

# Cutler Elementary

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Cutler Elementary
<b>Street</b>	40532 Rd 128
<b>City, State, Zip</b>	Cutler, CA 93615
<b>Phone Number</b>	559-528-6931
<b>Principal</b>	Mrs. Leanne Cerda
<b>Email Address</b>	lecerda@cojUSD.org
<b>School Website</b>	<a href="http://cut.cojUSD.org/">http://cut.cojUSD.org/</a>
<b>County-District-School (CDS) Code</b>	54718606053904

## 2021-22 District Contact Information

<b>District Name</b>	Cutler-Orosi Joint Unified School District
<b>Phone Number</b>	559-528-4763
<b>Superintendent</b>	Yolanda Valdez
<b>Email Address</b>	yvaldez@cojUSD.org
<b>District Website Address</b>	www.cojUSD.org

## 2021-22 School Overview

Cutler Elementary School, the proud home of the Wildcats, is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler Elementary School serves approximately 610 students in Transitional Kindergarten through 5th grade. Our student population comes from hard working families that value education and want a brighter future for their children. Our staff consists of 37 certificated teachers which include 4 part-time academic coaches, 1 reading specialist, a learning director, a principal, and 36 classified staff. The staff at Cutler Elementary School believes that all students have the ability to learn and are committed to the high standard of providing the most effective program possible whether through Distance Learning or in person instruction. We strive to promote positive self esteem, academic, social, and physical achievement for all students so that they are college, career, community ready and prepared to compete in a global economy.

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 and 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 We are ONE, ONE team...Limitless. Our staff strives daily to provide our students with the academic support and skills to make this year the greatest for all our students. As a team, we will work to overcome learning loss, nurture college bound wildcats and ensure equity for all. Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our Parent Teacher Association, 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	145
Grade 1	96
Grade 2	99
Grade 3	97
Grade 4	87
Grade 5	100
Total Enrollment	624

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Filipino	0.8
Hispanic or Latino	98.4
White	0.8
English Learners	52.1
Foster Youth	1.3
Homeless	1.4
Socioeconomically Disadvantaged	95
Students with Disabilities	9.3

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys 2016	Yes	0
Mathematics	Great Minds, Eureka Math 2015	Yes	0
Science	National Geographic Science 2016	Yes	0
History-Social Science	Pearson, My World Interactive 2018	Yes	0

## School Facility Conditions and Planned Improvements

All school grounds, buildings, and restrooms are maintained and kept in good working order. The custodial and maintenance staff 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.

Year and month of the most recent FIT report

11/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	288	286	99.31	0.69	29.72
<b>Female</b>	148	148	100	0	30.41
<b>Male</b>	140	138	98.57	1.43	28.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	283	281	99.29	0.71	29.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	133	132	99.25	0.75	12.12
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	275	273	99.27	0.73	29.3
<b>Students Receiving Migrant Education Services</b>	11	11	100	0	27.27
<b>Students with Disabilities</b>	20	20	100	0	0



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	288	286	99.31	0.69	14.69
<b>Female</b>	148	148	100.00	0.00	9.46
<b>Male</b>	140	138	98.57	1.43	20.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	283	281	99.29	0.71	14.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	133	132	99.25	0.75	4.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	275	273	99.27	0.73	13.92
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Students with Disabilities</b>	20	20	100.00	0.00	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	101	NT	NT	NT	NT
<b>Female</b>	47	NT	NT		
<b>Male</b>	54	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	98	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	39	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 in the School Site Council and the English Learner Advisory Committee. At Cutler Elementary School we have school wide parent nights hosted by teachers to help students at home and to monitor their progress. These parent nights are thematic and filled with activities and materials to continue the strategies learned at home. Teachers use platforms such as ClassDojo, Remind, Seesaw, and School Messenger to communicate regularly with parents. Home-school communication and partnerships are further strengthened through parent-teacher conferences. Parents of all English Learners are provided with an Individual Literacy and Language Plan that shows what we are doing at school to support the student and strategies for parents to support their student at home. All students reading below grade level are also provided with an Individual Literacy Plan, however, this focuses solely on literacy. Our teachers address parent concerns promptly and value their input. We invite our parents to several parent nights throughout the school year on various topics. We also recognize our parents and their students during our end of the trimester assemblies.

This is our sixth year having our Wildcat Parent Academy which provides parents with nine workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. The series comprehensive workshops are presented by a classified staff, our educational social worker, and our principal twice a year. Cutler Elementary School also has a strong PTA that meets bi-monthly. Parents, come and learn how you can get involved at Cutler Elementary School and how you can be a school leader and help plan events for all families to enjoy. Please join us in empowering families through education. If you would like more information on how you can get involved at Cutler Elementary School please contact Mrs. Cerda at 559-528-6931.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	656	650	117	18.0
Female	320	316	56	17.7
Male	336	334	61	18.3
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	645	640	116	18.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	5	0	0.0
English Learners	348	348	67	19.3
Foster Youth	9	9	1	11.1
Homeless	16	16	12	75.0
Socioeconomically Disadvantaged	627	621	112	18.0
Students Receiving Migrant Education Services	30	30	3	10.0
Students with Disabilities	67	66	17	25.8

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.79	0.00	5.86	0.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.44	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.42	4.50	2.45
<b>Expulsions</b>	0.00	0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Our 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 was approved by the Cutler School Site Council on February 4, 2021. Safety was 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 were trained on August 18, 2021. Many of the teachers and support staff have taken part in the district's CPR/First Aid Training program. Fire drills and emergency lockdown drills are a regular part of the school's program. Drills are performed on a monthly basis to prepare students and staff for possible classroom evacuations. Every classroom/office has a safety folder which includes the following tabs: Tab 1 - Evacuation Map, Site Directory, Emergency Telephone List, Bell Schedule, Crisis Management Procedure, Campus Emergency Assignments, Emergency Evacuation Locations, Teacher "Buddy" List, District Directory. Tab 2 - Emergency Response Procedures: Evacuation. Tab 3 - Emergency Response Procedures: Shelter In Place. Tab 4 -Emergency Response Procedures: Drop and Cover. Tab 5 - Emergency Response Procedures: Lockdown.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	3	4	
1	20	4	1	
2	22		4	
3	20	3	2	
4	26		5	
5	31		4	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	2	7	
1	20	3	4	
2	24	3	1	1
3	23		4	
4	24		14	
5	23	1	16	
6				
Other	9	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	3	6	
1	20	3	4	
2	23	6		1
3	19	5		
4	29		3	
5	25		4	
6				

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,603.27	\$1,692.65	\$6,910.63	\$70,340.00
District	N/A	N/A	\$8,371.02	\$76,351
Percent Difference - School Site and District	N/A	N/A	-19.1	-6.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-20.0	-7.3

## 2020-21 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Rocket Math, IMSE, Accelerated Reader)

Supplemental books and reference materials Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services, Step Up to Writing PL)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website ([www.cojusd.org](http://www.cojusd.org)).



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$51,087	\$48,119
<b>Mid-Range Teacher Salary</b>	\$74,697	\$74,665
<b>Highest Teacher Salary</b>	\$97,672	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$125,713	\$118,542
<b>Average Principal Salary (Middle)</b>	\$131,530	\$125,068
<b>Average Principal Salary (High)</b>	\$146,392	\$133,516
<b>Superintendent Salary</b>	\$218,317	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	26%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## 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. Once a month, at our all staff PLC meetings, the leadership team provides the staff with training on school wide strategies, differentiated instruction, growth mindset, teacher clarity, GIFT framework, and other beneficial topics. Extended Professional Development days are built into the teacher contracts and add an additional 15 hours of learning based on the specific needs of the students. The teachers also receive professional development through lesson studies on different learning strategies facilitated by the academic coaches throughout the school year. Teachers receive professional development from district-wide in-service training and other opportunities offered from outside partners. Tulare County Office of Education has provided many and varied in-service workshops which our staff have chosen to attend. Professional development covers major subjects (Reading, Writing, Language, Math, Close Reading strategies, Assessments, and Distance Learning Platforms) strategies to support English Learners, technology use and Special Education. All teachers have been trained in the 4Cs, 4Ls, Learning Targets, DOK, and Step Up to Writing. All teachers were provided training on the new English Learner Common Core Standards. Para-professionals and volunteers participate in trainings to increase their skill level in supporting students to meet or exceed grade-level standards. Our primary area of focus is reading. Our data shows that many of our students are not reading at grade level. Our goal is to have every student on grade level by the time they enter third grade. Our teachers were provided with training on how to use Fountas and Pinnell, Running Records and small group leveled reading instruction to better serve our students. Observations are conducted by the leadership team and administration on a weekly basis. Instructional Coaches facilitate lesson studies, coaching cycles, and provide extra training for teachers who need more assistance based on walkthrough data or teacher request.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# Cutler-Orosi Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Cutler-Orosi Joint Unified School District
<b>Phone Number</b>	559-528-4763
<b>Superintendent</b>	Yolanda Valdez
<b>Email Address</b>	yvaldez@cojUSD.org
<b>District Website Address</b>	www.cojUSD.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2105	2029	96.39	3.61	32.56
<b>Female</b>	1037	1005	96.91	3.09	37.03
<b>Male</b>	1068	1024	95.88	4.12	28.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	64	95.52	4.48	48.44
<b>Hispanic or Latino</b>	2010	1938	96.42	3.58	32.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	18	94.74	5.26	22.22
<b>English Learners</b>	718	697	97.08	2.92	6.66
<b>Foster Youth</b>	12	12	100.00	0.00	25.00
<b>Homeless</b>	56	50	89.29	10.71	28.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	2001	1932	96.55	3.45	31.75
<b>Students Receiving Migrant Education Services</b>	54	53	98.15	1.85	15.09
<b>Students with Disabilities</b>	170	158	92.94	7.06	2.58

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2105	2009	95.44	4.56	14.99
<b>Female</b>	1037	998	96.24	3.76	13.77
<b>Male</b>	1068	1011	94.66	5.34	16.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	65	97.01	2.99	32.31
<b>Hispanic or Latino</b>	2010	1917	95.37	4.63	14.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	18	94.74		11.11
<b>English Learners</b>	718	687	95.68	4.32	2.63
<b>Foster Youth</b>	12	12	100.00	0.00	0.00
<b>Homeless</b>	56	52	92.86	7.14	19.23
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	2001	1912	95.55	4.45	14.23
<b>Students Receiving Migrant Education Services</b>	54	54	100.00	0.00	9.26
<b>Students with Disabilities</b>	170	155	91.18	8.82	0.65

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.