

SARC 2016-17

PUBLISHED DURING 2017-18

CUTLER-OROSI COMMUNITY DAY SCHOOL

“Imagine * Believe * Achieve”

Address: 12724 Avenue 392, Cutler, CA 93615

Principal: Robert Gonzales

Phone: (559) 528-4703

Email: rogonzales@cojUSD.org

Web Site: <http://lov.cojUSD.org/Cutler-Orosi-Community-Day-S>

CDS Code: 54718605430244

Cutler-Orosi Joint Unified

Superintendent: Yolanda Valdez

Phone: (559) 528-4763

Email: yvaldez@cojUSD.org

Web Site: <http://www.cojUSD.org>

I DATA AND ACCESS

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.

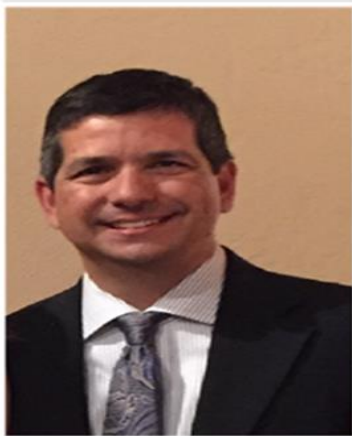
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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](#) 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.



Mr. Robert Gonzales

Principal's Message

Community Day School is a program that provides an alternative educational approach for students in grades seventh through twelfth. The majority of students served in CDS are identified as "at-risk" and need intervention due to attendance issues, credit deficiency, social/behavioral challenges, and other life circumstances that have made the traditional middle school or high school setting difficult for them to find success. This alternative setting provides students with an opportunity to receive individualized instruction, personal attention in a smaller class setting of an average of ten students to one teacher and one instructional aide, and to attain credit at an accelerated pace. Implementing state standards and a focus on 21st Century Skills, classroom instruction is provided using a variety of methods. This includes direct instruction, individual instruction, and group activities. Students also have access to programs with support staff that work to strengthen confidence and self-regulation skills to provide the opportunity to return to a comprehensive school setting with the academic and social tools to be successful. The Community Day School staff is committed to taking into consideration each individual student's unique nature, skills, talent, and interests by balancing credit recovery with life skills to prepare students to graduate and have access to meaningful post-secondary opportunities and to serve the community as productive citizens. I am proud to serve as the Alternative Education Administrator for Community Day School and am committed to providing the best educational program for the students in Cutler-Orosi Joint Unified School District. For any questions related to our school and available programs, please contact me at (559) 528-4703.

Best Regards,

Robert Gonzales, Alternative Education Administrator

II ABOUT THIS SCHOOL

Contact Information (School Year 2017-18)

District Contact Information (school year 2017-18)		School Contact Information	
District Name	Cutler-Orosi Joint Unified School District	School Name	Cutler-Orosi Community Day
Phone Number	559-528-4763	Street	12724 Avenue 392
Superintendent	Yolanda Valdez	City, State, Zip	Cutler, CA 93615-9769
E-mail Address	yvaldez@cojusd.org	Phone Number	559-528-4703
Website	http://www.cojusd.org	Principal	Robert Gonzales, Alternative Education
		E-mail Address	rogonzales@cojusd.org
		Website	http://lov.cojusd.org/Cutler-Orosi-Community-Day-S
		County-District-School	54718605430244

School Description and Mission Statement (school year 2016-17)

Community Day school is an alternative educational placement for students who have been expelled from school as well as problems with attendance and behavior and need a specific learning environment. CDS is safe, secure and accepting of our students while receiving an education that is standards based, rigorous and relevant. CDS goal is to ensure students get the best opportunity for learning and behavior adjustment to ensure students will be successful at their next assigned school site. CDS has a teacher, Instructional Aide and school campus security as well as sharing with the alternative high school, principal, learning director, secretary and part-time part time counselors available to students and staff.

CDS serves at risk students in many ways, offering challenging classes to a small student population while teaching important educational and life skills. The students are given counseling and credit recovery. CDS has the capacity for up to 15 students in a one room classroom setting. The classroom is equipped with computers for student use as well as for credit recovery through Cyber High. We are constantly working with students and looking for alternative resources to assist them during their time at CDS. Some of the opportunities include, pull out, check in, and most recently a new program for at risk students, Mending Fences and Changing Minds. Students are allowed to attend a six week program on Saturday that builds responsibility, values and respect for one another. CDS students are afforded the same curriculum as the comprehensive high school and the alternative schools. Counselors meet with the students on a pull out basis and check in on students on a regular basis to make sure they are able to talk about any issues the students need help with.

Student Enrollment by Grade Level (2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	2
Grade 10	5
Grade 11	2
Grade 12	1
Total Enrollment	12

Student Enrollment by Student Group (2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	100.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	13.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.5 %
English Learners	75.0 %
Students with Disabilities	12.5 %
Foster Youth	12.5 %

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	0	195
Without Full Credential	0	0	1	18
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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 2017-18)

Year and Month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	McGraw Hill, <i>Studysync</i> , Composition/Literature 1, 2, and 3 Expository Reading and Writing Course, Composition/Literature 4	Yes	0.0%
Mathematics	Carnegie Learning, Integrated Math 1 and 2	Yes	0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition	Yes	0.0%
History-Social Science	Glencoe, <i>Economic Principles and Practices</i> Glencoe, <i>The American Vision: Modern Times</i> Glencoe, U.S. Government <i>Democracy in Action</i> Pearson, <i>America Past and Present</i> Pearson, <i>World History: The Modern Era</i>	Yes	0.0%
Foreign Language	N/A		0.0%
Health	N/A		0.0%
Visual and Performing Arts	N/A		0.0%
Science Lab Equipment	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements

The Community Day school has received a good rating for safety, cleanliness, and adequacy of the school facility. We currently do not have any needed maintenance to ensure good repair

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Window s/Doors/Gates/Fences	Good	

School Facility Good Repair Status

Year and month of the most recent FIT Report:
January 2018

Overall Facility Rate

Year and month the most recent FIT Report: January 2018

Overall Rating

Exemplary

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)			29%	33%	48%	48%
Mathematics (grades 3-8 and 11)			27%	28%	36%	37%

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students		--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Hispanic or Latino	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
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 2017-18)

The 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.

CDS parents participated in back to school this past year. We had over fifty percent attendance for the event. The instructor reviewed all of the classroom and academic expectations for the upcoming year. In addition, parents have also been involved in the report card night. At this time, the instructor reviewed the academic progress with each parent and student. If you would like to participate in any school activities please contact the school administrator at 528-4703

STATE PRIORITY: Pupil Engagement

The SARC provides the following information relevant to the State Priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	100.0%	100.0%	100.0%	10.1%	9.7%	7.4%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	82.2%	86.9%	90.4%	81.0%	82.3%	83.8%

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

Suspension and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	51.6%	41.7%	28.6%	6.5%	6.3%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.9%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2017-18)

The school safety plan was reviewed with staff at the beginning at the late start meeting on Wednesday, August 23, 2017. At this time, the safety binder was given to all faculty members and review of all the emergency procedures for Lovell. In addition, we review upcoming safety drills at weekly staff meetings. Our staff also had a follow up training from the Director of Categorical Services and the Youth Development Officer. At the meeting, they reviewed the procedures for active shooter and lock down procedures. The Safety Plan was also reviewed with parents, staff, and students at the School Site Council meeting on November 7, 2017. We had the SSC approve our Single Plan for Student Achievement.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	2	0	0	7.0	2	0	0	8.0	2	0	0
Mathematics	14.0	1	0	0	0.0	0	0	0	0.0	0	0	0
Science	14.0	1	0	0	7.0	1	0	0	8.0	1	0	0
Social Science	14.0	1	0	0	7.0	1	0	0	8.0	2	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	0.0	0.0
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22591.1	\$3449.7	\$19141.4	\$65792.0
District	N/A	N/A	\$6558.4	\$66027.0
Percent Difference – School Site and District	N/A	N/A	97.9%	-.04%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	97.7%	-5.7%

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

Types of Services Funded (Fiscal Year 2016-17)

The CDS classroom receives Title 1 federal funds and LCAP state monies to support students. The additional funding is used to provide technology resources to student in CDS.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,517	\$44,144
Mid-Range Teacher Salary	\$68,016	\$69,119
Highest Teacher Salary	\$88,935	\$86,005
Average Principal Salary (Elementary)	\$114,516	\$106,785
Average Principal Salary (Middle)	\$119,763	\$111,569
Average Principal Salary (High)	\$125,842	\$121,395
Superintendent Salary	\$181,918	\$178,104
Percent of Budget for Teacher Salaries	28.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Professional Development

The CDS faculty has participated in a variety of professional development activities this past year to address the needs of the English Learner population. The areas of focus this past year have been academic conversations with Jeff Zwiers, focused learning targets, and close reading strategies in all content areas. The CDS staff worked with the Orosi High staff at the beginning of the year to align classes and determine essential standards for each content course. The district has provided 35 Late Start Wednesday's for professional collaboration. CDS staff also had a full day training with Jeff Zwiers on academic conversations. In addition, all staff members participate in monthly extended days professional development to work with colleagues on the implementation of best practices.