

Cullen Elementary School

440 North Live Oak Ave. • Glendora, CA 91741-2964 • (626) 852-4593 • Grades K-5
Cheryl Bonner, Ed.D., Principal
cbonner@glendora.k12.ca.us



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



Glendora Unified School District

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

District Governing Board

Elizabeth Reuter
President

Zondra Borg
Vice President

Robin Merkley
Clerk

Rukshan Fernando, Ph.D.
Member

Cory Ellenson
Member

District Administration

Robert J. Voors, Ed.D.
Superintendent

Dominic DiGrazia, Ed.D.
**Assistant Superintendent of
Personnel Services**

Michelle Hunter
**Assistant Superintendent of
Educational Services**

Marc Chaldu
**Assistant Superintendent of
Business Services**

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	98
Grade 2	94
Grade 3	98
Grade 4	101
Grade 5	103
Total Enrollment	604

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	11.6
Filipino	1.7
Hispanic or Latino	38.2
White	41.1
Two or More Races	6.6
Socioeconomically Disadvantaged	22.7
English Learners	8.3
Students with Disabilities	13.1

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 Cullen Elementary	17-18	18-19	19-20
With Full Credential	30	29	29.3
Without Full Credential	0.5	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A

Teacher Credentials for Glendora Unified	17-18	18-19	19-20
With Full Credential	♦	♦	329
Without Full Credential	♦	♦	4.4
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at Cullen Elementary School

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)

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.

We will be piloting State approved Science textbooks and instructional materials in 2019-2020, with adoption anticipated in 2020.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-2022 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2019-2027 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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.

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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Cullen was built in 1961 and has 29 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 20178-19 school year, the safety inspection was completed on June 17, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 17, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rooms 3, 4, 5, 8, 12, 12, 15, 17, 18, 20, 21, 24 Stained or broken tile. RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Room 25 Hole at phone jack above the sink, exposed. RESOLVED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Rm 1 Faucet loose - RESOLVED. drinking fountain outside office; upper grade bubbler sticks on. RESOLVED. RESTROOMS Upper girls/Boys, Kinder Boys, lower staff Rm 8 -left sink loose from the wall; (10! sink loose from wall; Toilet leaks below flush valve. RESOLVED. East Boys/girls Center toilet loose from floor; center-leak below flush valve; urinal partition loose; sink loose. RESOLVED
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	69	74	67	67	50	50
Math	61	67	56	59	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	17.3	26.0	32.7

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	293	292	99.66	73.63
Male	142	142	100.00	75.35
Female	151	150	99.34	72.00
Black or African American	--	--	--	--
Asian	28	28	100.00	92.86
Filipino	--	--	--	--
Hispanic or Latino	120	119	99.17	68.91
White	125	125	100.00	72.80
Two or More Races	13	13	100.00	84.62
Socioeconomically Disadvantaged	70	69	98.57	65.22
English Learners	26	26	100.00	69.23
Students with Disabilities	49	49	100.00	42.86
Foster Youth	--	--	--	--

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	293	292	99.66	67.12
Male	142	142	100.00	70.42
Female	151	150	99.34	64.00
Black or African American	--	--	--	--
Asian	28	28	100.00	89.29
Filipino	--	--	--	--
Hispanic or Latino	120	119	99.17	60.50
White	125	125	100.00	68.00
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	70	69	98.57	53.62
English Learners	26	26	100.00	69.23
Students with Disabilities	49	49	100.00	36.73
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.

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)

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. For additional information on parent involvement please contact the PTA President, Malissa Apodaca, mjapodaca.pta@gmail.com

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.3	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.0	1.9
Expulsions Rate	0.1	0.0	0.0

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.

Support Staff

At Cullen, students, staff and community are supported by a variety of classified personnel, including but not limited to an office manager and clerk, part-time health clerk, custodian, a variety of instructional aides in addition to itinerant certificated staff who provide PE and music instruction to our 4th and 5th grade students. Additionally, Cullen has a school psychologist and speech/language pathologists, as well as, a part-time counselor.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		22	1	5		19	3	3	
1	24		4		23		4		24		4	
2	24		4		23		4		23		4	
3	25		4		22		4		19	1	4	
4	32		3		32		2	1	31		3	
5	24	2	4		28	1	1	2	27	1		3
Other**	9	1			6	1			6	1		

*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	3	3	3

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 weekly 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	\$49,084
Mid-Range Teacher Salary	\$85,355	\$76,091
Highest Teacher Salary	\$99,675	\$95,728
Average Principal Salary (ES)	\$125,572	\$118,990
Average Principal Salary (MS)	\$132,478	\$125,674
Average Principal Salary (HS)	\$151,011	\$137,589
Superintendent Salary	\$265,143	\$230,096

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,324	\$1,269	\$5,055	\$84,787
District	N/A	N/A	\$5,501	\$90,438.
State	N/A	N/A	\$12,068	\$80,680

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	35%
Administrative Salaries	4%	6%

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

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.5	-6.4
School Site/ State	-81.9	5.0

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

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.