Luther Elementary School

10123 Connecticut Ave. • Live Oak, CA 95953 • (530) 695-5450 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Live Oak Unified School District
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District Administration

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Superintendent

Satjit Dhami
Curriculum, Instruction & Assessments Coordinator

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Special Education Coordinator

Christopher Peters
Chief Financial Officer

School Description

Luther Elementary School, which is located on the west side of the town of Live Oak, puts forth its personal best to foster educational growth and community relationships. Our school's many programs allow for high expectations for student achievement and offer experiences for students in the form of high quality instruction, after school program, intervention programs, and support services. Academically, Luther has received many prestigious awards such as the Title 1 Academic Achievement Award, the California Gold Ribbon Schools Award, and the AVID Teacher Advocacy Award. Luther School's dedicated staff is constantly focused on creating a safe and positive learning environment in which students are challenged to be good citizens and achieve academically. At Luther Elementary School, our teachers utilize a comprehensive district adopted curriculum that aligns with the requirements set forth in the California Common Core Standards. Staff Development is a priority, and teachers are continuously incorporating areas of professional development and model the role of life-long learners. We place a heavy emphasis on AVID by preparing our students for college and careers early on by embedding essential skills into our instruction on a daily basis.

During the past three years, Staff Development focused on English Language Development, reading comprehension, Advanced Grammar Strategies, technology in the classroom, AVID, and mathematics. Support mechanisms are in place to help all students improve academically. Response to Intervention (RTI) classes provide identified students targeted instruction in reading and math. Robotics and Advanced Music classes are offered at the third and fourth grade level for high achieving students, and English Language Development Classes are provided for students learning English. Ongoing analysis of student assessment data helps teachers differentiate and refine their classroom instruction in order to meet specific student needs. Data is analyzed extensively at PLC meetings and at staff meetings.

Our classrooms are equipped with essential technological tools such as smart projectors, document cameras, and student computers. In first through fourth grade, each student is provided with a Chrome Book to use in the classroom. In Kindergarten, we have ten Chrome Books available in each class for use during workshop and for computerized assessments.

The Luther Library holds over four thousand Accelerated Reader fiction and non-fiction books. Accelerated Reader is a motivational and engaging reading program for students that allows them to take a test and earn points after reading a book. Students are welcome to take quizzes in their classroom or in the library during their library time or at lunch recess.

Our Vision Statement:

Luther Elementary is dedicated to academic excellence, individual success, and the cultivation of caring confident citizens.

Our Mission:

Luther Elementary School, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe and supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Supporting technological literacy;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing students who will make transitions throughout their lives.

Parveen Bains, Principal

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	121
Grade 1	116
Grade 2	133
Grade 3	132
Grade 4	115
Total Enrollment	617

Teacher Misassignments and Vacant Teacher Positions at Luther Elementary School

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.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	10.4
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	0.2
White	26.3
Two or More Races	1
Socioeconomically Disadvantaged	84.4
English Learners	27.2
Students with Disabilities	12.5
Foster Youth	1
Homeless	0.6

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 Elementary	17-18	18-19	19-20
With Full Credential	32	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Live Oak Unified	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

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

Textbooks and Instructional Materials
Year and month in which data were collected: 09/12/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Wonders (TK-5), McGraw Hill /2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math California Pre-K Program (TK), Macmillan/McGraw Hill /2015 My Math California Premium System (K-5), Macmillan/McGraw Hill/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science (K - 5), Macmillan/McGraw Hill / 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson (K-5) 2018 **The textbooks listed are from most recent adoption:** Yes **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 Elementary School was originally constructed in 1923. Newer classrooms have been added since the original construction. Currently the campus is comprised of 41 classrooms, a multipurpose room/cafeteria, two computer labs, a music room, two playgrounds, a library, a speech room, a counseling room, a conference room and one staff room. Construction on our new, larger cafeteria is scheduled to be completed in June of 2020.

District maintenance staff ensures the school is in good repair and working order. A computerized work order process is used to ensure that work orders are completed in a timely fashion. Administration meets with the Director of Maintenance weekly to discuss facility concerns.

The overall condition of the buildings and playground is good. Each classroom is cleaned every other day, and all rest rooms are cleaned daily. Luther has one full-time day custodian and two full-time evening custodians.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 12, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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	51	51	46	52	50	50
Math	47	53	36	39	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	239	237	99.16	51.48
Male	107	106	99.07	49.06
Female	132	131	99.24	53.44
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	64.52
Hispanic or Latino	137	136	99.27	44.85
White	66	66	100.00	60.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	51.90
English Learners	114	113	99.12	46.90
Students with Disabilities	41	41	100.00	34.15
Students Receiving Migrant Education Services	14	14	100.00	57.14
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	240	239	99.58	52.72
Male	108	108	100.00	54.63
Female	132	131	99.24	51.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	74.19
Hispanic or Latino	137	137	100.00	47.45
White	66	66	100.00	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	212	99.53	52.83
English Learners	114	114	100.00	54.39
Students with Disabilities	41	41	100.00	29.27
Students Receiving Migrant Education Services	14	14	100.00	78.57
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)
Luther Elementary School provides successful educational experiences for students due to partnerships with both parent and community groups. Activities and instructional opportunities for students, parents, and community members include:

• School Site Council (SSC)
• English Learner Advisory Committee (ELAC)
• Parents Club
• School Activities (such as Grinch Night, Literature Night, Field Trips, Awards Assemblies, School Wide Flag Salutes, AVID Showcases)
• Migrant Student Support
• After-School Program
• Parenting Classes

Parents are encouraged to become involved in their child's classroom; teachers welcome parent volunteers. Parent volunteers help in a variety of ways which may include working in the classroom with students, taking work home, or helping on field trips. Please contact your child's teacher, the Vice-Principal, or the Principal if you would like to volunteer to help at Luther School.

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
To safeguard the well-being of students and staff, a comprehensive School Safety Plan has been developed by the Live Oak Unified School District Safety Committee. The Plan is updated annually and covers various safety procedures including playground supervision, school safety, and emergency procedures. Safety drills are held on a regular basis; fire drills are held monthly, while earthquake drills and intruder alerts are held once per year.

Staff members are updated annually on their Safety Plan responsibilities. Teachers train their students on the proper procedures and responses to various signals and drills used for emergency preparedness. All classes have on display the district Emergency Preparedness Guidelines flip chart. This flip chart is reviewed with staff annually.

All visitors to Luther Elementary School are required to sign in at the office and wear a visitor's pass at all times. Playground supervision is provided by teachers, support staff, yard duty supervisors, and administration to ensure the safety of each student before school, during recess breaks, during lunch, and after school.

Local law enforcement and the Live Oak Unified School District Superintendent have helped develop a county emergency preparedness guide to ensure the safety of students and staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.2	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.6	5.3	4.0
Expulsions Rate	0.2	0.0	0.1

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

*   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.

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	20	12	16		18	31	4		16	35		
1	22		35		25		35		22	8	27	
2	22		35		24		35		25		35	
3	24		35		23		35		24		35	
4	28		28		26		35		21	7	35	
5	24		7		5	7						
Other**	19	2										

*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	11	11	11

Luther Elementary School Staff members strengthen their instructional practice on an ongoing basis through participation in ongoing collaboration through the use of substitutes, at professional learning community meetings, and through district and site sponsored professional development sessions. Topics for staff development during the school year included: 1) data analysis and collaboration 2) effective teaching practices 3) implementation of the adopted English Language Arts, Math and English Language Development curriculum 4) enhancement of the implementation of Common Core Standards through the increase of rigor 5) effective instructional practices to maximize student engagement (district Key Principles) and 6) Response to Intervention support. Student achievement data along with the effective implementation standards serves as a guide for our professional development plan.

Live Oak Unified Participates in the Tri-County Induction Program (TSIP) for recently credentialed teachers. All newly-hired teachers with less than two full years of fully credentialed teaching experience are required to participate in the TCIP Program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,231	$46,208
Mid-Range Teacher Salary	$65,448	$72,218
Highest Teacher Salary	$97,338	$92,742
Average Principal Salary (ES)	$129,134	$134,864
Average Principal Salary (MS)	$140,527	$118,220
Average Principal Salary (HS)	$141,038	$127,356
Superintendent Salary	$170,272	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	7%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	6301	444	5857	64637
District	N/A	N/A	9078	$70,633.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.1	-10.6
School Site/ State	-21.6	-13.1

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

- After school program is available to provide additional homework help and tutoring in the areas of math and ELA for 1st - 4th grade students.
- Intervention classes are built into the school day to support students that are below grade level in math and reading.
- Summer school is offered in partnership with Migrant Education to provide additional support to students that are below grade level in math and reading.
- A Structured English Immersion (SEI) supports English Learners with acquiring English TK-12.
- Instructional Aides support instruction, individual student needs, and student learning in K-8 classes.

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.