

Sutherland Elementary School

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

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<https://sutherlandcougars.org>



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



Glendora Unified School District

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District Governing Board

Elizabeth Reuter
President

Zondra Borg
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Personnel Services**

Michelle Hunter
**Assistant Superintendent of
Educational Services**

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**Assistant Superintendent of
Business Services**

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 which 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.

Sutherland Elementary School participates in Positive Behavior and Intervention Strategies (PBIS). We support positive behavior and recognize students who go above and beyond in their classroom and on the playground. Discipline and behavior issues follow a chain of command based on minor and major occurrences.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	101
Grade 2	79
Grade 3	82
Grade 4	69
Grade 5	95
Total Enrollment	528

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	12.9
Filipino	2.5
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	0.4
White	34.3
Two or More Races	6.3
Socioeconomically Disadvantaged	25.4
English Learners	7.4
Students with Disabilities	9.1
Foster Youth	0.4

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 Sutherland Elementary	17-18	18-19	19-20
With Full Credential	28	25	28.5
Without Full Credential	0	1	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 Sutherland 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	2020-2027 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.

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 2018-19 school year, the safety inspection was completed on June 11, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 11, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 1, 5, 7, 18, 21, 22, 24, 25, 26 Floor tile chipped; ceiling tiles stained or broken or missing. Dirty around air vents, Plastic fiberglass tiles are mismatched. Room 9 edge board broken and missing. ALL RESOLVED.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Room 4 Bubbler needs to be turned down. - RESOLVED. Upper girls/boys restroom. Sink loose from wall; Urnial partition loose - RESOLVED
Safety: Fire Safety, Hazardous Materials	Good Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Room 3- bottom sweep bent.
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	71	68	67	67	50	50
Math	63	63	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.

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.

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	22.1	22.1	28.4

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	244	243	99.59	68.31
Male	111	110	99.10	60.91
Female	133	133	100.00	74.44
Black or African American	--	--	--	--
Asian	29	29	100.00	86.21
Filipino	--	--	--	--
Hispanic or Latino	98	98	100.00	54.08
White	91	90	98.90	75.56
Two or More Races	19	19	100.00	78.95
Socioeconomically Disadvantaged	61	60	98.36	46.67
English Learners	28	28	100.00	53.57
Students with Disabilities	34	33	97.06	33.33

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	244	243	99.59	62.96
Male	111	110	99.10	64.55
Female	133	133	100.00	61.65
Black or African American	--	--	--	--
Asian	29	29	100.00	89.66
Filipino	--	--	--	--
Hispanic or Latino	98	98	100.00	45.92
White	91	90	98.90	72.22
Two or More Races	19	19	100.00	63.16
Socioeconomically Disadvantaged	61	60	98.36	43.33
English Learners	28	28	100.00	60.71
Students with Disabilities	34	33	97.06	24.24

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)

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 laprincess1076@gmail.com, (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. lock out, lock-down, evacuation 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	0.7	0.6
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

Sutherland utilizes the services of a district psychologist for testing, case studies, and intervention. A district nurse and a site-based health clerk are also available for the students' health needs. Students are served by instructional aides in the classroom, a shared mental health counselor, 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.

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	21	1	4		23	1	5		25		4	
1	24		3		23		3		25		4	
2	25		3		25		3		25		3	
3	24		4		25		3		26		3	
4	31		3		32		2	1	33			2
5	25	1	3		26	1	3		31		3	
Other**									10	2		

*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 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 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	\$6,052	\$890	\$5,162	\$90,159
District	N/A	N/A	\$5,501	\$90,438
State	N/A	N/A	\$12,068	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	-0.3
School Site/ State	-80.2	11.1

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.

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/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.