

Steve Luther Elementary School

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Steve Luther Elementary School
Street	4631 La Palma
City, State, Zip	La Palma, CA 90623
Phone Number	(714) 220-6918
Principal	Helen Chung
Email Address	hchung@cypsd.org
School Website	lu.cypsd.org
Grade Span	K-6
County-District-School (CDS) Code	30-66480-6027874

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Steve Luther Elementary School is committed to inspiring and empowering every student, in every moment, for every opportunity.

Luther's instructional program is designed to meet the needs of each learner. Teachers use evidence-based materials and strategies to support curricular objectives aligned with the California content standards. These resources include Thinking Maps, which help students think critically across all content areas. Luther's teachers participate in ongoing professional learning, including staff development and instructional coaching, and weekly meetings with their grade-level team members to review assessment data, monitor student progress, and plan differentiated instruction.

2025-26 School Description and Mission Statement

Luther takes pride in its system of Positive Behavioral Interventions and Supports (PBIS). At the beginning of each school year, students are taught the appropriate behaviors for each school setting, and these expected behaviors are posted throughout the school and positively reinforced by all staff members. By focusing on the positive reinforcement of appropriate behaviors, Luther provides all students with the opportunity to meet its high expectations.

The Luther campus supports its rich programming. The STEM lab encourages the exploration of science, technology, engineering, and math with state-of-the-art technology and flexible seating for hands-on projects and collaborative learning. In the dedicated Music room, all students participate in weekly instruction by credentialed music teachers. The after-school choir and band programs provide additional opportunities for interested students. The library offers a large collection of fiction and nonfiction texts, research tools, and leveled readers, with a dedicated staff member to assist with research projects and book selection.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	62
Grade 2	51
Grade 3	53
Grade 4	47
Grade 5	51
Grade 6	64
Total Enrollment	403

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
Asian	23.3
Black or African American	4
Filipino	7.9
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0.7
Two or More Races	11.7
White	12.4
English Learners	14.6
Foster Youth	0.2
Homeless	6.9
Socioeconomically Disadvantaged	58.3
Students with Disabilities	33.5

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.

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)	23.6	100	160.9	98.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.23	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	23.6	100	162.9	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)	21.6	95.58	152.5	96.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.63	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.27	11746.9	4.23
Unknown/Incomplete/NA	1	4.42	1	0.63	14303.8	5.15
Total Teaching Positions	22.6	100	157.5	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)	22.9	97.87	155.8	99.68	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.13	0.5	0.32	13705.8	4.91
Total Teaching Positions	23.4	100	156.3	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	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0
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	Benchmark Advanced - Adopted 2018 Language Live - Adopted 2018	0
Mathematics	McGraw-Hill - Adopted 2015 My Math (K-5) Course 1 (6)	0
Science	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt (6) - Adopted 2008	0
History-Social Science	Harcourt - Adopted 2008	0

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report: 11/7/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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)	58	56	67	68	47	48
Mathematics (grades 3-8 and 11)	48	50	62	64	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	212	212	100.00	0.00	55.66
Female	103	103	100.00	0.00	57.28
Male	109	109	100.00	0.00	54.13
American Indian or Alaska Native	0	0	0	0	0
Asian	53	53	100.00	0.00	66.04
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	85	85	100.00	0.00	43.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	70.00

White	27	27	100.00	0.00	59.26
English Learners	22	22	100.00	0.00	27.27
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	48.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	24.19

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	212	212	100.00	0.00	49.53
Female	103	103	100.00	0.00	48.54
Male	109	109	100.00	0.00	50.46
American Indian or Alaska Native	0	0	0	0	0
Asian	53	53	100.00	0.00	62.26
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	85	85	100.00	0.00	35.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	50.00
White	27	27	100.00	0.00	62.96
English Learners	22	22	100.00	0.00	36.36
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	41.67
Military	--	--	--	--	--

Socioeconomically Disadvantaged	119	119	100.00	0.00	37.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	16.13

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)	43.33	48.98	54.89	55.51	30.73	32.52

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	49	49	100.00	0.00	48.98
Female	20	20	100.00	0.00	50.00
Male	29	29	100.00	0.00	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	35.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	43.75

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

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

The 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 or community members. A subcommittee of the SSC is the English Language Advisory Committee (ELAC), which delegates its authority to the school's established School Site Council per Education Code 52870. All meetings are open to the public.

The school actively seeks parent involvement in school programs in a variety of ways:

- Parent education opportunities are provided during the year to help parents actively engage in the educational process.
- Parents participate at the district level by serving on various district committees, such as the District Advisory Committee (DAC), District English Learning Advisory Committee (DELAC), and the PTA Council.
- PTA supports the school program by encouraging and organizing parent involvement, promoting students' self-esteem, and enriching the school program by providing specialized programs, services, and activities.
- Parent/Guardian volunteers are welcome to be a part of their child's class and support the classroom teacher.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	412	51	12.4
Female	190	189	18	9.5
Male	225	223	33	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	94	6	6.4
Black or African American	16	16	1	6.3
Filipino	32	32	2	6.3
Hispanic or Latino	170	169	32	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	47	4	8.5
White	51	51	4	7.8
English Learners	59	59	7	11.9
Foster Youth	--	--	--	--
Homeless	30	30	8	26.7
Socioeconomically Disadvantaged	247	245	37	15.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	156	155	27	17.4

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	0	0	0.14	0.26	0.15	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	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	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

Luther School has developed a Comprehensive School Safety Plan to provide appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The plan includes school-specific goals and activities that relate to the social and physical environment of our school. Staff members are trained and assigned responsibilities for plan implementation. There are monthly drills that allow staff and students to practice incident responses required for emergency situations. Luther school staff and the district staff also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rated the cleanliness, orderliness, and care of the school as satisfactory. Luther School's Comprehensive School Safety Plan is reviewed and updated at least annually and was last reviewed on May 28, 2025.

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	18	1	3	0
1	24	0	2	0
2	23	0	2	0
3	22	0	2	0
4	29	0	2	0
5	21	1	1	0
6	31	0	2	0
Other	8	3	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	12	2	2	0
1	15	2	1	0
2	25	0	2	0
3	23	0	2	0
4	29	0	1	0
5	29	0	1	0
6	31	0	1	0
Other	15	4	2	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	1	2	
1	23		2	
2	15	1	2	
3	24		2	
4	30		1	
5	32		1	
6	32		2	
Other	15	3	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

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	\$16,690.61	0	16,690.61	\$92,249.41
District	N/A	N/A	16,690.61	97,648.63
Percent Difference - School Site and District	N/A	N/A	0.0	-3.3
State	N/A	N/A	\$11,146	99,564
Percent Difference - School Site and State	N/A	N/A	43.1	-2.0

Fiscal Year 2024-25 Types of Services Funded

Students identified with disabilities 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.

English learners receive targeted support based on need and language ability. Teachers provide integrated and designated English language development during the school day, and opportunities for additional support are provided beyond the instructional day by credentialed teachers.

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	\$57,680	\$61,516
Mid-Range Teacher Salary	\$101,273	\$95,479
Highest Teacher Salary	\$126,015	\$125,208
Average Principal Salary (Elementary)	\$151,430	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$270,902	\$242,781
Percent of Budget for Teacher Salaries	31.93%	29.76%
Percent of Budget for Administrative Salaries	4.09%	5.74%

Professional Development

Professional development (PD) is provided through a districtwide coaching model, classroom observations, Professional Learning Communities, staff meetings, teacher-principal meetings, districtwide minimum days, and districtwide PD sessions.

Priorities for training are determined based on data analysis from multiple sources, including student assessment data, staff surveys, and districtwide needs assessments. The PD priorities for the 2023/24 school year focused on using small group instruction to provide differentiated Tier 1 instruction and targeted Tier 2 instruction and support. Teachers received training on analyzing data to determine the next steps for students, as well as training on Tier 2 resources, including newly developed assessment tools and processes. They were also introduced to the five CASEL social-emotional competencies. For the 2024/25 school year, teachers continued to receive training on the five social-emotional competencies, ways to implement PBIS Rewards with fidelity, and strategies for providing differentiated Tier 1 to maximize student achievement. Additionally, teachers received further training on analyzing student data to provide strategic Tier 2 support to students and training on utilizing progress monitoring tools to evaluate growth throughout the Tier 2 intervention cycles. In addition to the formal training opportunities, teachers were able to complete a TOSA Ticket to request 1:1 training in the form of consultations, demo lessons, or individualized coaching support from district Teachers on Special Assignment (TOSAs). Teachers in grades K-1 received training on the newly purchased Benchmark Phonics materials. Job-specific professional development occurred for other staff (speech therapists, instructional aides, special education staff members, etc.) during district meetings, minimum days, and districtwide professional development days. Additionally, specialists attended workshops, conferences, and received support from the Greater Anaheim Special Education Local Plan Area (SELPA). Classified employees attended in-services relevant to their specific assignments.

For the 2025/26 school year, teachers will continue to receive professional development on the social-emotional competencies as well as participate in training on the newly purchased Second Step curriculum. Second Step is a Tier 1 curriculum designed to provide all students with the skills required within all five social-emotional competency areas. With the approval of the newly adopted state framework for mathematics, teachers will be provided with multiple training opportunities focused on the big ideas from the framework, as well as gaining a better understanding of the Standards for Mathematical Practice. Teachers will work collaboratively to analyze their instructional practices as they relate to developing students' problem solving and critical thinking skills. These professional development offerings are designed to impact how teachers provide mathematics instruction and to position the teachers to effectively evaluate the materials that will be approved for the newest mathematics adoption cycle. Cypress School District will continue to offer job-specific professional development for other staff (speech therapists, instructional aides, special education staff members, etc.) during district meetings, minimum days, and districtwide professional development days.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5