Steve Luther Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Steve Luther Elementary School
Street	4631 La Palma Street
City, State, Zip	La Palma CA, 90623
Phone Number	(714) 220-6918
Principal	Denine Kelly
Email Address	dkelly@cypsd.org
Website	lu.cypsd.org
County-District-School (CDS) Code	30-66480-6027874

Entity	Contact Information
District Name	Cypress School District
Phone Number	(714) 220-6900
Superintendent	Anne Silavs
Email Address	asilavs@cypsd.org
Website	www.cypsd.org

School Description and Mission Statement (School Year 2019-20)

Luther School is committed to inspiring and empowering every student, every moment, for every opportunity. Luther staff members understand their role in fostering an environment that serves the educational and emotional needs of all students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	51
Grade 2	64
Grade 3	66
Grade 4	76
Grade 5	68
Grade 6	64
Total Enrollment	464

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Asian	21.1
Filipino	9.3
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	1.5
White	16.6
Two or More Races	5.6
Socioeconomically Disadvantaged	47
English Learners	15.7
Students with Disabilities	12.1
Foster Youth	0.4
Homeless	17

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	26	26	183
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced - Adopted 2018 Language Live - Adopted 2018	Yes	0
Mathematics	McGraw-Hill - Adopted 2015 My Math (K-5) Course 1 (6)	Yes	0
Science	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt(6th) - Adopted 2008	Yes	0
History-Social Science	Harcourt - Adopted 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The information is 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 the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 November

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, Windows/ Doors/Gates/Fences	Good	
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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	57	69	69	50	50
Mathematics (grades 3-8 and 11)	60	55	66	67	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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	268	97.81	2.19	57.46
Male	144	141	97.92	2.08	56.74
Female	130	127	97.69	2.31	58.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	61	59	96.72	3.28	74.58
Filipino	26	26	100.00	0.00	65.38
Hispanic or Latino	123	121	98.37	1.63	48.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	38	95.00	5.00	52.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	62.50
Socioeconomically Disadvantaged	132	127	96.21	3.79	43.31
English Learners	56	52	92.86	7.14	50.00
Students with Disabilities	41	39	95.12	4.88	15.38
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	51	47	92.16	7.84	34.04

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 Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	272	99.27	0.73	54.78
Male	144	143	99.31	0.69	57.34
Female	130	129	99.23	0.77	51.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	61	60	98.36	1.64	78.33
Filipino	26	26	100.00	0.00	65.38
Hispanic or Latino	123	122	99.19	0.81	39.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	40	100.00	0.00	57.50
Two or More Races	16	16	100.00	0.00	68.75
Socioeconomically Disadvantaged	132	131	99.24	0.76	38.17
English Learners	56	56	100.00	0.00	46.43
Students with Disabilities	41	39	95.12	4.88	17.95
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	51	51	100.00	0.00	35.29

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.4	26.9	14.9

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.

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)

The Steve Luther School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provide input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. Per Education Code 52870, the English Learner Advisory Committee (ELAC) has delegated its authority to the school's established School Site Council. All meetings are open to the public.

Steve Luther Elementary School seeks parent and community involvement for school programs in a variety of ways:
- Parent representation on the site English Language Advisory Committee.
- PTA supports school programs by encouraging and organizing parent involvement, promoting the self-esteem of students, and enhancing school programs by providing extracurricular enrichment opportunities and services.
- Organizations, such as Project SERVE, Volunteers in Policing, and Police Interacting with Youth work to enhance and enrich several areas of the educational experience for students.
- Parent education opportunities are provided during the year to help parents actively engage in the educational process.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.4	1.0	0.6	0.4	0.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school has developed a disaster plan for use in an emergency situation that includes assigned responsibilities for plan implementation. This plan is reviewed annually and more frequently as needed. There are monthly disaster drills for school-wide safety. The school and district also work in conjunction with community-based agencies such as local police departments for input and training. School inspection reports rated the cleanliness, orderliness, and care of the school as satisfactory. In addition, Luther School has a Safe Schools Action Plan that is reviewed and updated at least annually. The School Safety Plan was reviewed on September 17, 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		25		3		25		3	
1	22		3		20	1	2		26		2	
2	26		3		22	1	2		21	1	2	
3	32		2		25		3		22		3	
4	32		2		32		2		28		2	
5	29		3		32		2		29		3	
6	32		2		28		3		32		2	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	512		$10,280	$82,472
District	N/A	N/A	$10,280	$85,981.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	36.3	11.6

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.

Types of Services Funded (Fiscal Year 2018-19)

Special Education -Through the Learning Center Model, students receive appropriate support and services in the least restrictive environment. Supports include small group pull out and/or push in services provided by education specialists and support staff.

Services for English Learners - English Learners are provided with targeted support based on need and language ability. Teachers provide integrated English Language Development during the school day, and opportunities for additional support are provided beyond the instructional day by credentialed teachers.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,296	$49,378
Mid-Range Teacher Salary	$80,177	$77,190
Highest Teacher Salary	$106,844	$96,607
Average Principal Salary (Elementary)	$128,993	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$219,390	$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Professional development is provided through a districtwide coaching model, Professional Learning Communities, staff meetings, teacher-principal meetings, districtwide minimum days, and districtwide professional development.

Priorities for training correlate with data analysis from multiple sources, indicating students' strengths and needs. In 2016/17, professional development focused on Thinking Maps, Setting the Stage, and Write From the Beginning. For the 2017/18 school year, district-wide professional development days focused on Writing and Math. The focus of the 2018/19 school year is English Language Arts. Teachers receive on-going professional development to support the implementation of ELA standards through the adoption of the new Benchmark Advance program. Continued support for Thinking Maps and Writing and their integration with Benchmark was provided.

The districtwide coaching model has focused on using data to differentiate instruction. Coaches also meet with grade-level teams to support the implementation of the Benchmark program and the use of data. District STEM TOSA's provide support and training to teachers related to Next Generation Science Standards and STEM instructional modules. This includes in-class support and coaching. Job-specific professional development occurs for other staff (speech therapists, instructional aides, special education staff members, etc.) during district meetings, minimum days, and district-wide professional development days. In addition, specialists attend workshops, conferences, and receive support from our SELPA.