Cutler Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
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 - Most Recent Year	
School Name	Cutler Elementary
Street	40532 Road 128
City, State, Zip	Cutler, Ca, 93615-2109
Phone Number	559-528-6931
Principal	Mr. Roel Alvarado
E-mail Address	rmalvarado@cojusd.org
Web Site	http://www.cojusd.org/Domain/10
County-District-School (CDS) Code	54718606053904

Last updated: 1/26/2016

School Description and Mission Statement - Most Recent Year

Cutler School is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler School is a kindergarten through fifth grade school of approximately 725 students, with a staff of 33 certificated, one academic coaches, a Learning Director and 17 classified. The staff and parents of Cutler School, with the belief that all students have the ability to learn, 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. Our school and district mission is Educating Minds, Inspiring Futures and our vision is for all students to be college and career ready and prepared to compete in a global economy.

Last updated: 1/27/2016

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level	Number of Students
Kindergarten	177
Grade 1	134
Grade 2	68
Grade 3	111
Grade 4	117
Grade 5	105
Total Enrollment	712
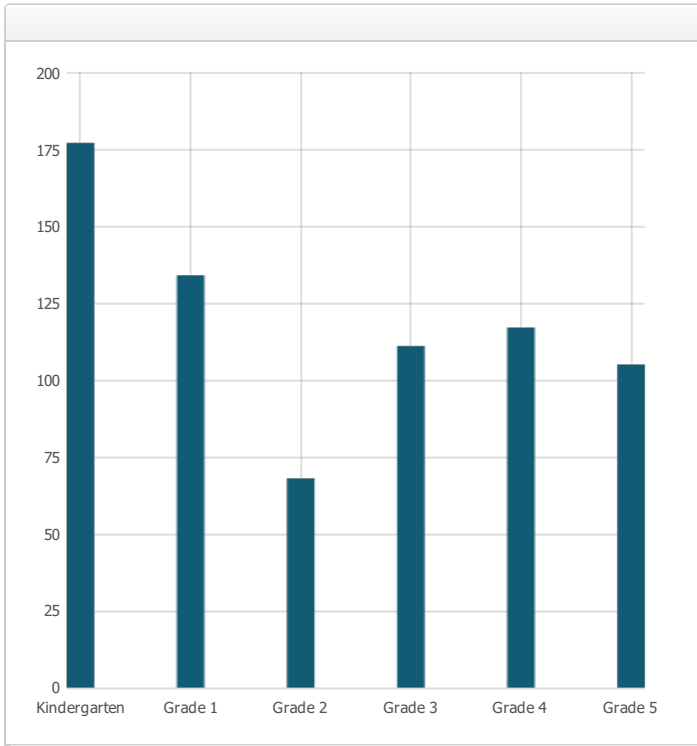
Last updated: 1/26/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.1 %
Asian	0.3 %
Filipino	0.6 %
Hispanic or Latino	97.8 %
Native Hawaiian or Pacific Islander	0.1 %
White	1.0 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.9 %
English Learners	63.3 %
Students with Disabilities	3.1 %
Foster Youth	0.0 %
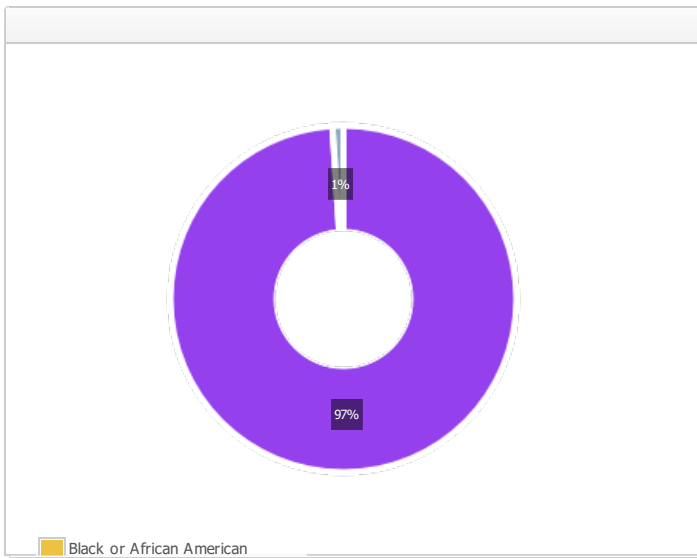
Last updated: 1/26/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	38	37	34	197
Without Full Credential	0	0	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	8
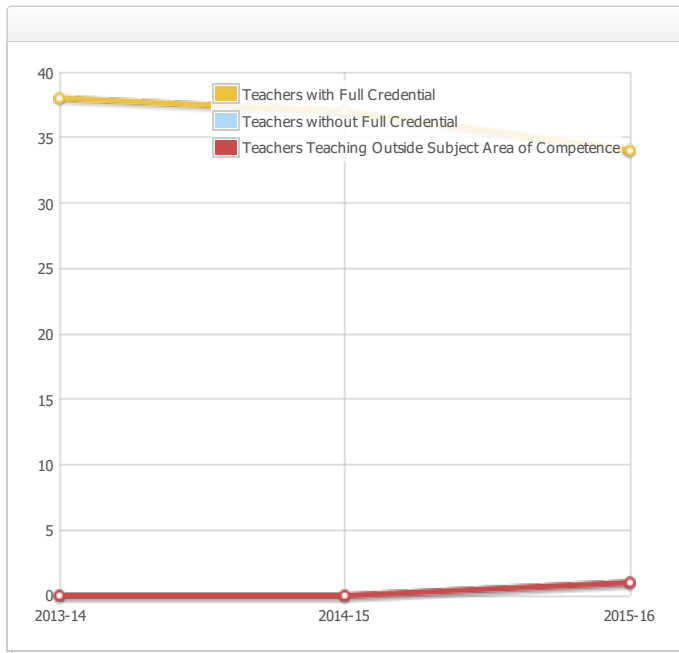
Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
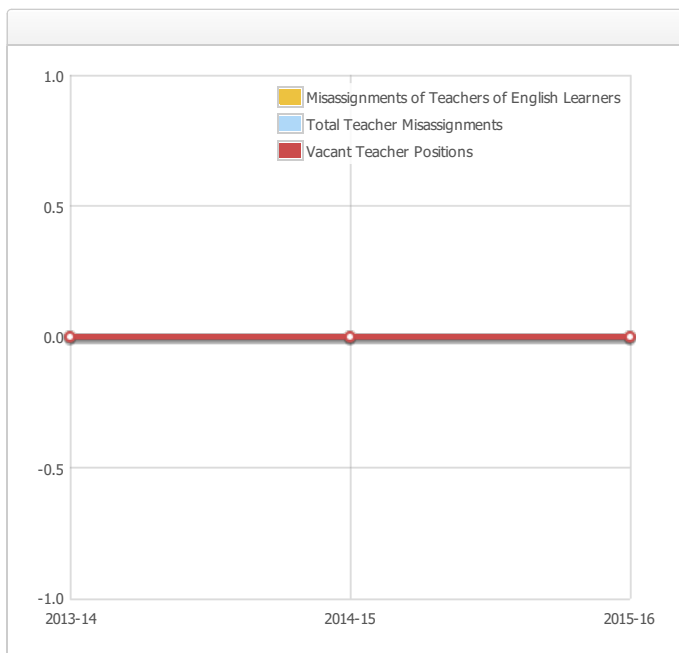
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw-Hill CA Treasures Common Core Units of Study - Local District Generated	Yes	0.0 %
Mathematics	MacMillan McGraw-Hill California Math Common Core Units of Study - Local District Generated	Yes	0.0 %
Science	MacMillan McGraw-Hill 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)	Not Applicable		0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 insure 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 Williams Settlement visit conducted on August 21, 2015, found the school to be at 97.92%. One restroom had a broken toilet, but was replaced with a new one. The overall rating for the facility was "Good".

Last updated: 1/27/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Good	No repairs were needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Our facilities were found to be clean.
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One restroom had a broken toilet. The maintenance department ordered a new one and was replaced.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Good

Last updated: 1/27/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	23.0%	44.0%
Mathematics (grades 3-8 and 11)	20.0%	17.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	107	98.2%	50.0%	25.0%	20.0%	5.0%
Male	109	55	50.5%	62.0%	20.0%	13.0%	5.0%
Female	109	52	47.7%	38.0%	31.0%	27.0%	4.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	1	0.9%	--	--	--	--
Filipino	109	1	0.9%	--	--	--	--
Hispanic or Latino	109	102	93.6%	51.0%	25.0%	20.0%	5.0%
Native Hawaiian or Pacific Islander	109	1	0.9%	--	--	--	--
White	109	2	1.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	109	104	95.4%	50.0%	26.0%	19.0%	5.0%
English Learners	109	42	38.5%	79.0%	17.0%	5.0%	0.0%
Students with Disabilities	109	2	1.8%	--	--	--	--
Students Receiving Migrant Education Services	109	5	4.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	118	116	98.3%	63.0%	18.0%	11.0%	8.0%
Male	118	61	51.7%	72.0%	13.0%	10.0%	5.0%
Female	118	55	46.6%	53.0%	24.0%	13.0%	11.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	118	114	96.6%	63.0%	18.0%	11.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	118	2	1.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	118	112	94.9%	63.0%	19.0%	11.0%	7.0%
English Learners	118	51	43.2%	80.0%	18.0%	0.0%	2.0%
Students with Disabilities	118	4	3.4%	--	--	--	--
Students Receiving Migrant Education Services	118	3	2.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	100	96.2%	52.0%	21.0%	19.0%	7.0%
Male	104	59	56.7%	58.0%	17.0%	20.0%	5.0%
Female	104	41	39.4%	44.0%	27.0%	17.0%	10.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	104	1	1.0%	--	--	--	--
Asian	104	1	1.0%	--	--	--	--
Filipino	104	2	1.9%	--	--	--	--
Hispanic or Latino	104	96	92.3%	52.0%	22.0%	19.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	104	96	92.3%	53.0%	22.0%	19.0%	5.0%
English Learners	104	48	46.2%	67.0%	25.0%	4.0%	2.0%
Students with Disabilities	104	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	104	2	1.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	107	98.2%	39.0%	32.0%	19.0%	10.0%
Male	109	55	50.5%	45.0%	27.0%	20.0%	7.0%
Female	109	52	47.7%	33.0%	37.0%	17.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	1	0.9%	--	--	--	--
Filipino	109	1	0.9%	--	--	--	--
Hispanic or Latino	109	102	93.6%	40.0%	33.0%	18.0%	9.0%
Native Hawaiian or Pacific Islander	109	1	0.9%	--	--	--	--
White	109	2	1.8%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	109	105	96.3%	40.0%	32.0%	17.0%	10.0%
English Learners	109	42	38.5%	55.0%	36.0%	10.0%	0.0%
Students with Disabilities	109	2	1.8%	--	--	--	--
Students Receiving Migrant Education Services	109	5	4.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	118	117	99.2%	45.0%	32.0%	16.0%	7.0%
Male	118	61	51.7%	49.0%	28.0%	15.0%	8.0%
Female	118	56	47.5%	41.0%	36.0%	18.0%	5.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	118	115	97.5%	46.0%	30.0%	17.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	118	2	1.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	118	113	95.8%	46.0%	32.0%	15.0%	7.0%
English Learners	118	53	44.9%	66.0%	32.0%	0.0%	2.0%
Students with Disabilities	118	4	3.4%	--	--	--	--
Students Receiving Migrant Education Services	118	3	2.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	101	97.1%	63.0%	29.0%	6.0%	1.0%
Male	104	60	57.7%	62.0%	30.0%	7.0%	2.0%
Female	104	41	39.4%	66.0%	27.0%	5.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	104	1	1.0%	--	--	--	--
Asian	104	1	1.0%	--	--	--	--
Filipino	104	2	1.9%	--	--	--	--
Hispanic or Latino	104	97	93.3%	63.0%	30.0%	5.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	104	97	93.3%	64.0%	30.0%	5.0%	0.0%
English Learners	104	49	47.1%	82.0%	16.0%	0.0%	0.0%
Students with Disabilities	104	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	104	2	1.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	32.0%	28.0%	21.0%	40.0%	40.0%	40.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	40.0%
All Students at the School	21.0%
Male	27.0%
Female	12.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	21.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	20.0%
English Learners	6.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.4%	10.2%	8.2%

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: 1/26/2016

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 - Most Recent Year

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 student of the month and character counts assemblies.

State Priority: Pupil Engagement

Last updated: 1/25/2016

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.1	0.0	1.2	9.9	9.5	6.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

Suspensions

Expulsions
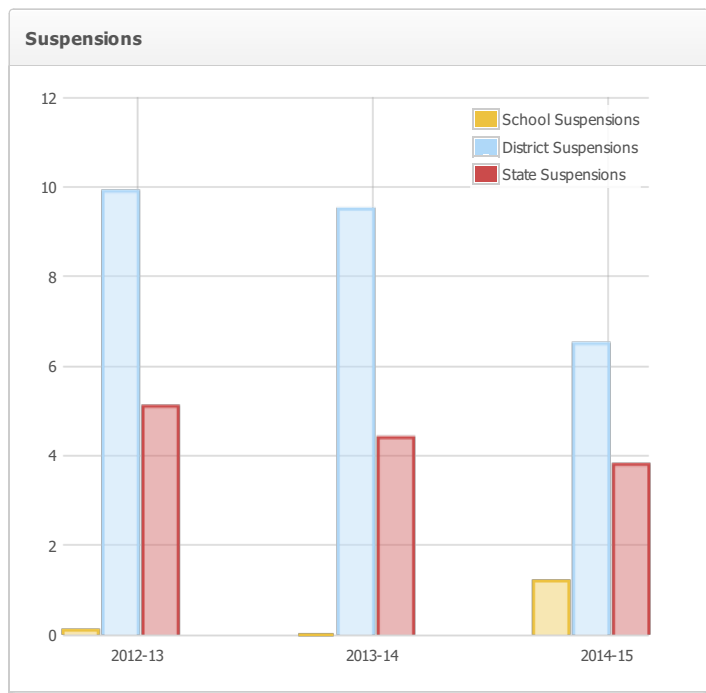
Last updated: 1/25/2016

School Safety Plan - Most Recent Year

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 teachers 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. We emphasize positive reinforcement and good choices.

Last updated: 1/25/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

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	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	20.0	6			20.0	8			22.0	2	6	
1	20.0	6			18.0	4			22.0		6	
2	18.0	7			18.0	6			23.0		3	
3	20.0	5			20.0	6			19.0	6		
4	22.0		6		20.0	5			23.0		5	
5	22.0		5		23.0		5		21.0		5	
6												
Other												

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

Last updated: 1/26/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor			
Counselor (Social/Behavioral or Career Development)	1.0		N/A
Library Media Teacher (librarian)			N/A
Library Media Services Staff (paraprofessional)	1.0		N/A
Psychologist			N/A
Social Worker			N/A
Nurse			N/A
Speech/Language/Hearing Specialist			N/A
Resource Specialist (non-teaching)	1.0		N/A
Other			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: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6839.9	$1849.2	$4990.7	$62793.0
District	N/A	N/A	$5100.1	$62457.0
Percent Difference – School Site and District	N/A	N/A	7.2%	0.5%
State	N/A	N/A	$5348.0	$65267.0
Percent Difference – School Site and State	N/A	N/A	-6.7%	-14.0%

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

Cutler 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 School recognizes student achievement in the academic and behavioral areas with certificates, medals, and fun activities. Cutler 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 councilor was added to Cutler Elementary. She is involved with children with behavioral issues. She is also involved with our PBIS discipline program. She advises teachers in classroom behavior techniques and provides support.

Last updated: 1/25/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,894	$40,379
Mid-Range Teacher Salary	$61,256	$62,323
Highest Teacher Salary	$80,096	$81,127
Average Principal Salary (Elementary)	$106,092	$99,192
Average Principal Salary (Middle)	$101,669	$91,287
Average Principal Salary (High)	$120,238	$112,088
Superintendent Salary	$31,000	$159,821
Percent of Budget for Teacher Salaries	35.0%	36.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
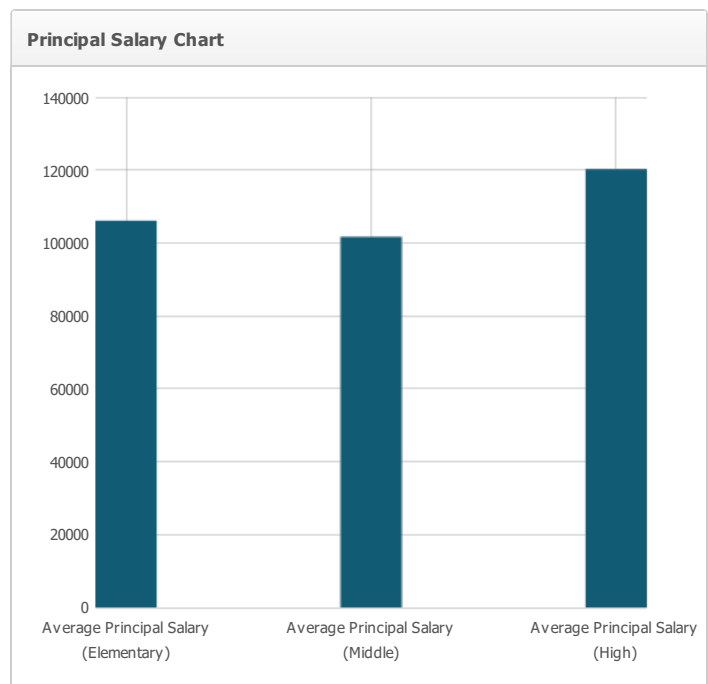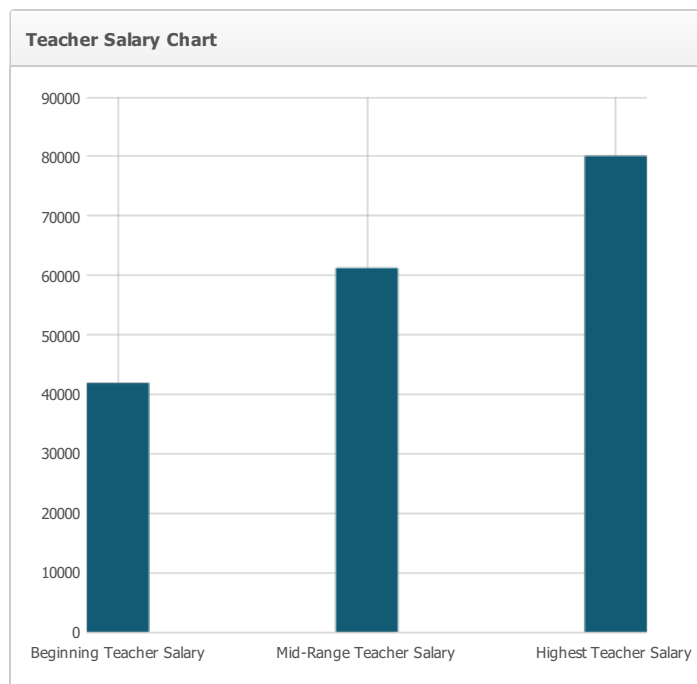
Last updated: 1/29/2016

Professional Development – Most Recent Three Years

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, Rigby, 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 bases. 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: 1/25/2016