

# Sutherland Elementary School

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

Sheri Cole, Principal  
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## 2014-15 School Accountability Report Card Published During the 2015-16 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  
Mike Gautreau  
Charles J. Gomer, Ph.D  
Robin Merkley  
Maura Murabito

#### 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, and 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://sutherland-glendorausd-ca.schoolloop.com/>.

Sheri R. Cole  
Principal

### Mission Statement

The mission of Sutherland 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (626) 852-4614 or the district office.

**2014-15 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	102
Grade 1	88
Grade 2	91
Grade 3	98
Grade 4	100
Grade 5	96
<b>Total Enrollment</b>	<b>575</b>

**2014-15 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	7.1
Filipino	1.6
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.2
White	49.2
Two or More Races	5.4
Socioeconomically Disadvantaged	23.1
English Learners	9.4
Students with Disabilities	12.7
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	26	26	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	N/A	N/A	N/A
Glendora Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	327
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0.8%

**Teacher Misassignments and Vacant Teacher Positions at this School**

Sutherland Elementary School	13-14	14-15	15-16
<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

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.9	0.1
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.8	0.2

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 Reading/Language Arts textbooks and instructional materials in 2016, with adoption anticipated in 2017.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2002-2009 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

### 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 rededication 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 2014-15 school year, the safety inspection was completed on November 3, 2015 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 3, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Rooms 10, 13 - partially blocked fire extinguishers. Corrected.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Need to replenish wood chips. Corrected.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	62	63	44
Math	56	53	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	84	84	79	79	81	76	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.50	36.50	39.60

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	79
Male	89
Female	71
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	76
White	80
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	41
Foster Youth	--

\* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	98	98.0	15	31	28	27
	4	98	96	98.0	8	22	26	44
	5	98	95	96.9	14	23	35	28
Male	3		49	49.0	12	35	20	33
	4		47	48.0	6	19	28	47
	5		42	42.9	14	17	38	31
Female	3		49	49.0	18	27	35	20
	4		49	50.0	10	24	24	41
	5		53	54.1	13	28	32	26
Black or African American	3		2	2.0	--	--	--	--
	5		3	3.1	--	--	--	--
American Indian or Alaska Native	4		1	1.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		5	5.0	--	--	--	--
	4		10	10.2	--	--	--	--
	5		4	4.1	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	3.1	--	--	--	--
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		29	29.0	21	38	17	24
	4		29	29.6	21	21	45	14
	5		32	32.7	25	28	28	19
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
White	3		55	55.0	13	31	35	22
	4		48	49.0	4	31	15	50
	5		52	53.1	8	19	40	33
Two or More Races	3		5	5.0	--	--	--	--
	4		5	5.1	--	--	--	--
	5		2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		10	10.0	--	--	--	--
	4		7	7.1	--	--	--	--
	5		14	14.3	36	36	7	21
English Learners	3		9	9.0	--	--	--	--
	4		7	7.1	--	--	--	--
	5		7	7.1	--	--	--	--
Students with Disabilities	3		18	18.0	44	44	6	6
	4		15	15.3	33	27	13	27
	5		17	17.3	65	6	18	12

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	98	98.0	22	32	29	17
	4	98	96	98.0	8	24	41	27
	5	98	95	96.9	18	27	36	19
Male	3		49	49.0	20	29	27	24
	4		47	48.0	4	19	43	34
	5		42	42.9	12	17	50	21
Female	3		49	49.0	24	35	31	10
	4		49	50.0	12	29	39	20
	5		53	54.1	23	36	25	17
Black or African American	3		2	2.0	--	--	--	--
	5		3	3.1	--	--	--	--
American Indian or Alaska Native	4		1	1.0	--	--	--	--
Asian	3		5	5.0	--	--	--	--
	4		10	10.2	--	--	--	--
	5		4	4.1	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	3.1	--	--	--	--
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		29	29.0	34	38	17	10
	4		29	29.6	21	34	31	14
	5		32	32.7	25	31	34	9
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
White	3		55	55.0	20	35	27	18
	4		48	49.0	4	25	46	25
	5		52	53.1	13	27	38	21
Two or More Races	3		5	5.0	--	--	--	--
	4		5	5.1	--	--	--	--
	5		2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		10	10.0	--	--	--	--
	4		7	7.1	--	--	--	--
	5		14	14.3	43	29	14	14
English Learners	3		9	9.0	--	--	--	--
	4		7	7.1	--	--	--	--
	5		7	7.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		18	18.0	56	28	17	0
	4		15	15.3	27	33	20	20
	5		17	17.3	59	12	29	0

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

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 3,138 hours helping at the school. For additional information regarding parental involvement, please contact Greg Healy at (626) 852-4614.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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 provides 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	2012-13	2013-14	2014-15
Suspensions Rate	0.62	1.81	1.64
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.53	2.20	1.97
Expulsions Rate	0.01	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2013-2014
Year in Program Improvement	N/A	Year 1
Number of Title I Schools Currently in Program Improvement	1	
Percent of Title I Schools Currently in Program Improvement	50.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	25	21	1		1	4	4	4			
1	24	27	26				4	3	3			
2	26	23	24				4	4	4			
3	27	26	24				3	4	4			
4	31	30	25			1	3	3	1			2
5	32	30	25			1	2	3	3	1		
Other	9	11		1	2							

### Academic Counselors and Other Support Staff at this School

Sutherland utilizes the services of a district psychologist for testing, case studies, and intervention. A district nurse and a site-based LVN are also available for the student's health needs. Students are served by instructional aides in the classroom, a library technician, vocal and instrumental music teachers, and a physical education teacher. Identified students may participate in the district Gifted and Talented Education (GATE) Program. A speech/language pathologist is available to students who qualify for that program.

### Professional Development provided for Teachers

Staff training is ongoing in the Glendora Unified School District. The district calendar includes one orientation day prior to the start of the school year in August and a staff development day in October. 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,870	\$42,315
Mid-Range Teacher Salary	\$75,020	\$66,451
Highest Teacher Salary	\$87,606	\$85,603
Average Principal Salary (ES)	\$110,447	\$105,079
Average Principal Salary (MS)	\$118,699	\$111,005
Average Principal Salary (HS)	\$132,137	\$121,310
Superintendent Salary	\$207,261	\$189,899
Percent of District Budget		
Teacher Salaries	46%	39%
Administrative Salaries	5%	6%

\* 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,044	\$792	\$4,252	\$80,723
District	♦	♦	\$4,322	\$82,295
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-1.6	-1.9
Percent Difference: School Site/ State			-20.5	16.6

\* Cells with ♦ do not require data.



**Types of Services Funded**

Sutherland 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 English language learning 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.