



# Luther Burbank Elementary

4 Wabash Ave. • San Jose, CA 95128-1931 • (408) 295-1814 • Grades K-8

Ms. Edith Mourtos, Principal

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[www.lbsd.k12.ca.us](http://www.lbsd.k12.ca.us)

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Luther Burbank Elementary

#### School District

4 Wabash Ave.

San Jose

(408) 295-2450

[www.lbsd.k12.ca.us](http://www.lbsd.k12.ca.us)

#### District Governing Board

Ms. Norma Castaneda  
**Clerk**

Mr. Mark Lemucchi  
**Board Trustee**

Mr. Vincent Robinson  
**Board President**

Mr. Michael Rowe  
**Board Trustee**

Ms. Jean Tseng  
**Board Trustee**

#### District Administration

Ms. Edith Mourtos  
**Superintendent**

Mr. Nicholas Laskowski  
**Assistant Principal, K-8**

Mr. Tri Nguyen  
**Assistant Principal, K-8**

Mr. Rudy Avalos-Sanchez  
**Chief Business Official**

### School Description

The mission: Through effective leadership and excellence in teaching and learning, our mission is to graduate all students prepared for successful academic futures and to become contributing and responsible citizens of a multicultural society.

Luther Burbank is a historic, one-school district, located in urban San Jose, California. The District was established in 1906. We educate approximately 520 children who live in the neighborhood and beyond. Over 35% of our students are inter-district transfers in to the district, showing that Luther Burbank is a destination school district. Our school operates a unique Transitional Kindergarten through Grade Eight comprehensive program. Culminating Grade 8 students are scheduled to attend the Campbell Union High School District. Parents and guardians are invited to participate in events and activities such as Back to School Night, Parent-Teacher Conferences, Open House, School Site Council and parent workshops on a wide variety of topics to assist parents and guardians in supporting their children's educational attainment.

Our district school is the center of a historic community that values education. The facilities are used by a variety of organizations such as Catholic Charities' Family Resource Center, Second Harvest Food Bank, and other community partners. Our classrooms, school office, library, cafeteria, field, and play structures are well maintained. Community volunteers add to the value of our programs for students. The Office of the Superintendent -Principal is on campus, providing personal and timely leadership for teaching and learning. Our school's academic and enrichment programs are offered from 8 a.m. until 6 p.m. daily. The District provides its own After-School Education and Safety Program with a variety of enrichment activities for our students. Breakfast and lunch are served each day to all students. free of charge to support all families. Supper is also served to our After-School Program students.

The Luther Burbank School District embraces diversity and is a welcoming place for students, staff and parents/guardians. We are dedicated to educating the whole child in a safe and secure learning environment.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 69                 |
| Grade 1                 | 53                 |
| Grade 2                 | 48                 |
| Grade 3                 | 50                 |
| Grade 4                 | 58                 |
| Grade 5                 | 64                 |
| Grade 6                 | 56                 |
| Grade 7                 | 57                 |
| Grade 8                 | 61                 |
| <b>Total Enrollment</b> | <b>516</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.3                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 1                           |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 90.7                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 2.7                         |
| Two or More Races                   | 1.2                         |
| Socioeconomically Disadvantaged     | 88.2                        |
| English Learners                    | 62.8                        |
| Students with Disabilities          | 9.5                         |
| Homeless                            | 2.5                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Luther Burbank      | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 24    | 24    | 24    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Luther Burbank      | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 24    |
| Without Full Credential                     | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Luther Burbank Elementary

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 1/13/2020

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | K-5 National Geographic (2016)<br>6-8 Houghton Mifflin (2016)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Mathematics            | TK Macmillan/McGraw Hill/Glencoe (2015)<br>K-5 Houghton Mifflin (2015)<br>6-8 Macmillan/McGraw Hill/Glencoe (2015)<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Science                | K-6 Macmillan/McGraw Hill<br>7-8 Glencoe<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| History-Social Science | K-8 - McGraw Hill - California Impact (Fall 2019)<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Health                 | Teen Talk Adapted for All Abilities (TTAAA) (adopted February 2018)<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Luther Burbank Elementary School is 112 years old in 2018! The school has educated generations of children in San Jose, California. The buildings and grounds are clean, well maintained and attractive. Families are invited to come to our school through a front entryway that has trees, grass, flowers and a brick planter where parents often sit to wait for their students.

The enclosed preschool/kindergarten playground is ready for fun – with climbing toys, sandbox, tricycles, playhouse and room to run. The playground for older children has a huge fully-fenced, tree lined field, and a large play structure. The blacktop area is set up for games of all kinds. Balls, jump-ropes and hoops are available for the children's play. Daily Physical Education classes take place outdoors or in the school cafeteria/gymnasium.

In the summer of 2005, classrooms, library, bathrooms and the school office of Luther Burbank School District were renovated and refurbished to update our facilities and provide the most safe and efficient learning environment for our students and staff.

The classrooms are well lighted, painted and carpeted, and contain some storage areas for instructional materials. All have whiteboards and interactive whiteboards, mounted computer projectors, overhead projectors, and teacher desks with computers. The students work at tables or single desks. All rooms are connected to a heating and air-conditioning system. Bathrooms are available near the playground, in the front office, in the cafeteria, and in the Child Development Center.

During 2009-2010, a new gymnasium and kitchen were built with local bond funds. The new kitchen/cafeteria opened up in January of 2010. The kitchen serves approximately 584 breakfasts, 584 lunches, 64 snacks and 180 suppers daily. Food is prepared and warmed on site. The gymnasium/cafeteria is used for a variety of gatherings and special events; such a parent nights, awards assemblies, After-School program, plays, 8th grade promotion ceremony, and has a basketball court and capacity for volleyball games. Community meetings are often held in the gymnasium/cafeteria.

The Library is the hub of social and academic life at Luther Burbank. Children and adults are in the library at all hours of the day. When students aren't reading, listening to a story, or working at tables, the large room is often filled with teachers learning, community or educator meetings and School Board meetings.

Computers at the teachers' work stations, and in the classrooms support student learning. Smartboards are used to display educational technology that comes with district adopted curriculum. In addition, teachers have access to education video streaming through the Discovery channel. Luther Burbank has two computer labs, one equipped with 35 computers and the other with 41. The labs provide access to students for computer software that helps them learn at their educational level and pushes them to the next level. Students have daily access to the computer labs. All computers are wireless internet connected.

During the summer of 2015, the school updated the HVAC, lighting, and energy management systems consistent with the ASHRAE level 2 energy audit.

In November 2018, the voters of the Luther Burbank community approved Bond Measure HH, \$10 million dollars, to replace the District's main classroom building built in 1973. The new main building will provide up to 12 new classrooms and school support space to bring Luther Burbank's facilities into the 21st century.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/13/2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | Annual Maintenance performed and minor repairs were done as needed during the year. |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Minor repairs were done as needed during the year.                                  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | Maintenance done and minor water leaks were repaired as needed during the year.     |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Annual Maintenance is performed and repairs are done as needed.                     |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 39           | 36           | 39             | 36             | 50          | 50          |
| Math    | 32           | 29           | 32             | 29             | 38          | 39          |

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           |        |        |        |

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 349              | 344           | 98.57          | 36.05                   |
| Male                                | 176              | 175           | 99.43          | 29.71                   |
| Female                              | 173              | 169           | 97.69          | 42.60                   |
| Black or African American           | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 317              | 313           | 98.74          | 34.82                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | --               | --            | --             | --                      |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 324              | 319           | 98.46          | 34.48                   |
| English Learners                    | 267              | 262           | 98.13          | 33.97                   |
| Students with Disabilities          | 37               | 37            | 100.00         | 5.41                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 349              | 349           | 100.00         | 29.23                   |
| Male                                | 176              | 176           | 100.00         | 26.70                   |
| Female                              | 173              | 173           | 100.00         | 31.79                   |
| Black or African American           | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 317              | 317           | 100.00         | 28.08                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | --               | --            | --             | --                      |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 324              | 324           | 100.00         | 29.01                   |
| English Learners                    | 267              | 267           | 100.00         | 28.09                   |
| Students with Disabilities          | 37               | 37            | 100.00         | 2.70                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are provided with a wide variety of opportunities to be involved with their children's education:

- Parent Workshops
- School Advisory Council and English Language Learners Advisory Committee
- Back to School Night
- Halloween Parade
- Winter Program
- Open House
- Parent-Teacher Conferences (fall and spring)
- Regular Board Meetings
- Annual LCAP Survey
- Volunteer time to assist the school in a variety of tasks
- Provide or solicit donations of time or supplies
- Help publicize the good news in Luther Burbank School District

### 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.

### School Safety Plan

The Luther Burbank School District maintains and annually updates its Safe School Plan. Faculty and staff are provided with training on how to respond to a variety of emergency incidents and situations in order to ensure staff and student safety.

The Luther Burbank School District's Safe School Plan conforms to established guidelines per the Education Code and other state requirements and is annually reviewed by law enforcement/first responder agencies.

The Luther Burbank School District's School Leadership Council reviews and evaluates the Safe School Plan twice a year. The School Leadership Council consists of the District Principal-Superintendent, the Assistant Principals, Teachers, and Classified Staff.

The complete Plan is available in the school office.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 2.2     | 2.3     | 0.9     |
| Expulsions Rate                           | 0.4     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 2.2     | 2.3     | 0.9     |
| Expulsions Rate                             | 0.4     | 0.0     | 0.0     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

### 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.

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

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 516.0 |

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

#### Student Support Services Staff (School Year 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\* 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.



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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 23                         |                                 | 3                                |                                | 23                         | 1                               | 2                                |                                | 93                         |                                 | 6                                | 1                              |
| 1           | 22                         |                                 | 2                                |                                | 24                         |                                 | 2                                |                                | 20                         | 4                               |                                  |                                |
| 2           | 22                         | 1                               | 2                                |                                | 21                         | 1                               | 1                                |                                | 19                         | 6                               |                                  |                                |
| 3           | 20                         | 1                               | 2                                |                                | 24                         |                                 | 3                                |                                | 25                         |                                 | 4                                |                                |
| 4           | 27                         |                                 | 2                                |                                | 33                         |                                 |                                  | 2                              | 28                         |                                 | 4                                |                                |
| 5           | 26                         |                                 | 2                                |                                | 25                         |                                 | 2                                |                                | 47                         |                                 | 4                                | 4                              |
| 6           | 32                         |                                 | 1                                |                                | 20                         | 1                               | 2                                |                                | 42                         |                                 | 4                                | 4                              |
| Other**     |                            |                                 |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |

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

\*\* "Other" category is for multi-grade level classes.

#### Professional Development provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5       | 5       | 4       |

Using formative assessments such as i-Ready diagnostic tests and summative assessments such as the English Language Performance Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP), the administrators, School Leadership Council and the Professional Development Committee determine the area of focus for improving the delivery of instruction so that students can increase their level of academic achievement and acquisition of academic English.

Working with the Santa Clara County Office of Education, Educational Services, the District has developed a professional development focus for the next three years in the following areas: Common Core Standards in Mathematics and English Language Arts; Data Analysis using the Professional Learning Community model; English Language Development strategies; Implementation of a Multi-Tiered System of Student Support and School-wide Positive Behavior Intervention and Support. The District will continue to work with the SLC and PD Committee to analysis student achievement data and provide high-quality professional development for faculty and staff. Staff development is provided at Wednesday faculty meetings, scheduled Buy Back days and teacher work days and attendance at conferences and training offered by SCCOE and other providers.

The District also implemented the elementary Advancing Via Individual Determination (AVID) for all students beginning in the 2018-2019 school year. Certificated and classified staff attended the AVID Summer Institute in August 2018 and August 2019 in San Diego. The District will continue its commitment to implementation of the program which improves students' executive functioning skills, study skills and builds student resiliency. AVID also provides teachers with research-based strategies to implement Writing, Inquiry, Collaboration, Organization and Reading within the given curriculum.

#### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$              | \$45,252                                     |
| Mid-Range Teacher Salary      | \$              | \$65,210                                     |
| Highest Teacher Salary        | \$              | \$84,472                                     |
| Average Principal Salary (ES) | \$              | \$107,614                                    |
| Average Principal Salary (MS) | \$              | \$112,242                                    |
| Average Principal Salary (HS) | \$              | \$   |
| Superintendent Salary         | \$              | \$124,686                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 38%             | 31%  |
| Administrative Salaries    | 11%             | 7%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$10,399 | \$3,300    | \$7,099      | \$78,375               |
| District    | N/A      | N/A        | \$8,499      | \$78,375               |
| State       | N/A      | N/A        | \$7,506.64   | \$64,941.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -18.0        | 0.0                    |
| School Site/ State   | -5.6         | 18.7                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

The school is fortunate to fund supplemental services for our students. In 2018-19 supplemental credentialed staff/programs included additional credentialed services for high needs students and a School Counselor. Classified staff who support programs included aides in technology and special education. Library books and online Accelerated Reader are fundamental to Luther Burbank's supplemental reading program. 18 hours of supplemental educational and enrichment services in the After-School hours support student growth. Coordination with the County Department of Behavioral Health's School-Linked Services initiative allows us to provide counseling and mental health support services to students and families in need.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.