

# Luther Burbank High School

3500 Florin Road • Sacramento, CA 95823 • 916.433.5100 • Grades 9-12

Jim Peterson , Principal

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<http://lutherburbank.scusd.edu/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Sacramento City Unified School District

5735 47th Avenue  
Sacramento, CA 95824  
(916) 643-7400  
[www.scusd.edu](http://www.scusd.edu)

#### District Governing Board

Jay Hansen President, Area 1

Jessie Ryan, 1st VP, Area 7

Darrel Woo 2nd VP, Area 6

Ellen Cochrane, Area 2

Christina Pritchett, Area 3

Michael Minnick, Area 4

Mai Vang, Area 5

Sara Nguyen, Student Member

#### District Administration

Jorge Aguilar  
Superintendent

Lisa Allen  
Deputy Superintendent

Chad Sweitzer  
Instructional Assistant  
Superintendent

Tu Moua-Carroz  
Instructional Assistant  
Superintendent

Olga L. Simms  
Instructional Assistant  
Superintendent

Mary Hardin Young  
Instructional Assistant  
Superintendent

### School Description

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 Hmong, Latino, African American, Indian, Vietnamese, Russian/Ukrainian 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 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: Medical and Health Science, Law and Social Justice, Information Technology, Construction and Design, Visual and Performing Arts and Global Studies.

For more information about the school, please visit our website at: [www.Lutherburbankhs.com](http://www.Lutherburbankhs.com)

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	426
Grade 10	436
Grade 11	443
Grade 12	411
Ungraded Secondary	23
<b>Total Enrollment</b>	<b>1,739</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	0.8
Asian	28.1
Filipino	1.4
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	4
White	3.5
Two or More Races	2
Socioeconomically Disadvantaged	91.7
English Learners	24.5
Students with Disabilities	17
Foster Youth	0.5

## 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			
Luther Burbank High School	15-16	16-17	17-18
With Full Credential	99	65	63
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	1	0
Sacramento City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Luther Burbank High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	4	2	2

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Holt Literature and Language Arts, Course 3 English 9 2003                      Holt Literature and Language Arts, Course 4 English 10 2003                      Holt Literature and Language Arts, Course 5 English 11 2003                      Holt Literature and Language Arts, Course 6 English 12 2003                      Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007                      The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008                      Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007                      Perrine’s Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>
<b>Mathematics</b>	<p>CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012                      Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000                      Algebra 2, McDougal Littell Advanced Algebra 2001                      Geometry: Measuring Reasoning, McDougal Littell Geometry 2004                      Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004                      Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010                      Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006                      Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007                      Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008                      Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997                      Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007                      Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007                      Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>
<b>Science</b>	<p>Invitation to Psychology. Prentice Hall Psychology AP 2008                      Psychology, 7th Ed., Worth Psychology 2004                      Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006                      Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005                      Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002                      Biology, Prentice Hall Biology/Biophysical Science 2004                      BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001                      BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006                      Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008                      Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005                      Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006                      Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008                      Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007                      Chemistry in the Community, Freeman Chemistry 2000                      Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002                      Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005                      Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007                      Hole’s Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003</p> <p><b>Percent of students lacking their own assigned textbook: 0%</b></p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007  <b>Percent of students lacking their own assigned textbook: 0%</b>
<b>Foreign Language</b>	Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003  <b>Percent of students lacking their own assigned textbook: 0%</b>
<b>Health</b>	<b>Percent of students lacking their own assigned textbook: 0%</b>
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook: 0%</b>
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption: N/A</b>

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

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

The main campus was built in 1961. This school has 75 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 25 portables. During the 2005 modernization, renovations and upgrades were made in the following areas: health and safety, exterior, plumbing, portable buildings, roofing and miscellaneous upgrades. In the 2010-2011 school year, a new football and girls softball facility will be completed. The facility will include artificial turf, lights, and fencing.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 27, 2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 27, 2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	33	42	39	39	48	48
<b>Math</b>	9	13	30	31	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	28	25	47	47	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	25.1	17.5	9.1

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	456	398	87.3	24.9
Male	254	225	88.6	27.1
Female	202	173	85.6	22.0
Black or African American	88	70	79.6	11.4
Asian	144	133	92.4	30.1
Hispanic or Latino	179	156	87.2	27.6
Native Hawaiian or Pacific Islander	13	13	100.0	15.4
White	13	9	69.2	33.3
Socioeconomically Disadvantaged	383	334	87.2	23.4
English Learners	116	91	78.5	9.9
Students with Disabilities	73	55	75.3	23.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	431	411	95.36	41.71
Male	244	235	96.31	36.32
Female	187	176	94.12	48.86
Black or African American	78	75	96.15	32.43
American Indian or Alaska Native	--	--	--	--
Asian	145	141	97.24	52.48
Filipino	--	--	--	--
Hispanic or Latino	165	156	94.55	37.18
Native Hawaiian or Pacific Islander	16	14	87.5	50
White	13	11	84.62	18.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	387	369	95.35	42.82
English Learners	156	145	92.95	22.76
Students with Disabilities	65	61	93.85	6.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 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	430	410	95.35	13.45
Male	243	232	95.47	14.29
Female	187	178	95.19	12.36
Black or African American	77	74	96.1	1.37
American Indian or Alaska Native	--	--	--	--
Asian	145	142	97.93	23.94
Filipino	--	--	--	--
Hispanic or Latino	165	156	94.55	10.26
Native Hawaiian or Pacific Islander	16	13	81.25	15.38
White	13	11	84.62	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	387	369	95.35	14.13
English Learners	156	145	92.95	7.59
Students with Disabilities	65	61	93.85	3.28
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

### 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 schoolsite.

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

Luther Burbank has a parent center on campus. The parent center is staffed full time 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 Alma Lopez for information and opportunities for parents to be involved with the school.

For more information, contact Alma Lopez at (916) 433-5100, ext. 1037.

#### 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

Sacramento City Unified School District  
 Comprehensive Safe School Plan 2017-2018

- Section 1..... Crisis Communication Flow  
 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 Procedures
- Section 4..... Site Level Use of Schools as a Community Shelter \*\*
- Section 5.....District Policies Related to Safety and Missing Student Protocol:
  - (a) Board Policy 5021: Custodial & Parent Rights
  - (b) Mandated Child Abuse Reporting
  - (c) Suicide Risk Assessment
  - (d) Missing Student Protocol
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- \*\* To be determined by The American Red Cross and the Office of Emergency Services
- Section 10.....Component I: Social Climate  
Component II: Physical Climate/Campus
- Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
- Section 12..... Site Level Communication Procedures
- Section 12 (a).....Emergency Phone Tree
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
- Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
- Section 15.....Site Level Family Reunification Plans
- Section 15 (a)..... Reunification Logs
- Section 16.....(Confidential) Site Level Provisions for Students/Staff With Special Needs
- Section 16 (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 Rooms)
- Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans 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 2017 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	9.8	13.6	11.6
Expulsions Rate	0.1	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	73.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0000
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	5.0000
Other	0.000
Average Number of Students per Staff Member	
Academic Counselor	281

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	18	14	18	39	2	45	50	15	31		10	2
Mathematics	23	22	27	25	10	2	49	8	24		3	2
Science	23	22	25	19	12	15	33	8	25		1	8
Social Science	23	21	25	19	19	24	57	57	41			6

\* Number of classes indicates how many classrooms 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.

### Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, 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 program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	5%

\* 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/).

### Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. The school uses categorical funding to:

- reduce teacher student ratios
- purchase of technology and supplemental reading and math materials
- tutoring
- extended day classes
- fees for International Baccalaureate classes
- bilingual tutors and materials
- supplementary bilingual classes.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Luther Burbank High School	2013-14	2014-15	2015-16
Dropout Rate	4.1	6.5	9.7
Graduation Rate	87.56	86.2	82.6
Sacramento City Unified School District	2013-14	2014-15	2015-16
Dropout Rate	5.5	8.9	9.9
Graduation Rate	85.01	80.32	81.41
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	243
% of pupils completing a CTE program and earning a high school diploma	9.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	57.0

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,269	3,425	5,844	64,753
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			1.7	-7.9
Percent Difference: School Site/ State			-11.1	-18.3

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	95.5
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	51.47

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	1	3.6

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2016		
	School	District	State
All Students	85.28	82.08	87.11
Black or African American	82.76	74.24	79.19
American Indian or Alaska Native	50	76.92	80.17
Asian	90.43	91.84	94.42
Filipino	83.33	94.12	93.76
Hispanic or Latino	86.33	79.31	84.58
Native Hawaiian/Pacific Islander	94.12	82.54	86.57
White	63.64	84.85	90.99
Two or More Races	25	81.75	90.59
Socioeconomically Disadvantaged	63.16	57.18	63.9
English Learners	76	57.57	55.44
Students with Disabilities	85.47	80.12	85.45
Foster Youth	100	65	68.19

**Career Technical Education Programs**

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

**DataQuest**

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

**Internet Access**

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