

Luther Burbank High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Luther Burbank High School
Street	3500 Florin Road
City, State, Zip	Sacramento, CA 95823
Phone Number	916.433.5100
Principal	Jim Peterson
Email Address	jim-peterson@scusd.edu
School Website	https://lutherburbank.scusd.edu/
County-District-School (CDS) Code	34-67439-3430972

2022-23 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Jorge Aguilar
Email Address	https://www.scusd.edu/form/send-us-email
District Website Address	www.scusd.edu

2022-23 School Overview

Luther Burbank High School is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Latino, African American, Pacific Islanders, South, South East and South West Asian students, among others, all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment based on relationships and individual learning, the school has been organized into Small Learning Communities (SLC). Rather than a single large school of approximately 1700, we are a campus of six small learning communities, each centered around an academic pathway theme, where students are placed into groups of approximately 300 students and share the same “core” teachers, as well as a geographical area of the school site itself. The smaller learning communities allow for a more personalized instructional experience. In addition to more personalized instruction, the themes of the small learning communities allow the campus to better connect to the community at large, making instruction more relevant to students as they see, and experience, how curriculum translates to the world beyond our walls. The themes of our small learning communities are: Food and Health Sciences, Law and Social Justice, Media Arts and Technology, Building Trades Academy, World Cultures and Global Studies.

For more information about the school, please visit our website at: www.Lutherburbankhs.com

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	390
Grade 10	423
Grade 11	382
Grade 12	404
Total Enrollment	1,599

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.6
American Indian or Alaska Native	0.4
Asian	25.5
Black or African American	18.8
Filipino	1.4
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	3.3
Two or More Races	3.4
White	2.7
English Learners	28.6
Foster Youth	0.3
Homeless	0.7
Migrant	1.1
Socioeconomically Disadvantaged	82.2
Students with Disabilities	20.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.30	83.41	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	1.45	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.70	8.28	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	4.56	70.70	3.53	12115.80	4.41
Unknown	1.80	2.27	128.70	6.43	18854.30	6.86
Total Teaching Positions	81.80	100.00	2001.80	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.10	81.30	1686.00	84.45	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.28	37.10	1.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	9.16	144.80	7.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	3.72	67.40	3.38	11953.10	4.28
Unknown	4.40	5.50	61.00	3.06	15831.90	5.67
Total Teaching Positions	81.40	100.00	1996.40	100.00	279044.80	100.00

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2.00
Misassignments	5.70	5.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.70	7.40

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	1.80
Local Assignment Options	3.30	1.10
Total Out-of-Field Teachers	3.70	3.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.00	6.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0.30

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education and Visual and Performing Arts. Since the onset of Distance Learning in the Spring of 2020, we have provided all teachers and administrators with professional learning on Universal Design for Learning, and the professional learning we have made available is geared to distance learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected	February, 2018
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson's MyPerspectives grade 9 - 2017 Pearson's MyPerspectives grade 10 - 2017 Pearson's MyPerspectives grade 11 - 2017 Pearson's MyPerspectives grade 12 - 2017 The Language of Composition, 2018, 3rd ed., BFW Publishers. - 2018 Literature & Composition, 2017, 2nd ed., BFW Publishers. - 2017 Fundamentals c.2014 and Inside Phonics c. - 2014 Edge Level A c.2014 and Edge Level B c. - 2014	Yes	0%
Mathematics	CCSS Integrated Pathway: Mathematics I, Walch Education - 2012 CCSS Integrated Pathway: Mathematics II, Walch Education - 2012 CCSS Integrated Pathway: Mathematics III, Walch Education - 2012 The Practice of Statistics (For the AP Exam), 6th Edition. McMillan Learning 2018, - 2018 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole - 2006 Blitzer Precalculus, 6th Edition. Pearson 2018, Calculus for AP, Cengage Learning 2017,	Yes	0%
Science	Myers Psychology for AP, 2nd ed. 2014, - 2014 Invitation to Psychology, 4th and subsequent editions, Pearson, 2008 - 2008 Holt Earth Science, Holt, Rinehart and Winston - 2006 Biology: The Dynamics of Life, Glencoe - 2005 Modern Biology, Holt, Reinhart, and Winston - 2002 Biology, Prentice Hall - 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe - 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe - 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings - 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill - 2005 Holt Modern Chemistry, Holt, Rinehart and Winston - 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall - 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin - 2007 Chemistry in the Community, Freeman - 2000 Conceptual Physics, 9th Edition, (Addison Wesley) - 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill - 2005 Physics, 6th Edition, John Wiley and Son, Inc. - 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill - 2003 Amplify Science California, Amplify Education, 2019	Yes	0%
History-Social Science	World Geography, McDougal Littell - 2006 World Cultures and Geography, McDougal Littell - 2003 World Geography and Cultures, Globe Fearon - 2002 Our Stories in Our Voices, 2nd Edition, Allendar-Mark, 2017 - 2017	Yes	0%

	<p>Human Legacy, Holt - 2008</p> <p>Ways of the World with Sources for AP*, Third Edition, Bedford, Freeman and Worth, 2016 - 2016</p> <p>American Anthem Modern American History, Holt, Rinehart and Winston - 2007</p> <p>America's History, 8th Ed., Worth, 2014 - 2014</p> <p>Magruder's American Government, Pearson Prentice Hall - 2005</p> <p>Government in America: People, Politics and Policy, AP Edition, 17th edition, Pearson, 2018 - 2018</p> <p>Economics Principles in Action, Pearson Prentice Hall Modern - 2007</p>		
Foreign Language	<p>En Español, Levels 1, McDougal Littell, 2004 0618304304 - 2004</p> <p>En Español, Levels 2, McDougal Littell, 2004 0618304428 - 2004</p> <p>En Español, Levels 3, McDougal Littell, 2004 0618304509 - 2004</p> <p>Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014. - 2014</p> <p>Dime! Pasaporte al mundo 21 (D.C. Heath) c. 1995 and Nuestro Mundo, D.C. Heath, 1997 - 1995/1997</p> <p>Discovering French, Bleu Level 1 McDougal Littell, 2001 0618035044 - 2001</p> <p>Discovering French, Blanc Level 2 McDougal Littell, 2001 0618035052 - 2001</p> <p>Discovering French, Rouge Level 3 McDougal Littell, 2001 0618035060 - 2001</p> <p>Ladd. Allons au-dela!. Pearson. 2012. ISBN: 978-0-32895-489-6 - 2012</p> <p>Deutsch Aktuell, Level 1 Kraft (EMC Publishing) c. 1993 - 1993</p> <p>Deutsch Aktuell, Level 21 Kraft (EMC Publishing) c. 1991 - 1991</p> <p>Deutsch Aktuell, Level 3 Kraft (EMC Publishing) c. 1993 - 1993</p> <p>Chalipa, C. and ter Haseborg, H. Neue Blickwinkel, 2nd Ed. Wayside. 2017. - 2017</p> <p>Basic Hmong Book 1 Jonas, Vang-na Vangay & Lue Xiong - 1981</p> <p>Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981, and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Discovering the Hmong Language, 2nd Edition, Van, Txhim Patrick San Jose, CA 2006 1424321700 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 and Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006 and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Introduction to Hmong Literacy, History, Language and Culture K. Va, Hmong Publishing, Sac , c.2007 - 1981</p> <p>Adventures in Japanese 1, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p>	Yes	0%

	<p>Adventures in Japanese 2, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p> <p>Adventures in Japanese 3, 3rd ed, Cheng & Tsui, 2007 0887275281 - 2007</p> <p>Jenney's First Year Latin, Prentice Hall, 1990 0133193284 - 1990</p> <p>Jenney's Second Year Latin, Prentice Hall, 1984 0205078702 - 1984</p> <p>Jenney's Third Year Latin, Prentice Hall, 1990 0139188142 - 1990</p> <p>Lienau, J. Scandite Muros. Wayside. 2017 and Mueller, H. Caesar: Selections from His Commentarii De Bello Gallico. And Boyd, B. Vergil's Aenid: Selected Readings from Books 1, 2, 4 and 6. Bolchazy-Carducci Publishers. 2012 - 2017</p> <p>Ni Hao Chinese Language Course 1, Introductory Level, Chinasoft PTY Ltd., Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739065 -</p> <p>Ni Hao Course 2, Elementary Level, Chinasoft Pty Ltd, Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739126 -</p> <p>Ni Hao Course 3, Intermediate Level, Chinasoft Pty Ltd., Shumang Fredlein and Paul Fredlein, Textbook/Revised/Simplified (Cheng & Tsui Co.) 9781876739188 -</p> <p>Integrated Chinese Simplified Character Edition, Level , Part 2, You, Liu, Ge, Chen, Bi & Wang (Cheng & Tsui Co.) -</p> <p>Liu, Y and Yao, T, et al. Integrated Chinese Level 2. 4th Ed. Cheng & Tsui Publishers. 2018 and Liu, Y. and Yao, T., et al. Integrated Chinese Level 3 4th Ed. Cheng & Tsui Publishers. 2018. ISBN: 978-1-62291-150-9 - 2018</p> <p>Learning American Sign Language Humphries & Padden, Prentice Hall, 2003 and DVD: Learning American Sign Language 2nd Ed. and Signing Naturally, Unit 1-6, Donsign, 2008, and Signing Naturally, Unit 7-12, Donsign, 2008 - 2003</p>		
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Luther Burbank High School, built in 1961, received Facility Inspection Tool (FIT) overall repair rating score of “good” from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

Luther Burbank High School received additional Measure Q allocation in the categories of Core Academic Renovation, Modernization, Repair and Upgrades that have been designated to be used to renovate ten science classrooms scheduled to start in winter 2019.

In addition, the State’s Emergency Repair Program funded the east parking lot asphalt and concrete upgrades, interior campus concrete replacement, kitchen repairs, new auditorium drapes, and 4-H building replacement.

Year and month of the most recent FIT report

9/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room F9: The air conditioning is not working effeciently. The sink needs repair, and the mainline was being replaced.
Interior: Interior Surfaces	X			Room A220: There are three ceiling tiles missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room F9: The air conditioning is not working effeciently. The sink needs repair, and the mainline was being replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	27	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	288	74.04	25.96	25.00
Female	188	134	71.28	28.72	32.09
Male	200	153	76.50	23.50	18.95
American Indian or Alaska Native	--	--	--	--	--
Asian	112	97	86.61	13.39	38.14
Black or African American	69	45	65.22	34.78	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	164	124	75.61	24.39	21.77
Native Hawaiian or Pacific Islander	15	4	26.67	73.33	--
Two or More Races	11	7	63.64	36.36	--
White	--	--	--	--	--
English Learners	102	75	73.53	26.47	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	234	73.82	26.18	26.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	38	59.38	40.62	2.63

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	302	77.63	22.37	6.04
Female	188	141	75.00	25.00	4.32
Male	200	160	80.00	20.00	7.59
American Indian or Alaska Native	--	--	--	--	--
Asian	112	101	90.18	9.82	11.00
Black or African American	69	45	65.22	34.78	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	164	131	79.88	20.12	2.33
Native Hawaiian or Pacific Islander	15	7	46.67	53.33	--
Two or More Races	11	7	63.64	36.36	--
White	--	--	--	--	--
English Learners	102	81	79.41	20.59	1.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	245	77.29	22.71	7.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	40	62.50	37.50	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.14	NT	25.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	285	85.59	14.41	13.14
Female	153	132	86.27	13.73	13.39
Male	180	153	85	15	12.93
American Indian or Alaska Native	0	0	0	0	0
Asian	89	81	91.01	8.99	23.46
Black or African American	71	59	83.1	16.9	1.85
Filipino	--	--	--	--	--
Hispanic or Latino	146	125	85.62	14.38	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	72	66	91.67	8.33	1.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	272	229	84.19	15.81	11.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	48	84.21	15.79	0

2021-22 Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified as they move to adopt a “Linked Learning” approach preparing students for career and post-secondary experiences. The department also works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation.

Linked Learning is a career-themed approach to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. No matter which professional interest they choose, Linked Learning students develop into adults who are prepared for college, career, and life after high school.

The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

CTE programs and courses are reviewed by CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to, business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	392
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.37
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	53.89

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 9	81%	84%	81%	88%	87%

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.

2022-23 Opportunities for Parental Involvement

Luther Burbank has a parent center on campus. The parent center is currently staffed four hours per day and coordinates the Parent Home Visit Project, parent-teacher conferences, translation for parent contacts and Parent University. Additionally, five parents serve on the school's Site Council. Contact Jim Peterson for information and opportunities for parents to be involved with the school.

For more information, contact Jim Peterson at Jim-Peterson@scusd.edu

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.5	8.2		7.5	7.7		8.9	7.8
Graduation Rate		87.1	84.1		83.1	85.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	364	306	84.1
Female	168	144	85.7
Male	196	162	82.7
American Indian or Alaska Native	--	--	--
Asian	93	85	91.4
Black or African American	78	67	85.9
Filipino	--	--	--
Hispanic or Latino	161	126	78.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	11	10	90.9
English Learners	92	69	75.0
Foster Youth	--	--	--
Homeless	18	12	66.7
Socioeconomically Disadvantaged	353	297	84.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	75	52	69.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1820	1686	787	46.7
Female	877	805	393	48.8
Male	940	879	393	44.7
American Indian or Alaska Native	7	7	5	71.4
Asian	449	417	144	34.5
Black or African American	354	328	194	59.1
Filipino	23	23	7	30.4
Hispanic or Latino	813	752	343	45.6
Native Hawaiian or Pacific Islander	56	55	35	63.6
Two or More Races	66	58	33	56.9
White	52	46	26	56.5
English Learners	521	486	210	43.2
Foster Youth	10	8	6	75.0
Homeless	22	20	13	65.0
Socioeconomically Disadvantaged	1501	1398	663	47.4
Students Receiving Migrant Education Services	19	18	4	22.2
Students with Disabilities	359	348	191	54.9

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.31	3.70	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.98	0.04	4.73	0.20	3.17
Expulsions	0.00	0.05	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.98	0.05
Female	6.16	0.00
Male	7.77	0.11
American Indian or Alaska Native	0.00	0.00
Asian	4.45	0.00
Black or African American	16.38	0.28
Filipino	4.35	0.00
Hispanic or Latino	4.67	0.00
Native Hawaiian or Pacific Islander	3.57	0.00
Two or More Races	9.09	0.00
White	3.85	0.00
English Learners	4.80	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	7.79	0.07
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.96	0.00

2022-23 School Safety Plan

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan (CSSP) 2020-2021

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continuously seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.

Section 1	Crisis Communication Flow Chart
Section 2.....	Site Level Emergency Procedures
a) Lockdown Response	
b) Fire	
c) Bomb Threat, ATF Bomb Threat Checklist	
d) Active Shooter	
e) Chemical Accident	
f) Severe Weather/Loss of Power (City of Sacramento)	
Section 3.....	Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities	
Section 4.....	Site Level Use of schools as a Community Shelter
Section 5.....	District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents	
b) Mandated Child Abuse Reporting	
c) Suicide Risk Assessment Procedures	
d) Mental Health Crisis Response Procedure	
e) Missing Student Protocol	
Section 6.....	Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students	
b) Report of Suspected Bullying Page 1	
c) Report of Suspected Bullying Page 2	
d) Guidance for Action Plan	
e) Student Safety Plan	
Section 7.....	Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....	Wellness Plan
a) BP 5030 Student Wellness	
Section 9.....	District Handbook
Section 10.....	Component I: Social Climate
.....	Component II: Physical Climate/Campus
Section 11.....	Site Level Incident Command System (ICS) Roles and Team
Section 12.....	Site Level Communication Procedures
a) Emergency Phone Tree	
Section 13.....	Before and After School Programs
.....	Coordinators/Contact Numbers
.....	Days/Hours of Operation on Campus
Section 14.....	Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....	Site Level Family Reunification Plans
a) Reunification Logs	
Section 16.....	*Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs	
Section 17.....	School Site Safety Committee Member List and Approval of CSSP
Section 18.....	Staff/School Handbook
Section 19.....	Site Map (Please Label All Rooms)
Section 20.....	OPTIONAL – Additional Site Specific Safety Information

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	46	32	16
Mathematics	26	14	27	17
Science	22	21	33	7
Social Science	20	40	36	17

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	36	37	15
Mathematics	25	12	32	15
Science	24	17	50	19
Social Science	21	35	28	26

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	33	45	5
Mathematics	25	16	31	10
Science	23	24	26	6
Social Science	22	26	40	14

2021-22 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	266.5

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	0.1
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,210	\$4,123	\$6,087	\$72,627
District	N/A	N/A	\$6,048	\$83,404
Percent Difference - School Site and District	N/A	N/A	0.6	-13.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-8.0	-16.1

2021-22 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Luther Burbank High School and district supplemental programs and services include:

- Reduced teacher: student ratios
- Technology and supplemental reading and math materials
- Tutoring
- Extended day classes
- Fees for International Baccalaureate classes
- Bilingual tutors and materials
- Supplementary bilingual classes.

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,335	\$51,081
Mid-Range Teacher Salary	\$52,444	\$77,514
Highest Teacher Salary	\$102,090	\$105,764
Average Principal Salary (Elementary)	\$120,748	\$133,421
Average Principal Salary (Middle)	\$127,364	\$138,594
Average Principal Salary (High)	\$139,247	\$153,392
Superintendent Salary	\$316,011	\$298,377
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	4.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and supports through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, the Visual and Performing Arts and Social-Emotional Learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			