

# Cullen Elementary School

440 North Live Oak Ave. • Glendora, CA 91741-2964 • (626) 852-4593 • Grades K-5  
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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Glendora Unified School District

500 North Loraine Ave.  
Glendora, CA 91741  
(626) 963-1611  
www.glendora.k12.ca.us

#### District Governing Board

Cory Ellenson  
Elizabeth Reuter  
Robin Merkley  
Rukshan Fernando, Ph.D.  
Zondra Borg

#### District Administration

Robert J. Voors, Ed.D  
Superintendent

### School Description

#### Principal's Message

Seated at the base of the Foothills, Cullen, a California Distinguished and Gold Ribbon School, is nestled within the neighborhood of central Glendora. I am very pleased to welcome you to the area and to the Cullen family. Cullen Elementary School prides itself on being a school where the staff, students, and parents work collaboratively as a team, continually evaluating programs to ensure that students are receiving the best possible education and developing into individuals with integrity. It is this team effort that also provides many additional opportunities for our students to experience a well rounded education

It is clear that we, as educators, both school and parents, must set high expectations for each student as well as ourselves in order to effectively foster an attitude of lifelong learning within each student and to maintain a high degree of excellence in education. These high expectations set both at school and at home, are most important for a child's success. Concurrently, we must also recognize that each child is an individual with unique abilities, strengths, and needs. It is my hope that it is the intention of all faculty, staff, and parents of Cullen School to help each student appreciate his/her contributions and uniqueness while attaining high educational goals.

With your support, we will continue this pursuit of excellence and working together!

Cheryl Bonner, Ed.D.  
Principal

#### Mission Statement

The mission of Cullen Elementary School is to provide each student with opportunities to reach his/her full potential as a lifelong learner through implementation of high academic standards, providing differentiated instruction to all students, in a safe and nurturing learning environment while maintaining strong home-school-community connections and promoting individual responsibility.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	94
Grade 2	94
Grade 3	97
Grade 4	102
Grade 5	103
<b>Total Enrollment</b>	<b>614</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	10.7
Filipino	2.3
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.2
White	43.6
Socioeconomically Disadvantaged	21.2
English Learners	9.1
Students with Disabilities	13.8
Foster Youth	0.2

## 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			
Cullen Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	31	30	29
<b>Without Full Credential</b>	0	0.5	0
<b>Teaching Outside Subject Area of Competence</b>	N/A	N/A	N/A
Glendora Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	335
<b>Without Full Credential</b>	♦	♦	5
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
Cullen Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)**

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science, foreign language, and health.

We will be piloting State approved History/Social Science textbooks and instructional materials in 2018-2019, with adoption anticipated in 2019.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	2014-2022 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	2006-2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	2005-2011 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)

Cullen was built in 1961 and has 28 classrooms, a cafeteria, an administrative office, a library media center, and a computer lab. In 2007-08, Cullen underwent modernization funded through Measure G. The modernization included wiring to better meet our technological needs, new windows and improved lighting, central air and heat, and new carpet and tile throughout the school. In addition, dropped ceilings were installed in all classrooms and the bathrooms were completely renovated. The facility is completely renovated to meet all ADA regulations.

School Facility Conditions and Improvements:

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of Cullen may be obtained from 2017-18 school year, the safety inspection was completed on June 18, 2018 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 18, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	#29 - disinfecting wipes left out in classroom - RESOLVED, STAGE - Gasoline stored inside electrical room - RESOLVED
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Outside #9 - stagnate water - RESOLVED
<b>Overall Rating</b>	<b>Good</b>	

## 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.
- 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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	69.0	68.0	67.0	48.0	50.0
Math	59.0	61.0	56.0	56.0	37.0	38.0

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.

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.5	35.0	26.2

\* 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.

School Year 2017-18 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	293	293	100	68.94
Male	143	143	100	65.03
Female	150	150	100	72.67
Black or African American	--	--	--	--
Asian	22	22	100	95.45
Filipino	--	--	--	--
Hispanic or Latino	108	108	100	62.96
White	143	143	100	69.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100	58.33
English Learners	29	29	100	62.07
Students with Disabilities	52	52	100	34.62

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 2017-18 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	293	293	100	60.76
Male	143	143	100	64.29
Female	150	150	100	57.43
Black or African American	--	--	--	--
Asian	22	22	100	95.45
Filipino	--	--	--	--
Hispanic or Latino	108	108	100	49.06
White	143	143	100	63.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100	52.63
English Learners	29	29	100	51.72
Students with Disabilities	52	52	100	31.91

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 2018-19)

Cullen School is one of five elementary schools in the Glendora Unified School District. Cullen serves the neighborhood between Glendora Avenue and Elwood Avenue.

Cullen School has an active PTA that provides varied enrichment activities. The PTA Board meets monthly and seeks the involvement of all parents and neighbors of Cullen School. They also help to facilitate activities provided through PTA such as: Art Docent Program, Red Ribbon Week, Walk to School Day, recognize school spirit for Spirit Days, provide lunches to staff for Parent Teacher Conferences and Staff Appreciation, Literacy Week, Family Nights, Special Events, Move-a-Thon, Book Fair, and Arts & Science Day. Additionally, parents volunteer in classrooms, attend various family events throughout the year and chaperone field trips.

Last year, PTA volunteers worked over 13,650 hours helping at the school. Additional opportunities to be involved at the school will be made public through the school website, newsletters, emails, texts, and all calls.

### 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

A school/district safety plan, which addresses ten required areas, is evaluated annually and is available for review in the school office. Earthquake, disaster, lock-down, and fire drills are practiced regularly. For disaster preparedness, the PTA and district provide minimal food, water, equipment, sanitation, and medical supplies for up to 72 hours. A district-wide smog-alert plan is actively enforced.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.6	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.8	2.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	24	22	1		1	5	5	5			
1	25	24	23				4	4	4			
2	24	24	23				4	4	4			
3	25	25	22				4	4	4			
4	29	32	32				4	3	2			1
5	23	24	28	2	2	1	4	4	1			2
Other	8	9	6	1	1	1						

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

**Professional Development provided for Teachers**

Staff training is ongoing in the Glendora Unified School District. The district calendar includes two orientation days prior to the start of the school year in August, one staff development day in Fall, and one staff development days in Spring. Staff development is ongoing and takes place throughout the year, by use of academic coaches, release time for teacher self-selected learning and collaboration, in-class coaching, and use of early-out and late-start days. Professional Development is planned by a joint committee of teachers and administrators, using student achievement and other data, including teacher needs assessments and state requirements.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,501	\$47,547
Mid-Range Teacher Salary	\$86,742	\$74,775
Highest Teacher Salary	\$99,675	\$93,651
Average Principal Salary (ES)	\$123,110	\$116,377
Average Principal Salary (MS)	\$127,355	\$122,978
Average Principal Salary (HS)	\$148,050	\$135,565
Superintendent Salary	\$257,953	\$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	4.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,257	\$1,295	\$4,963	\$84,674
District	◆	◆	\$5,550	\$86,264
State	◆	◆	\$7,125	\$76,522
<b>Percent Difference: School Site/District</b>			-11.2	-1.9
<b>Percent Difference: School Site/ State</b>			-35.8	10.1

\* Cells with ◆ 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**

Cullen School provides a Resource Specialist Program and Special Day Classes for students who qualify for special Education. An intervention program for targeted K-5 students has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program and a parent-financed Extended Day Care Program are offered on campus.

**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.