Cutler Elementary

40532 Rd 128 • Cutler, CA 93615 • 559-528-6931 • Grades K-5
Mrs. Leanne Cerda, Principal
lecerda@cojusd.org
cut.cojusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Cutler-Orosi Joint Unified School District
12623 Ave 416
Orosi, CA 93647
559-528-4763
www.cojusd.org

District Governing Board

Rebecca Jimenez, Board President

Mary Helen Espino, Board Vice President

Sandra Williams, Board Clerk

Lloyd McClard, Board Member

Marisol Rubalcaba, Board Member

Sarah Herrera, Board Member

Delia Martinez, Board Member

District Administration

Yolanda Valdez
Superintendent

Craig Drennan
Assistant Superintendent Administrative Services

School Description

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 665 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 35 certificated teachers which include 2 part-time academic coaches, 2 full time coaches, a learning director, a principal and 34 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.

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 #GREATerTogether 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.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	106
Grade 2	87
Grade 3	102
Grade 4	132
Grade 5	122
Total Enrollment	678

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.3
Filipino	0.9
Hispanic or Latino	97.5
White	1.2
Socioeconomically Disadvantaged	96.3
English Learners	51
Students with Disabilities	7.4
Foster Youth	1.6
Homeless	6.9

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 for Cutler Elementary	17-18	18-19	19-20
With Full Credential	36	33	30
Without Full Credential	2	3	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cutler-Orosi Joint	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cutler Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Journeys/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	National Geographic Science/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson History-Social Science for California/2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

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 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	35	39	42	50	50
Math	33	32	34	36	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.4	19.2	13.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	350	97.77	34.57
Male	188	184	97.87	28.80
Female	170	166	97.65	40.96
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	342	97.71	34.80
White	--	--	--	--
Socioeconomically Disadvantaged	347	341	98.27	33.72
English Learners	277	269	97.11	34.94
Students with Disabilities	30	30	100.00	6.67
Students Receiving Migrant Education Services	15	14	93.33	35.71
Homeless	29	25	86.21	13.79

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	354	98.88	31.92
Male	188	186	98.94	34.41
Female	170	168	98.82	29.17
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	346	98.86	32.08
White	--	--	--	--
Socioeconomically Disadvantaged	347	343	98.85	31.49
English Learners	277	273	98.56	31.87
Students with Disabilities	30	30	100.00	3.33
Students Receiving Migrant Education Services	15	14	93.33	28.57
Homeless	29	27	93.10	6.90

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.

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 2019-20)
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 provided in the Fall and Spring by each grade level 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 students during our end of the trimester assemblies.

This is our fourth year having our Wildcat Parent Academy which provides parents with six 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 volunteer, two classified staff, our health aide 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. If you would like more information on how you can get involved at Cutler Elementary School please contact Mrs. Cerda at 559-528-6931.

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.

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 January 30, 2019. 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 September 26, 2019. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	0.8	5.9
Expulsions Rate	0.0	0.0	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	678.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.2
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		22	1	5		19	3	4	
1	22		5		24		4		20	4	1	
2	23		6		23		5		22		4	
3	21		6		22		6		20	3	2	
4	21	1	2		25		5		26		5	
5	28		4		23		3		31		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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, 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 and Assessments) strategies to support English Learners, technology use and Special Education. All teachers have been trained in the 4Cs, 4Ls, Learning Targets and DOK. 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. 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. Instructional Coaches facilitate lesson studies, coaching cycles, and provide extra training for teachers who need more assistance based on walkthrough data or teacher request.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,108	$46,208
Mid-Range Teacher Salary	$71,804	$72,218
Highest Teacher Salary	$93,888	$92,742
Average Principal Salary (ES)	$120,739	$134,864
Average Principal Salary (MS)	$126,434	$118,220
Average Principal Salary (HS)	$140,943	$127,356
Superintendent Salary	$203,747	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	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	$74,019.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.1	-5.1
School Site/ State	-8.3	-3.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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, Capit, Accelerated Reader)
Supplemental books and reference materials Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional Coaches, travel and conference, professional services)
Supplemental materials and supplies
Non Cap Equipment (technology)
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).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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).

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.