Cutler Elementary

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Cutler Elementary
Street	40532 Rd 128
City, State, Zip	Cutler, CA 93615
Phone Number	559-528-6931
Principal	Dr. Diana Vides
Email Address	divides@cojusd.org
School Website	http://cut.cojusd.org/
Grade Span	PK-5
County-District-School (CDS) Code	54 71860 6053904

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

Cutler Elementary School, the proud home of the Wildcats, is honored to offer a dual language immersion strand as part of their educational program. We are also proud to be a Community School! Our school is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler Elementary School serves approximately 607 students in Preschool through 5th grade. Slightly less than half our students participate in the Dual Language Immersion Program. Our student population comes from hard working families that value education and want a brighter future for their children. Our staff consists of 37 full time certificated teachers which include Visual and Performing Arts (VAPA), Physical Education, Science Technology Engineering and Mathematics (STEM), music, 3 academic coaches,1 intervention coach, a learning director, and a principal. We also have a full time social worker, counselor, psychologist and 47 classified staff. Our Community Schools Grant has also supported us with a Community School Coordinator. We also have our Cutler preschool. The staff at Cutler Elementary School believe that all students have the ability to learn and are committed to the high standard of providing the most effective program possible. We strive to promote positive self esteem, academic and social achievement for all students so that they are college, career, community ready and prepared to compete in a global economy. We are a PBIS Platinum school!

We are excited and enthusiastic about our Professional Learning Community and work diligently to provide our students with the very best educational experience. Together, with our teachers and staff, we are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. The school holds high expectations for the academic and social development of all students. In addition, through Positive Behavior Intervention Support, we teach students to follow the “Wildcat Way” by showing respect, making good decisions and solving problems. We believe that excellence in academics and respectful attitudes and behaviors are the key to success now and in the future. Our school motto is "Kind BRAVE hearts grow Champions" #Brilliant, #Respectful, #Amazing, #Valued, #Empowered. We are Kind, we are brave, we are Champions! Our staff strives daily to provide our students with the academic support and skills to make ensure our students feel loved and encouraged to reach their full potential. Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our School Site Council (SSC) and English Language Learner Advisory Council (ELAC). Our staff looks forward to working with you and our students on another year of academic success.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	88
Grade 2	92
Grade 3	112
Grade 4	95
Grade 5	93
Total Enrollment	607

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	0.2
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	98.5
White	0.7
English Learners	52.2
Foster Youth	0.2
Homeless	4.9
Migrant	6.8
Socioeconomically Disadvantaged	93.4
Students with Disabilities	12

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.2	96.58	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	1	3.42	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	29.2	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4	75.36	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	3	10.08	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	11.16	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	0.9	3.33	12	6.25	14303.8	5.15
Total Teaching Positions	29.7	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	80	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	2	6.67	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	10	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	1	3.33	12.9	6.73	13705.8	4.91
Total Teaching Positions	30	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3.3	2
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3.3	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	12.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders 2023 / McGraw Hill: Maravillas 2020	0
Mathematics	Great Minds: Eureka Math 2015	0
Science	McGraw Hill: CA Inspire Science	0
History-Social Science	Savvas: My World Interactive 2018	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	Davis: Explorations in Art	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

All school grounds, buildings, and restrooms are maintained and kept in good working order. The custodial and maintenance staff conduct repairs as needed throughout the year to ensure the facilities are kept in good repair. All classrooms and buildings are deep cleaned during the summer break. All areas that need painting are painted and areas in need of repair are repaired.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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] System 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 CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	37	41	45	47	48
Mathematics (grades 3-8 and 11)	23	35	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	298	98.35	1.65	36.91
Female	157	153	97.45	2.55	38.56
Male	146	145	99.32	0.68	35.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	301	296	98.34	1.66	36.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	158	153	96.84	3.16	18.95
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	42.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	284	280	98.59	1.41	36.43
Students Receiving Migrant Education Services	23	22	95.65	4.35	31.82
Students with Disabilities	33	33	100.00	0.00	15.15

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	302	99.67	0.33	35.43
Female	157	156	99.36	0.64	29.49
Male	146	146	100.00	0.00	41.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	301	300	99.67	0.33	35.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	158	157	99.37	0.63	19.11
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	0	0	0	0	0

Socioeconomically Disadvantaged	284	284	100.00	0.00	35.56
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	33	33	100.00	0.00	6.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.13	12.77	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00	0.00	12.77
Female	51	51	100.00	0.00	13.73
Male	43	43	100.00	0.00	11.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100.00	0.00	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	49	49	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	88	100.00	0.00	12.50
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Cutler-Orosi Joint Unified School District has six Parent Involvement goals:
1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are actively involved in the School Site Council and the English Learner Advisory Committee. At Cutler Elementary School we have school wide parent nights hosted by teachers to help students at home and to monitor their progress. These parent nights are thematic and filled with activities and materials to continue the strategies learned at home. Teachers use platforms such as ClassDojo, Seesaw and Apptegy to communicate regularly with parents. Home-school communication and partnerships are further strengthened through parent-teacher conferences. Parents of all English Learners are provided with an Individual Literacy and Language Plan that show what we are doing at school to support the student and strategies for parents to support their student at home. All students reading below grade level are also provided with an Individual Literacy Plan, however, this focuses solely on literacy. Our teachers address parent concerns promptly and value their input. We invite our parents during the year to Title I Meeting, Back to School Night, Open House. We also recognize our parents and their students during our end of the trimester assemblies. We have our monthly Student of the Month Recognition where parents get to have lunch with their child on campus. Parents are also invited to our Music Informances, STEM, VAPA & PE visitations at the end of each trimester.

Through our Community Schools grant we have a Community Schools Coordinator whom supports our parents with community resources, night events and workshops. In addition, our staff provides parents with a variety of workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. This year we are participating in Parent Institute for Quality Education (PIQE) in Math. In the sessions parents receive strategies on

2025-26 Opportunities for Parental Involvement

how to get involved at Cutler Elementary School, become a school leader, and help support their child in the area of mathematics. Please join us in empowering families through education. If you would like more information on how you can get involved at Cutler Elementary School please contact Dr. Vides at 559-528-6931.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	638	53	8.3
Female	347	326	22	6.7
Male	327	312	31	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	663	629	52	8.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	358	335	20	6.0
Foster Youth	--	--	--	--
Homeless	33	32	3	9.4
Socioeconomically Disadvantaged	634	603	52	8.6
Students Receiving Migrant Education Services	52	49	3	6.1
Students with Disabilities	97	95	13	13.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.76	0.76	0.45	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0.00
Female	0.00	0.00
Male	0.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our school staff is committed to providing a safe environment for our students. The principal and Learning Director formed a committee to study and review the safety plan for Cutler School. The Cutler School Safety Plan was updated by this committee and was approved by the Cutler School Site Council. Safety was discussed and all staff are familiar with the components of the plan. Teachers regularly stress safety with students, and students are closely monitored during all activities with the utmost safety standards in mind. Emergency response procedures have been discussed and all staff and key personnel were trained. Many of the teachers and support staff have taken part in the district's CPR/First Aid Training program. Fire drills and emergency lockdown drills are a regular part of the school's program. Drills are performed on a monthly basis to prepare students and staff for possible classroom evacuations. Every classroom/office has a safety folder which includes the following tabs: Tab 1 - Evacuation Map, Site Directory, Emergency Telephone List, Bell Schedule, Crisis Management Procedure, Campus Emergency Assignments, Emergency Evacuation Locations, Teacher "Buddy" List, District Directory. Tab 2 - Emergency Response Procedures: Evacuation. Tab 3 - Emergency Response Procedures: Shelter In Place. Tab 4 - Emergency Response Procedures: Drop and Cover. Tab 5 - Emergency Response Procedures: Lockdown. We also participate in ActVNet through Tulare County Office of Education to support our site in being able to respond quickly to any emergency situation that may arise in conjunction with local authorities.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	0
1	22	0	9	0
2	22	2	6	0
3	24	3	6	1
4	22	10	8	0
5	28	0	12	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	4	0
1	22	0	6	0
2	26	2	9	2
3	24	4	6	2
4	24	4	6	2
5	25	6	4	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	9	3	2
1	22	7	3	2
2	23	6	6	2
3	25	4	9	2
4	24	6	6	2
5	23	6	6	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	607

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,807.63	$ 2,723.60	$ 9,833.51	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Rocket Math, IMSE, Accelerated Reader)
Supplemental books and reference materials Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional Coaches, travel and conference, professional services, Step Up to Writing PL)
Supplemental materials and supplies
Non Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems.) A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

Professional Development

Cutler School participates in a 90-minute staff development and collaboration period through a “Late Start Wednesday” program weekly. Teachers meet in grade level Professional Learning Communities to focus on Common Core Standards, student data, and learning strategies that make a difference in student achievement. Once a month, at all staff PLC meetings, the leadership team provides the staff with training on school wide strategies, differentiated instruction, growth mindset, teacher clarity, Great Instruction the First Time (GIFT) framework, and other beneficial topics. Extended Professional Learning days are built into the teacher contract and add an additional 7.5 hours of learning based on the specific needs of the students. The teachers also receive professional learning through Lesson Studies on different learning strategies in mathematics facilitated by Tulare County Office of Education. Teachers receive professional learning from district-wide in-service training and other opportunities offered from outside partners. This is the second year of partnering with NexGen to provide teachers with PD in mathematics. Tulare County Office of Education has provided many and varied in-service workshops which our staff have chosen to attend. Professional learning covers major subjects (Reading, Writing, Language, Math, Close Reading strategies, and Assessments) strategies to support English Learners, technology use and Special Education such as Cloud 9 Training. All teachers have been trained in the 4Cs, 4Ls, Learning Targets, and DOK. Our Dual Immersion teachers also participate in Lesson Studies facilitated by consultants to strengthen the DI program in biliteracy. Para-professionals participate in trainings to increase their skill level in supporting students to meet or exceed grade-level standards. Literacy continues to be supported through the implementation of the new Wonders/Maravillas curriculum. Data shows that many students are not reading at grade level. The goal is to have every student on grade level by the time they enter third grade. Teachers were provided with training on how to use Fountas and Pinnell Benchmark Assessment System and small group leveled reading instruction to better serve students. Observations are conducted by the leadership team and administration on a weekly basis. Instructional Coaches facilitate Lesson Studies, coaching cycles, and provide extra training for teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3