

# Steve Luther Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Steve Luther Elementary School
<b>Street</b>	4631 La Palma Street
<b>City, State, Zip</b>	La Palma CA, 90623
<b>Phone Number</b>	(310) 220-6918
<b>Principal</b>	Denine Kelly
<b>E-mail Address</b>	dkelly@cypsd.org
<b>Web Site</b>	lu.cypsd.org
<b>CDS Code</b>	30-66480-6027874

<b>District Contact Information</b>	
<b>District Name</b>	Cypress School District
<b>Phone Number</b>	(714) 220-6900
<b>Superintendent</b>	Anne Silavs
<b>E-mail Address</b>	asilavs@cypsd.org
<b>Web Site</b>	www.cypsd.org

### School Description and Mission Statement (School Year 2017-18)

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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	74
Grade 1	67
Grade 2	78
Grade 3	64
Grade 4	64
Grade 5	87
Grade 6	64
<b>Total Enrollment</b>	<b>498</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.8
American Indian or Alaska Native	0
Asian	21.1
Filipino	8.4
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	1.2
White	15.5
Two or More Races	7.6
Socioeconomically Disadvantaged	43.6
English Learners	13.7
Students with Disabilities	11.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	21	24	26	170
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill SRA Imagine It! (K-1st) - Adopted 2012 Houghton Mifflin Medallion (2nd-6th) - Adopted 2012	Yes	0
<b>Mathematics</b>	McGraw-Hill -Adopted 2015 My Math (K-5) Course 1 (6)	Yes	0
<b>Science</b>	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt(6th) - Adopted 2008	Yes	0
<b>History-Social Science</b>	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/12/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	55	68	66	48	48
Mathematics (grades 3-8 and 11)	52	53	60	63	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	274	98.56	55.47
Male	156	153	98.08	50.98
Female	122	121	99.18	61.16
Black or African American	--	--	--	--
Asian	68	67	98.53	76.12
Filipino	26	26	100	53.85
Hispanic or Latino	109	108	99.08	42.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	47	95.92	53.19
Two or More Races	17	17	100	58.82
Socioeconomically Disadvantaged	114	112	98.25	36.61
English Learners	45	45	100	44.44
Students with Disabilities	41	39	95.12	10.26
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	274	98.56	52.92
Male	156	153	98.08	54.25
Female	122	121	99.18	51.24
Black or African American	--	--	--	--
Asian	68	67	98.53	79.1
Filipino	26	26	100	57.69
Hispanic or Latino	109	108	99.08	39.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	47	95.92	44.68
Two or More Races	17	17	100	41.18
Socioeconomically Disadvantaged	114	112	98.25	33.93
English Learners	45	45	100	46.67
Students with Disabilities	41	39	95.12	17.95
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	58	76	72	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.1	17.2	24.1

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2017-18)

The Steve Luther School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provides 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 their 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.
- \* The PTA supports the school program 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	0.0	0.8	0.2	0.4	0.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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, with the most recent update in December 2017.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	4		23	1	3		25		3	
1	31		2		25		3		22		3	
2	32		2		28		2		26		3	
3	28		3		32		2		32		2	
4	32		2		27		3		32		2	
5	32		2		31		2		29		3	
6	25	1	2		30		2		32		2	
Other					9	2						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	-
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	1.5	N/A
Social Worker	-	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	2.00	N/A
Resource Specialist	-	N/A
Other	1.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	505		8,993	\$83,104
District	N/A	N/A	8,993	\$83,039
Percent Difference: School Site and District	N/A	N/A	0.0	0.1
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	36.8	12.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

- Lottery
- Special Education
- General Fund

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,850	\$47,034
Mid-Range Teacher Salary	\$84,014	\$73,126
Highest Teacher Salary	\$103,710	\$91,838
Average Principal Salary (Elementary)	\$125,208	\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$202,000	\$178,388
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

**Professional Development (Most Recent Three Years)**

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

Priorities for training correlate with data analysis from multiple sources, indicating students' strengths and needs. For the 2017-18 school year, district-wide professional development days have focused on writing. The district-wide coaching model has focused on using data to differentiate instruction. District release days provide training to all teachers related to Next Generation Science Standards and STEM instructional modules. Job specific professional development occurs for other staff (speech therapists, instructional aides, special education staff members, etc.) through workshops, conference attendance, and via support from SELPA.