



SARC 2017-18

PUBLISHED DURING 2018-19

CUTLER ELEMENTARY SCHOOL

"The GREATest School Year"

Address: 40532 Road 128 Cutler, CA 93615

Principal: Mrs. Leanne Cerda, Principal

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Web Site: <http://cut.cojUSD.org/>

CDS Code: 54718606053904

Cutler-Orosi Joint Unified

Superintendent: Yolanda Valdez

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I DATA AND ACCESS

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, 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 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.



Mrs. Leanne Cerda, Principal

Cutler Elementary School, the home of the Wildcats, has approximately 682 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 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 "The GREATest School Year" and our staff strives daily to provide our students with the academic support and skills to make this year the greatest for all our students. 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.

II ABOUT THIS SCHOOL

Contact Information (School Year 2018-19)

District Contact Information (school year 2017-18)		School Contact Information	
District Name	Cutler-Orosi Joint Unified School District	School Name	Cutler Elementary
Phone Number	559-528-4763	Street	40532 Road 128
Superintendent	Yolanda Valdez	City, State, Zip	Cutler, CA 93615-9769
E-mail Address	yvaldez@cojusd.org	Phone Number	559-528-6931
Website	http://www.cojusd.org	Principal	Mrs. Leanne Cerda
		E-mail Address	lcerda@cojusd.org
		Website	http://cut.cojusd.org/
		County-District-School	54718606053904

School Description and Mission Statement (school year 2018-19)

Cutler School is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler School serves approximately 682 students in Transitional Kindergarten through 5th -grade, with a staff of 34 certificated which include 4 part-time academic coaches, a learning director and 31 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, one that will promote 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.

Student Enrollment by Grade Level (2017-18)

Grade Level	Number of Students
Kindergarten	128
Grade 1	95
Grade 2	115
Grade 3	132
Grade 4	124
Grade 5	70
Total Enrollment	664

Student Enrollment by Student Group (2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.2 %
Asian	0.0 %
Filipino	.08 %
Hispanic or Latino	97.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.7 %
Two or More Races	0.0 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.6 %
English Learners	55.4 %
Students with Disabilities	3.0 %
Foster Youth	1.7 %

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	36	33	174
Without Full Credential	5	2	3	39
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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*

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and Month in which the data were collected: August 2018

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 2016	Yes	0.0%
Mathematics	Eureka Math 2015	Yes	0.0%
Science	National Geographic Science 2016	Yes	0.0%
History-Social Science	Pearson History-Social Science for California 2018	Yes	0.0%
Foreign Language	N/A	N/A	0.0%
Health	N/A	N/A	0.0%
Visual and Performing Arts	N/A	N/A	0.0%
Science Lab Equipment	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements

Monthly Site Inspection October 2018

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

School Facility Good Repair Status

Year and month of the most recent FIT report:
October 2018

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

Overall Facility Rate

Year and month the most recent FIT Report: October 2018

Overall Rating

Exemplary

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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven (School Year 2017-18)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	30%	35%	33%	39%	48%	50%
Mathematics (grades 3-8 and 11)	29%	33%	28%	34%	37%	38%

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	340	99.71%	34.71%
Male	176	175	99.43%	30.86%
Female	165	165	100%	38.79%
Hispanic or Latino	331	330	99.7%	35.15%
Socioeconomically Disadvantaged	332	331	99.70%	33.84%
English Learners	246	245	99.59%	33.88%
Students with Disabilities	19	19	100%	5.26%
Foster Youth	---	---	---	---
Students Receiving Migrant Education Services	18	18	100%	27.78%

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	341	100%	33.43%
Male	176	176	100%	35.23%
Female	165	165	100%	31.52%
Hispanic or Latino	331	331	100%	33.53%
Socioeconomically Disadvantaged	332	332	100%	32.53%
English Learners	246	246	100%	31.71%
Students with Disabilities	20	20	100%	--
Students Receiving Migrant Education Services	18	18	100%	33.33%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students Grades Five, Eight and Ten

Subject	Percentage of Students					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8 and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 2017-18)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	33.8%	6.8%	10.8%

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.

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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. 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 on various topics. We also recognize our parents and their student during our end of the trimester assemblies.

This is our third year having our Wildcat Parent Academy which provides parents with eleven 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 parent volunteer, two classified staff, our school counselor and our principal twice a year. Cutler Elementary School also has a strong PTA that meets on a monthly basis. 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.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014-15	School 2015-16	School 2016-17	District 2014-15	District 2015-16	District 2016-17	State 2014-15	State 2015-16	State 2016-17
Dropout Rate	--	--	--	9.7%	7.4%	4.5%	10.7%	9.7%	9.1%
Graduation Rate	--	--	--	86.9%	90.4%	82.3%	83.8%	91.6%	82.7%

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

Suspension and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6%	1.4%	0.7%	6.3%	6.5%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018-19)

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 was approved by the Cutler School Site Council on February 6, 2018. 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 21, 2018. 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	6	1	0	23	0	5	0	22	1	5	0
1	20	5	2	0	22	0	5	0	24	0	4	0
2	22	1	5	0	23	0	6	0	23	0	5	0
3	24	0	3	0	21	0	6	0	22	0	6	0
4	29	0	4	0	21	0	2	0	25	0	5	0
5	27	0	4	0	28	0	4	0	23	0	3	0

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average 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	0.0	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.		

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,965.30	\$1,165.38	\$6,671.46	\$74,849
District	\$11,112.0	\$2,357.0	\$8754.0	\$70954.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	---	--

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

Types of Services Funded (Fiscal Year 2017-18)

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). 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. Our students are one to one with technology in grades 2nd through 5th grade. Cutler Elementary School recognizes student achievement in the academic and behavioral areas with certificates, medals, incentives, 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 social-emotional, behavioral issues and our PBIS program. In addition, the counselor advises teachers in classroom behavior techniques and provides support.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,145	\$45,981
Mid-Range Teacher Salary	\$65,455	\$70,601
Highest Teacher Salary	\$92,048	\$89,337
Average Principal Salary (Elementary)	\$113,382	\$110,053
Average Principal Salary (Middle)	\$115,272	\$115,224
Average Principal Salary (High)	\$128,500	\$124,876
Superintendent Salary	\$193,933	\$182,466
Percent of Budget for Teacher Salaries	28.0%	33.0%
Percent of Budget for Administrative Salaries	3.0%	6.0%

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

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, and other beneficial topics. Extended Professional Development days are built into the teacher contracts and add an additional 1.5 hours of learning based on the specific needs of the students. The teachers also receive professional development through lesson studies 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. Tulare 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 Reading strategies and Assessments) strategies to support English Learners, technology use and Special Education training. All teachers have been trained in the 4C's, 4L's, Learning Targets and DOK. All our 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. Teachers have been trained in Guided Language Acquisition Design (GLAD) to ensure great instruction the first time. 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. Walkthroughs are conducted by the leadership team and administration on a weekly basis. The Instructional coaches conduct demo lessons, coaching cycles, and provide extra training for those teachers who need more assistance based on our walkthrough data or teacher request.