

# Clara J. King 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Clara J. King Elementary School
<b>Street</b>	8710 Moody Street
<b>City, State, Zip</b>	Cypress CA, 90630
<b>Phone Number</b>	(714) 220-6980
<b>Principal</b>	Jacki Teschke
<b>Email Address</b>	jteschke@cypsd.org
<b>School Website</b>	ki.cypsd.org
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-66480-6027791

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

Clara J. King School is located in the northwesternmost part of Orange County, with 431 students enrolled in transitional kindergarten through sixth grade. Our mission is to empower and equip students to "Take on the World." To achieve our mission, we continually seek ways to support and enrich each student to become an optimal learner and an emotionally healthy child and adult.

King is the only Title I school in the Cypress School District. Of the 431 students attending King, 74.1% are socioeconomically disadvantaged and 17% are English learners. King has unique programs to meet the needs of our students and families, which differ from those at other schools in the Cypress School District. Two certificated teachers provide Title I instructional support to

## 2025-26 School Description and Mission Statement

students who need additional academic support. A playground coach is trained to foster safe, inclusive play during recess, when students learn collaborative games and activities.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	45
Grade 2	58
Grade 3	50
Grade 4	69
Grade 5	74
Grade 6	63
Total Enrollment	431

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
Asian	20.4
Black or African American	3.9
Filipino	6.5
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	8.4
White	13.2
English Learners	17.6
Foster Youth	0.9
Homeless	8.8
Socioeconomically Disadvantaged	77.5
Students with Disabilities	15.3

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.3	95.72	160.9	98.77	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.28	2	1.23	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	23.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.9	90.89	152.5	96.83	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.63	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.55	1	0.63	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.55	2	1.27	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1	0.63	14303.8	5.15
<b>Total Teaching Positions</b>	21.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22	100	155.8	99.68	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.5	0.32	13705.8	4.91
<b>Total Teaching Positions</b>	22	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
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	Benchmark Advanced - Adopted 2018 Language Live - Adopted 2018	0
<b>Mathematics</b>	McGraw-Hill - Adopted 2015 My Math (K-5) Course 1 (6)	0
<b>Science</b>	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt (6) - Adopted 2008	0
<b>History-Social Science</b>	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		11/4/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			City-wide gopher issue. We are treating on a weekly basis to mitigate the issue. With additional special treatment as needed.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	56	59	67	68	47	48
<b>Mathematics</b> (grades 3-8 and 11)	52	51	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
<b>All Students</b>	254	248	97.64	2.36	58.87
<b>Female</b>	138	137	99.28	0.72	60.58
<b>Male</b>	116	111	95.69	4.31	56.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	54	54	100.00	0.00	79.63
<b>Black or African American</b>	12	10	83.33	16.67	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	116	97.48	2.52	49.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100.00	0.00	82.61

<b>White</b>	34	33	97.06	2.94	39.39
<b>English Learners</b>	40	34	85.00	15.00	14.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	22	95.65	4.35	68.18
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	196	190	96.94	3.06	50.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	41	100.00	0.00	9.76

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	254	254	100.00	0.00	51.18
<b>Female</b>	138	138	100.00	0.00	44.20
<b>Male</b>	116	116	100.00	0.00	59.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	54	54	100.00	0.00	79.63
<b>Black or African American</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	119	119	100.00	0.00	42.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100.00	0.00	69.57
<b>White</b>	34	34	100.00	0.00	44.12
<b>English Learners</b>	40	40	100.00	0.00	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	23	100.00	0.00	56.52
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	196	196	100.00	0.00	43.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	41	100.00	0.00	24.39

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	49.21	51.32	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	76	76	100.00	0.00	51.32
Female	40	40	100.00	0.00	55.00
Male	36	36	100.00	0.00	47.22
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	40.00
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	49.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

### 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 volunteer in their child's classroom, help the teacher with clerical tasks, and volunteer for PBIS events.
- Parents/Guardians assist with our Class Act music program and Second Harvest events each month.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	456	44	9.6
Female	243	241	19	7.9
Male	222	215	25	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	97	95	5	5.3
Black or African American	20	20	3	15.0
Filipino	28	28	2	7.1
Hispanic or Latino	217	214	25	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	2	5.6
White	59	58	6	10.3
English Learners	89	88	8	9.1
Foster Youth	--	--	--	--
Homeless	50	48	8	16.7
Socioeconomically Disadvantaged	363	357	40	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	9	11.8

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	0.21	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

King has developed a Comprehensive School Safety Plan to implement appropriate strategies and programs that maintain a high level of school safety and ensure compliance with existing school safety laws. The plan includes school-specific goals and activities related to our school's social and physical environment. 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 emergencies. School inspection reports rated the school's cleanliness, orderliness, and care as satisfactory. King's Comprehensive School Safety Plan is reviewed and updated at least annually with families and faculty and was last reviewed on May 20, 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	23	0	3	0
1	22	0	2	0
2	21	1	2	0
3	23	0	3	0
4	32	0	2	0
5	26	0	3	0
6	32	0	2	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	23	0	2	0
1	20	2	0	0
2	22	0	2	0
3	23	0	3	0
4	29	0	2	0
5	31	0	1	0
6	31	0	2	0
Other	27	1	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	24		2	
1	23		2	
2	22		2	
3	21		2	
4	29		2	
5	30		2	
6	32		2	
Other	24		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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2.6
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$16,690.61	803.45	16,690.61	95,745.22
<b>District</b>	N/A	N/A	16,690.61	97,945.63
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.4
<b>State</b>	N/A	N/A	\$11,146	99,564
<b>Percent Difference - School Site and State</b>	N/A	N/A	43.1	1.7

## 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 credentialed teachers provide additional support.

Tier 2 and Tier 3 support is provided for students referred for social, emotional, and/or behaviors impacting their school experience.

Title I supports and services provided include:

1. Targeted intervention in ELA and math taught by a supplemental credentialed teacher for students not meeting grade-level expectations.
3. On-site playground coach who helps students to stay active and build valuable social and emotional life skills through the power of play.

## 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
<b>Beginning Teacher Salary</b>	\$57,680	\$61,516
<b>Mid-Range Teacher Salary</b>	\$101,273	\$95,479
<b>Highest Teacher Salary</b>	\$126,015	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$151,430	\$152,668
<b>Average Principal Salary (Middle)</b>		\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$270,902	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	31.93%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	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 2024/25 school year focused on writing, using small-group instruction to provide differentiated Tier 1 instruction and targeted Tier 2 instruction and support. Teachers received training in analyzing data to determine the next steps for students, as well as in Tier 2 resources, including 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, on implementing PBIS Rewards with fidelity, and on strategies for providing differentiated Tier 1 instruction to maximize student achievement.

Additionally, ongoing training was provided on analyzing student data to deliver strategic Tier 2 support and on using progress-monitoring tools to evaluate growth across Tier 2 intervention cycles. In addition to the formal training opportunities, teachers can complete a TOSA Ticket to request 1:1 training through consultations, demo lessons, or individualized coaching support from district Teachers on Special Assignment (TOSAs). Job-specific professional development was provided to other staff (speech therapists, Paraeducators, instructional aides, special education staff members, etc.) during district meetings, minimum days, and districtwide professional development days. Additionally, specialists attended workshops and 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 and implement the 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 receive multiple training opportunities focused on the framework's big ideas. They will gain 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 teachers to effectively evaluate the materials 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.

Subject	2023-24	2024-25	2025-26
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5
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