



Sutherland Elementary School

1330 North Amelia Ave. • Glendora, CA 91740 • (626) 852-4614 • Grades K-5

Carren Acevedo, Principal
cacevedo@glendora.k12.ca.us
<https://sutherlandcougars.org>

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

Welcome to Sutherland Elementary School! Sutherland Elementary school is home to dedicated teaching and support staff, motivated students, supportive parents, and community members. We are proud to offer a rigorous academic program that challenges students and helps them reach their full potential. Our curriculum is aligned with California State Standards. Our students are exposed to 21st century learning where innovation, creativity and critical thinking skills are fostered. Sutherland students learn to work in cooperative groups and apply new knowledge to real-life situations.

Along with academics, Sutherland Cougars also covet citizenship. We believe that providing a quality education also involves focusing on character traits. Each month, students focus on different character traits such as responsibility, trustworthiness, and respectfulness. These character traits are highlighted and students who exhibit these traits are recognized at monthly student of the month assemblies.

We are appreciative of the wonderful support of our Sutherland families staff, and community members and hope that this report will provide useful information. For further information please log onto our website at: <http://sutherlandcougars.org>.

Carren Acevedo
Principal

Mission Statement

Sutherland School is committed to creating and developing a caring community of learners by providing a positive learning environment that motivates all students to demonstrate academic and social growth. Our educational program ensures that each student is held to high expectations to reach their full potential.

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	128
Grade 1	74
Grade 2	79
Grade 3	74
Grade 4	98
Grade 5	103
Total Enrollment	556

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	12.2
Filipino	2.2
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.4
White	37.1
Socioeconomically Disadvantaged	27.0
English Learners	7.0
Students with Disabilities	11.3
Foster Youth	0.5

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			
Sutherland Elementary School	16-17	17-18	18-19
With Full Credential	26	28	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
Glendora Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
Sutherland Elementary School	16-17	17-18	18-19
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)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
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	2006-2012 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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Sutherland was built in 1961 and has 25 classrooms, a cafeteria, an administrative office, a library, and a modernized computer lab.

Sutherland School completed modernization, funded by Measure G, in January of 2008. All classrooms, bathrooms, office space, and the cafeteria were fully refurbished. A school re-dedication ceremony was held upon completion.

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 Sutherland may be obtained from the District Business Office. During the 2016-17 school year, the safety inspection was completed on October 27, 2016 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Many rooms - Equipment stored on cabinet tops (earthquake hazard) - RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Rooms 10 & 13 - Access to fire extinguisher blocked - RESOLVED Throughout - Cleaning chemicals left out in classroom. - RESOLVED
Structural: Structural Damage, Roofs	Fair	Library, M.P.R & room 26 - Ceiling stains caused by water intrusion. Room #22 missing ceiling tile - REPAIRED
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.
- 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	71.0	68.0	67.0	48.0	50.0
Math	57.0	63.0	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	22.5	21.6	25.5

* 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	272	270	99.26	71.00
Male	121	119	98.35	70.59
Female	151	151	100	71.33
Black or African American	--	--	--	--
Asian	27	27	100	85.19
Filipino	--	--	--	--
Hispanic or Latino	113	112	99.12	63.96
White	105	104	99.05	72.12
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	76	75	98.68	56.00
English Learners	28	27	96.43	55.56
Students with Disabilities	44	43	97.73	37.21
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 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	272	271	99.63	63.33
Male	121	120	99.17	70.83
Female	151	151	100	57.33
Black or African American	--	--	--	--
Asian	27	27	100	81.48
Filipino	--	--	--	--
Hispanic or Latino	113	113	100	52.68
White	105	104	99.05	68.27
Two or More Races	19	19	100	63.16
Socioeconomically Disadvantaged	76	76	100	50
English Learners	28	28	100	60.71
Students with Disabilities	43	42	97.67	26.19
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 2018-19)

Sutherland School is one of five elementary schools in the Glendora Unified School District. Sutherland serves the eastern area of Glendora and a small portion of San Dimas.

Sutherland has an active PTA that provides varied enrichment activities. The PTA Board meets monthly and seeks the involvement of all parents and neighbors of Sutherland School. Last year, PTA volunteers worked over 3,500 hours helping at the school. For additional information regarding parental involvement, please contact Sabrina Corletto, PTA president at (626) 852-4614.

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 district office provides 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	1.8	2.3	0.7
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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	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	21	21	23	1	1	1	4	4	5			
1	25	24	23				3	3	3			
2	22	25	25				4	3	3			
3	23	24	25				4	4	3			
4	28	31	32				3	3	2			1
5	31	25	26		1	1	3	3	3			
Other	11			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 day 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/.

Types of Services Funded

Sutherland School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. A reading Intervention teacher provides an intervention program for targeted K-5 students. 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,540	\$974	\$5,566	\$90,789
District	◆	◆	\$5,550	\$86,264
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			0.3	5.1
Percent Difference: School Site/ State			-24.6	17.1

* 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.