, and they have allocated a portion of their fundraising efforts to upgrade classrooms with new computers, televisions, projectors, and document cameras. Each stakeholder truly has a hand in the success of all of our students.

Communication is imperative for any partnership. Information about our school is regularly conveyed through our school website and classroom teacher websites. Teachers and office staff correspond via emails and other digital platforms such as Aeries, PeachJar, Remind, Class Dojo, and Instagram. The PTA and CEEF hold bi-monthly meetings, which include parents and teachers, and the meetings feature a principal's report to keep the community updated about school events. Parents and community members are encouraged to give input and feedback during School Site Council meetings and English Language Advisory Committee meetings to help review, revise, and develop our annual School Plan for Student Achievement.

The COVID-19 pandemic has not prevented the school's community from meeting the challenges posed and

exceeding expectations. In fact, our teachers and staff have continued to work together virtually and renewed their commitment to ensure the success and well-being of our students. Our teachers and office staff have established an efficient communication system through Google Hangouts in the event that a student does not return to class following a screen break or is having issues re-entering the live Meet session. Parents/guardians are immediately contacted by our office staff to re-engage students in learning. We have continued to meet as a school community by hosting family events including a virtual Back to School night and a PTA and CEEF-sponsored exciting night of Virtual Bingo. We have connected students outside of their Google classrooms through real time, live virtual art lessons.

3. Creating Professional Culture:

The Cerritos Elementary staff valued and are supported by the principal. The principal has established a culture where staff input is actively sought, appreciated, and encouraged. The principal reinforces the environment in which everyone has a voice, their thoughts and ideas are validated, and their needs are met. In Cerritos Elementary's community of educators, staff members are empowered to share their areas of strength and expertise with one another. Teachers are provided opportunities to collaborate and plan as a grade level. Staff members provide feedback using Google Forms to ensure that everyone has the necessary resources to effectively do their job, and that those resources are distributed equitably. Weekly staff meetings include a standing staff wellness agenda item as well as opportunities to highlight positivity and praise colleagues in a public forum.

Professional learning is built into the workweek. At the ABC Unified School District (ABCUSD), the Train the Trainer Model is implemented throughout the district. Teacher leaders at each site are trained at the district level and return to our site to train their colleagues. This model has been especially effective with our Technology Implementation Program (TIP). Through TIP, the teachers and Teacher Leader have had many opportunities to attend conferences, symposiums, and collaborate with colleagues at other school sites. When schools went to virtual learning, our staff and students were well prepared with a strong foundational knowledge of technology and the practice of implementing digital programs into daily learning. While the teaching platform looks different, the learning goals remain unchanged. When the campus reopens, and our students return, we are looking forward to the continued implementation of technology and the continued pursuit of newly realized best-practices during this time of virtual learning.

On Asynchronous Wednesdays, teachers and school staff participate in the district's Professional Learning Academy. Teachers and staff may choose from a menu of applicable learning opportunities that include topics such as web-based curricular programs, socio-emotional learning, and how to review and interpret assessment data. The school principal also joins in the professional learning academy and continues professional development through ABC Unified's Leadership Enrichment Academy and job-alike meetings with other principals. This training provides the principal with applicable, best practices to support staff and student success.

4. School Leadership:

Leadership is an evolving entity in any organization and CES is no exception. It has always been the philosophy of Cerritos Elementary's leadership that all students are valued as individuals and will be highly successful. To support these beliefs, school leadership provides avenues for staff input and they work together to address and meet the needs of each stakeholder. The principal and assistant to the principal (ATP) has ensured that their open door policies were maintained, even during the pandemic. With this in mind, out of an abundance of caution, staff members enter into a Google Hangout or extend an invitation for administration to enter their Google Classroom. Administration is readily available to support students, staff, or parents.

We believe in working together and recognizing different perspectives, but always speaking with one voice. This is evident in the strong working relationships with the Partnership with Administration and Labor (PAL). It is because of this partnership between the teachers' union representatives and the school principal that there is a clear presence of transparency and accountability. The PAL members work together to ensure adherence to the Partnership's mission statement, "faculty and administration should have a voice in those

decisions that reflect the collaborative efforts and goals of the partnership emphasizing a common understanding of the issues, joint research, sharing of information, mutual respect, and working together to ensure each other's success.”

Grade level leaders regularly meet with the school principal during site leadership team meetings. The grade level leaders report successes and areas of growth from their grade level, preview upcoming staff discussion items, and provide feedback on the steps needed to move students forward. Site grade level leaders facilitate weekly grade level collaboration meetings and guide their colleagues in data analysis to help teachers determine the appropriate differentiated learning practices to advance student learning.

The success of our school program is due in large part to our staff, which takes great pride in spearheading different facets of what makes Cerritos Elementary a wonderful place to learn. At our first staff meeting of the year, our teachers review our adjunct duties list and everyone volunteers for one of the myriad tasks, such as Kindness Week Chairperson, Career Day Coordinator, or Safety Committee Member. The school is central to the many socio-emotional programs necessary for the health and well-being of students and families.

5. Culturally Responsive Teaching and Learning:

By using research-based, professional learning and culturally informed teaching strategies, the staff at Cerritos Elementary creates learning environments that engage students to see beyond their own lives and learn about the unique perspectives of others. Having diversity represented in literature, lessons, activities, and the various perspectives in class discussions is a practice held strongly here at CES. Teachers at Cerritos Elementary have created inviting classrooms wherein students can find books that mirror their own experiences. Students participate in multi-faceted learning strategies that offer students voice and choice in their own learning, and place a high priority on relationship building. These united practices foster students' ability to be active and accountable participants in their learning.

Our school librarian is passionate about ensuring a collection that represents our multicultural population and each year purchases new titles and topics with the help of our PTA. At the end of our school year, in what has become an annual tradition, our Variety Show brings together parents, community, school district officials, board members, and all classrooms to celebrate as our students enthusiastically showcase their heritages through song, dance, stories, and fashion. Read Across America at Cerritos Elementary is celebrated with diversity in mind, and this school year featured our staff and Congresswoman Linda Sanchez recording individual read-alouds via Flipgrid that highlighted the awareness and acceptance of different people and cultures.

Just as every family has a shared way of life, so too does an individual classroom community. CES staff believe that inclusivity and equity are the foundations of a 21st-century education for all students. Cerritos Elementary teachers have been an integral part of the development of ABC Unified's professional learning in this area. Our teachers have elected to be on the equity advisory board at the district level to help facilitate the salient work for the entire district. CES teachers lead their district colleagues in workshops such as, “Affirming Black Lives Every Day.” Learning opportunities such as these offer a shared way of discussing, planning, and implementing culturally responsive teaching, language, and learning strategies.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Cerritos community has truly benefited from ABC Unified's robust wellness program. Cerritos Elementary's mental health professionals (MHP) are composed of a full-time school social worker (SSW) and Master of Social Work intern. Typically, the wellness program provides Tier 1 and Tier 2 interventions, individual and group therapy, resources for crisis intervention, and community programs.

COVID-19, and the move to a virtual learning platform, magnified the socio-emotional and mental health needs of our community. Our wellness program endured many obstacles in the beginning of the pandemic. Due to confidentiality issues, social workers were unable to meet with students using virtual platforms. To keep connected with our families, our MHPs created a website filled with resources for our parents and caregivers as they try to cope during the pandemic. To maintain and continue building rapport with students, our SSW called families over the telephone to provide support when needed.

The wellness program has seen a significant increase in students' utilization of the mental health services provided. The active caseload of our MHPs has increased due to the accessibility of students using the virtual platforms and parents recognizing the need for social and mental health support. Collaborating and strengthening the relationship between our students' families and CES staff has always been critical to student success. To promote parent and family engagement, the SSW has continued to update the wellness resources website, offer virtual presentations, provide resources, education, outreach, and healthy parenting strategies to our school community.

Continued virtual learning in the 2020-2021 school year has increased the need for student's socio-emotional and mental health services. Our MHPs are once again able to meet with students individually, provide group therapy using virtual platforms, and when needed, our wellness team makes home visits to deliver school supplies, meals, or replacement Chromebooks to help sustain families to meet their basic needs. Our staff has been committed to providing vital social engagement activities during this time of continued social distancing. Teachers set aside part of their daily instructional time to provide socio-emotional support. Weekly classroom presentations are conducted, and our PTA featured a presentation from our SSW at their general meeting. All students were invited to join a socio-emotional focused CES Google Classroom, which currently has 422 student participants--67% of our student body--that receive socio-emotional learning resources and activities daily.