

Cutler Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Leanne Cerda

Principal, Cutler Elementary

About Our School

Cutler Elementary School is the home of the Wildcats to approximately 670 students in transitional kindergarten through grade five. The dedicated staff cares about our students and community. Our student population comes from hard working families that value education and want a brighter future for their children. We are excited and enthusiastic about our Professional Learning Community and work diligently to provide our students with the very best educational experience.

Together with our teachers and staff we are dedicated to ensuring the academic success of every student providing a safe and productive learning environment. The school holds high expectations for the academic and social development of all students. In addition, through Positive Behavior Intervention Support we teach students to follow the Wildcat Way by showing respect, making good decisions, and solving problems. We believe that excellence in academics and respectful attitudes and behaviors are the key to success now and in the future. Our school motto is "Oh the places we'll go to be college, career, and community ready" and our staff strives daily to provide our students with the academic support and skills to achieve this motto.

Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our PTA, School Site Council (SSC), and English Language Learner Advisory Council (ELAC). Our staff looks forward to working with you and our students on another year of academic success.

Contact

Cutler Elementary
40532 Road 128
Cutler, CA 93615-2109

Phone: 559-528-6931 ext. 2001
E-mail: kerda@cojUSD.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Cutler-Orosi Joint Unified
Phone Number	(559) 528-4763
Superintendent	Yolanda Valdez
E-mail Address	yvaldez@cojUSD.org
Web Site	http://www.cojUSD.org

School Contact Information (School Year 2016-17)	
School Name	Cutler Elementary
Street	40532 Road 128
City, State, Zip	Cutler, Ca, 93615-2109
Phone Number	559-528-6931 ext. 2001
Principal	Leanne Cerda
E-mail Address	lcerda@cojUSD.org
Web Site	http://cut.cojUSD.org/
County-District-School (CDS) Code	54718606053904

Last updated: 1/12/2017

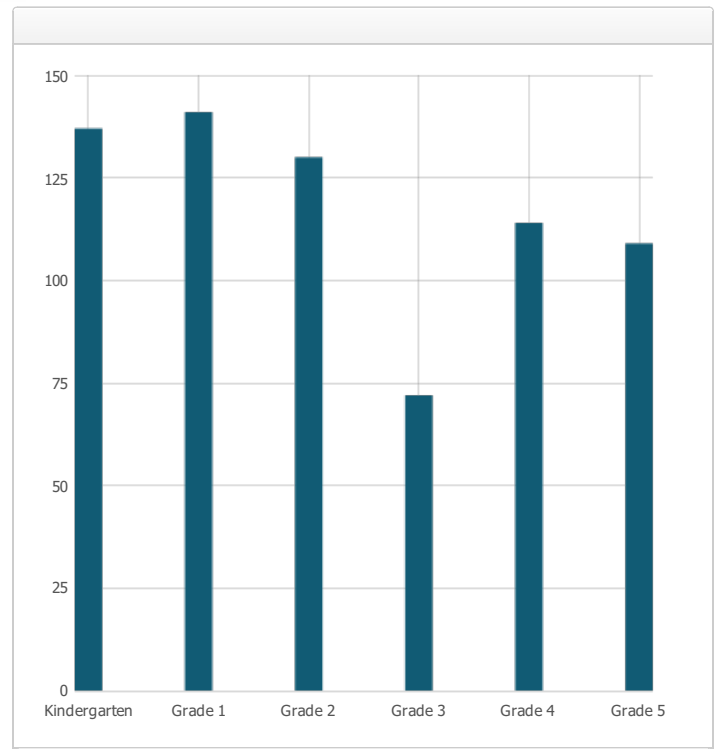
School Description and Mission Statement (School Year 2016-17)

Cutler School is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler School serves approximately 670 in transitional kindergarten through fifth-grade, with a staff of 32 certificated, one early literacy coach, a Learning Director and 27 classified. The staff at Cutler Elementary School believe that all students have the ability to learn and are committed to the high standard of providing the most effective educational program possible; one that will promote self-esteem, academic, social and physical achievement for all students so that they are college, career, and community ready.

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	137
Grade 1	141
Grade 2	130
Grade 3	72
Grade 4	114
Grade 5	109
Total Enrollment	703

*Last updated: 1/12/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.1 %
Asian	0.0 %
Filipino	0.6 %
Hispanic or Latino	97.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	1.3 %
Two or More Races	0.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.6 %
English Learners	60.7 %
Students with Disabilities	3.3 %
Foster Youth	1.3 %

Last updated: 1/12/2017

A. Conditions of Learning

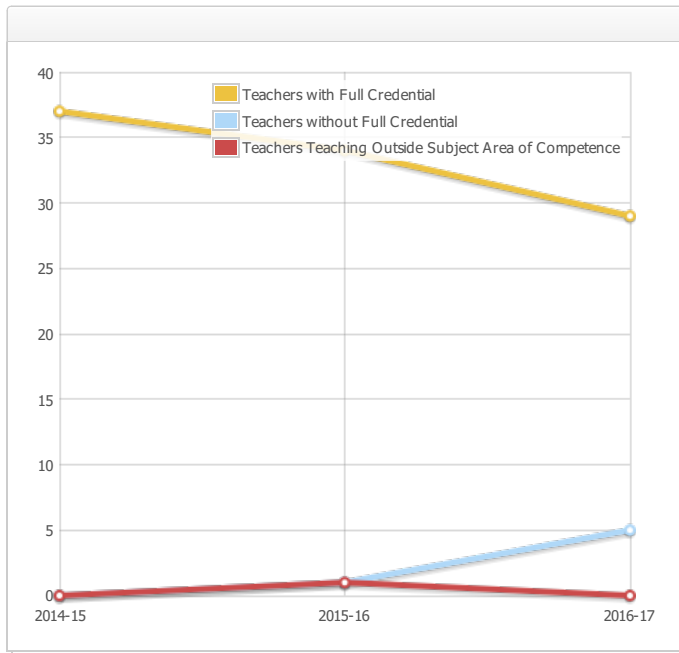
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

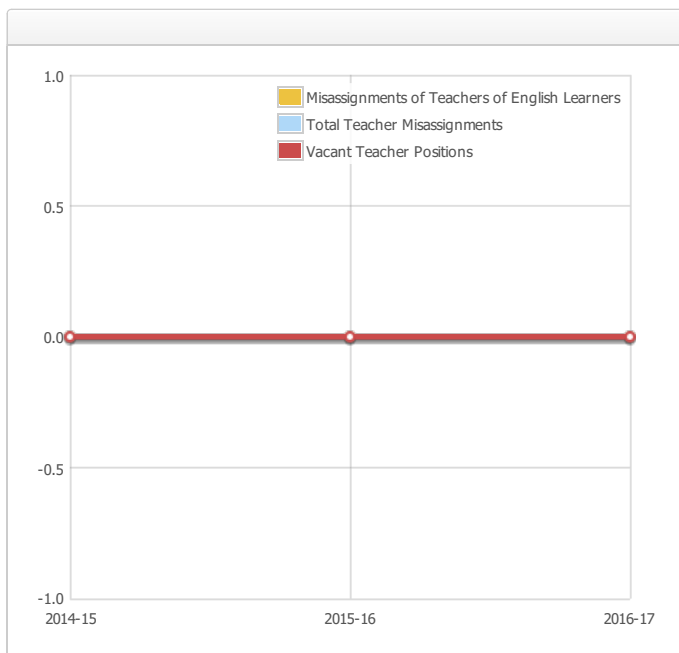
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	37	34	29	181
Without Full Credential	0	1	5	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 1/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	90.0%	10.0%
High-Poverty Schools in District	90.0%	10.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	National Geographic Science	Yes	0.0 %
History-Social Science	Pearson History Social Science for California	Yes	0.0 %
Foreign Language	Not Applicable		0.0 %
Health	Not Applicable		0.0 %
Visual and Performing Arts	Not Applicable		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

All school grounds, buildings and restrooms are maintained and kept in good working order. The custodial staff and maintenance department conduct repairs as needed throughout the year to ensure the facilities are kept in good repair. All classrooms and buildings are deep cleaned during the summer break. All areas that need painting are painted and areas in need of repair are repaired. The FIT overall rating is 100% and the school rating is Exemplary.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary
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Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	25.0%	23.0%	29.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	20.0%	24.0%	17.0%	27.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	70	94.6%	20.0%
Male	42	40	95.2%	12.5%
Female	32	30	93.8%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	70	94.6%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	68	94.4%	20.6%
English Learners	44	41	93.2%	12.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	117	97.5%	28.2%
Male	65	64	98.5%	20.3%
Female	55	53	96.4%	37.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	112	97.4%	27.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	112	97.4%	27.7%
English Learners	51	48	94.1%	8.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/12/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	108	94.7%	24.1%
Male	60	59	98.3%	22.0%
Female	54	49	90.7%	26.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	105	94.6%	23.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	104	95.4%	24.0%
English Learners	51	46	90.2%	4.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/12/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	70	94.6%	32.9%
Male	42	40	95.2%	40.0%
Female	32	30	93.8%	23.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	70	94.6%	32.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	68	94.4%	32.4%
English Learners	44	41	93.2%	26.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	118	98.3%	23.7%
Male	65	64	98.5%	25.0%
Female	55	54	98.2%	22.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	113	98.3%	23.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	115	113	98.3%	22.1%
English Learners	51	49	96.1%	12.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	111	97.4%	18.0%
Male	60	60	100.0%	21.7%
Female	54	51	94.4%	13.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	108	97.3%	18.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	106	97.3%	18.9%
English Learners	51	49	96.1%	4.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	28.0%	21.0%	14.0%	40.0%	40.0%	40.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	114	111	97.4%	14.4%
Male	60	60	100.0%	16.7%
Female	54	51	94.4%	11.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	111	108	97.3%	14.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	109	106	97.3%	14.2%
English Learners	51	49	96.1%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	5.3%	1.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are actively involved on the School Site Council and the English Learner Advisory. Parents receive training on how to help students at home and to monitor their progress. Home-school communication and partnerships are further strengthened through parent-teacher conferences. Our teachers address parent concerns promptly and value their input. We invite our parents to several parent nights throughout the school year. We also recognize our parents with their student during our end of the Trimester assemblies. This year we began our first Wildcat Parent Academy which provides parents with eight workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. The eight comprehensive workshops are presented by a parent volunteer, two teachers, our school counselor and our principal twice a year.

State Priority: Pupil Engagement

Last updated: 1/12/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

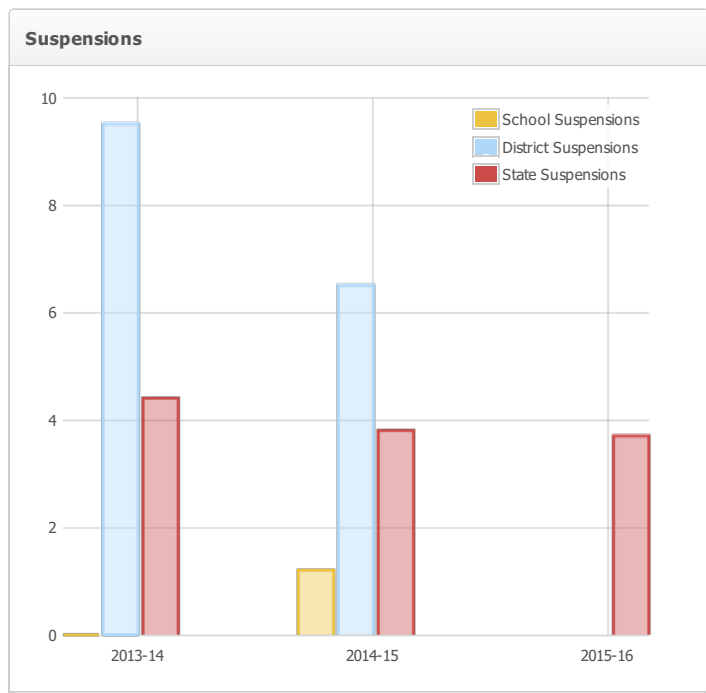
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.2	9.5	6.5			4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.1			0.1	0.1	0.1



Last updated: 1/5/2017

School Safety Plan (School Year 2016-17)

Our entire school staff is committed to providing a safe environment for our students. The principal and Learning Director formed a committee to study and review the safety plan for Cutler school. The Cutler School Safety Plan was updated by this committee and approved by the Cutler School Site Council. Safety is discussed and all staff are familiar with the components of the plan. Teachers regularly stress safety with their students and the students are closely monitored during all activities with the utmost safety standards in mind. Emergency response procedures have been discussed and all staff and key personnel have been trained in the event that an emergency situation arises. Many of the teachers and support staff have taken part in the district CPR/First Aid Training program. Fire drills and emergency lock down drills are a regular part of the schools program. Drills are performed regularly to prepare students and staff for possible classroom evacuations. We implement PBIS (Positive Behavior Intervention Support) at our school and we emphasize positive reinforcement and good choices.

Last updated: 1/12/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	8	0	0	22.0	2	6	0	19.6	6	1	0
1	18.0	4	0	0	22.0	0	6	0	20.1	5	2	0
2	18.0	6	0	0	23.0	0	3	0	21.7	1	5	0
3	20.0	6	0	0	19.0	6	0	0	24.0	0	3	0
4	20.0	5	0	0	23.0	0	5	0	28.5	0	4	0
5	23.0	0	5	0	21.0	0	5	0	27.3	0	4	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/23/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6973.1	\$1599.8	\$5373.4	\$65396.0
District	N/A	N/A	\$6695.8	\$64165.4
Percent Difference – School Site and District	--	--	24.6%	-1.9%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	5.7%	13.0%

Note: Cells with N/A values do not require data.

Last updated: 1/5/2017

Types of Services Funded (Fiscal Year 2015-16)

Cutler Elementary School provides special programs to meet the needs of students with exceptional needs, including students with learning disabilities, gifted and talented students and migrant children. Also a comprehensive program is provided for those students who are English Learners (EL Students). This program is outlined in the District's Master Plan for Language Minority Students. Intervention programs are provided for students who need help meeting grade level requirements during the school day and after school. A learning center has been set up for extra academic help and intervention for students in the lower academic level. Classroom libraries are maintained to promote the Accelerated Reader Program along with adding computers needed for this program. Cutler Elementary School recognizes student achievement in the academic and behavioral areas with certificates, medals, and fun activities. Cutler Elementary School complies with all State and Federal regulations to ensure equal access to instructional programs regardless of gender, ethnicity, or disability.

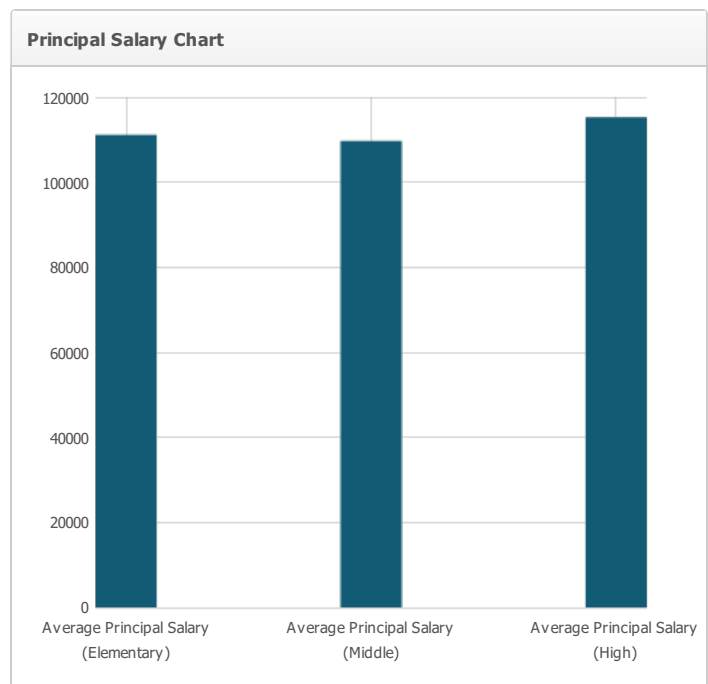
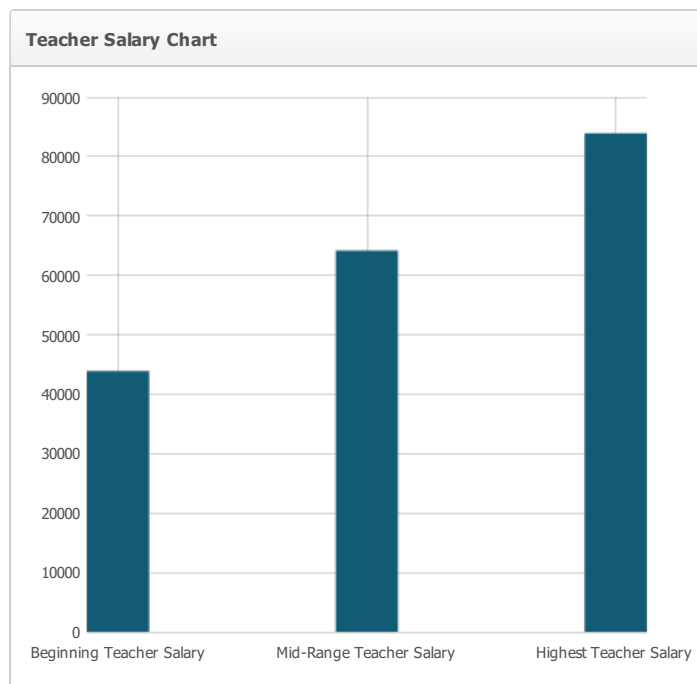
Starting in the 2014-2015 school year a behavioral counselor was added to Cutler Elementary School. The counselor is involved with children with behavioral issues and our PBIS discipline program. In addition, the counselor advises teachers in classroom behavior techniques and provides support.

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,884	\$42,063
Mid-Range Teacher Salary	\$64,166	\$64,823
Highest Teacher Salary	\$83,901	\$84,821
Average Principal Salary (Elementary)	\$111,131	\$101,849
Average Principal Salary (Middle)	\$109,692	\$107,678
Average Principal Salary (High)	\$115,261	\$115,589
Superintendent Salary	\$133,297	\$169,152
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/5/2017

Professional Development

Cutler School participates in a 90-minute staff development and collaboration period through a "Late Start Wednesday" program. Teachers meet weekly in grade level Professional Learning Communities to focus on Common Core Standards, student data and on learning strategies that make a difference in student achievement. The teachers also receive professional development through mini workshops on different learning strategies given by the academic coaches throughout the school year. Teachers receive professional development from district-wide in-service training and other opportunities offered from outside sources. The County Office of Education has provided many and varied in-service workshops in which many of our staff have chosen to attend. Professional development covers major subjects (Reading, Writing, Language, Math, Close Read, Running Records, Fountas and Pinnell), technology use and Special Education training. All teachers were provided with 4C's, 4L's, Learning Targets and DOK training. All our teachers were also provided training on the new EL Common Core Standards. Para-professionals and volunteers also participate in training that increases their skill levels in supporting students to meet or exceed grade-level standards. All teachers were provided with Guided Language Acquisition Design (GLAD) training to ensure great teaching the first time.

Our primary area of focus is reading. Our data shows that many of our students are not at grade level. Our goal is to get every student on grade level by the time they enter third grade. Our teachers were provided with training on how to use Rigby, Read Naturally, Fountas and Pinnell, Running Records and small group leveled reading instruction to better serve our students. Walkthroughs are conducted by the leadership team and administration on a weekly basis. The Academic coaches conduct model lessons and provide extra training for those teachers who need more assistance based on our walkthroughs or teacher requests.

Last updated: 1/12/2017