# Luther Burbank Elementary School 2026-27

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Luther Burbank Elementary School 2026-27 |
| **Street** | 203 South A. Street |
| **City, State, Zip** | Santa Rosa, CA 95401 |
| **Phone Number** | (707) 890-3902 |
| **Principal** | |
| **Email Address** | slstathatos@srcs.k12.ca.us |
| **School Website** | https://lbes.srcschools.org |
| **Grade Span** | TK-6th |
| **County-District-School (CDS) Code** | 49709126052112 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Santa Rosa City Schools |
| **Phone Number** | (707) 890-3800 |
| **Superintendent** | Lisa August |
| **Email Address** | laugust@srcs.k12.ca.us |
| **District Website** | www.srcschools.org |

## 2025-26 School Description and Mission Statement

About Our School
Luther Burbank Elementary is an elementary school that continues to demonstrates measurable growth in the academic achievment of all of our students. Our diverse and vibrant student body, including a high population of English Learners and socio-economically disadvantaged students, is a source of strength, fueling the passion and dedication of our staff members.We work together to analyze data, assess the needs of our students, provide after school tutoring and develop teaching strategies that achieve success within the classroom. We utilize regular, rigorous assessments in Language Arts and Mathematics to drive instructional goals, ensuring continuous improvement in the classroom. Combined with high expectations and close partnership with parents, we deliver the optimal program for our students.

## 2025-26 School Description and Mission Statement

School Description and Mission Statement
Luther Burbank Elementary is situated near downtown Santa Rosa, directly across from the historic Julliard Park. We proudly serve over 450 students from Transitional Kindergarten through 6th grade. Burbank Elementary strives for student individuality, mutual respect, strong communication, a safe environment, and a high quality of education based on individual needs and special abilities for all.

Our campus is powered by a team of highly qualified caring and dedicated professionals. We offer a rich music program to our students and have a dedicated physical education teacher. Luther Burbank Elementary is commmitted to cultivating an environment of celebrating the individual talents and abilities of all of our students.
We have proudly lived up to our motto of “Everyone Working Together Towards Success”.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 54 |
| **Grade 1** | 43 |
| **Grade 2** | 36 |
| **Grade 3** | 39 |
| **Grade 4** | 42 |
| **Grade 5** | 31 |
| **Grade 6** | 34 |
| **Total Enrollment** | 279 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 50.9 |
| **Male** | 49.1 |
| **American Indian or Alaska Native** | 2.2 |
| **Asian** | 2.5 |
| **Black or African American** | 1.1 |
| **Hispanic or Latino** | 82.8 |
| **Native Hawaiian or Pacific Islander** | 0.4 |
| **Two or More Races** | 3.6 |
| **White** | 7.5 |
| **English Learners** | 51.3 |
| **Foster Youth** | 1.4 |
| **Homeless** | 6.8 |
| **Migrant** | 1.1 |
| **Socioeconomically Disadvantaged** | 81.7 |
| **Students with Disabilities** | 29 |

## 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.

## 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)** | 14 | 85.78 | 196.2 | 83.4 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0.1 | 0.07 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 17.8 | 7.6 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 2.4 | 1.05 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 2.3 | 14.28 | 18.5 | 7.87 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 16.3 | 100 | 235.3 | 100 | 279044.8 | 100 |

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.

## 2022-23 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)** | 16.1 | 89 | 213.3 | 80.66 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 1.9 | 10.94 | 3.5 | 1.36 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 23.3 | 8.82 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 2.6 | 1 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0 | 0 | 21.5 | 8.14 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 18.1 | 100 | 264.4 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 15.4 | 83.78 | 211.8 | 76.32 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 5 | 1.8 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.9 | 5.35 | 21 | 7.58 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 1.8 | 0.65 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 1.9 | 10.76 | 37.9 | 13.66 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 18.4 | 100 | 277.6 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0.9 |
| **Misassignments** | 0.00 | 0 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0 | 0.9 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.6 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0.6 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 13 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 19.2 | 0 | 0 |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|---|---|
| **Year and month in which the data were collected** | December 16, 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.<br><br>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)<br><br>95 Core Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2023) | 0 |
| **Mathematics** | All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Preparatory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum. | 0 |

| | | |
|---|---|---|
| **Science** | FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. | 0 |
| **History-Social Science** | Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman “California History/Social/Science” program from kindergarten through fifth grade. The McMillan/McGraw Hill “California Vistas” program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade.<br><br>American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture. | 0 |
| **Foreign Language** | N/A | 0 |
| **Health** | Growth, Health and Development as instructional materials | 0 |
| **Visual and Performing Arts** | All students have music each week and Intermediate students all play an instrument. | 0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | 0 |

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

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.
This school was inspected in September 2025 and had an overall rating of "Good".
The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

| | |
|---|---|
| **Year and month of the most recent FIT report** | September 2025 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **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 | | |

## 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 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).

**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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 19 | 17 | 31 | 33 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 13 | 17 | 24 | 25 | 35 | 37 |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 145 | 143 | 98.62 | 1.38 | 17.48 |
| **Female** | 75 | 74 | 98.67 | 1.33 | 18.92 |
| **Male** | 70 | 69 | 98.57 | 1.43 | 15.94 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 120 | 120 | 100.00 | 0.00 | 15.83 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 13 | 12 | 92.31 | 7.69 | 33.33 |
| **English Learners** | 72 | 72 | 100.00 | 0.00 | 4.17 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 102 | 101 | 99.02 | 0.98 | 12.87 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 50 | 48 | 96.00 | 4.00 | 4.17 |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 145 | 143 | 98.62 | 1.38 | 17.48 |
| **Female** | 75 | 74 | 98.67 | 1.33 | 14.86 |
| **Male** | 70 | 69 | 98.57 | 1.43 | 20.29 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 120 | 120 | 100.00 | 0.00 | 16.67 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 13 | 12 | 92.31 | 7.69 | 25.00 |
| **English Learners** | 72 | 72 | 100.00 | 0.00 | 12.50 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 102 | 101 | 99.02 | 0.98 | 13.86 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 50 | 48 | 96.00 | 4.00 | 12.50 |

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 11.11 | 16.13 | 18.14 | 18.18 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 32 | 32 | 100.00 | 0.00 | 16.13 |
| **Female** | 12 | 12 | 100.00 | 0.00 | 9.09 |
| **Male** | 20 | 20 | 100.00 | 0.00 | 20.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 28 | 28 | 100.00 | 0.00 | 14.29 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 19 | 19 | 100.00 | 0.00 | 5.26 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 22 | 22 | 100.00 | 0.00 | 14.29 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 14 | 14 | 100.00 | 0.00 | 7.69 |

# 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 5** | 98.60% | 100.00% | 100.00% | 100.00% | 100.00% |

## 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.

### 2025-26 Opportunities for Parental Involvement

Our School Site Council (SSC), which includes parent and staff members, approves our school's annual plan and budget expenditures. Our English Learners Advisory Committee (ELAC) oversees the quality of learning for our students who are learning English. All meetings and events are translated by bilingual staff members. Burbank Elementary hosts Family Nights that focus on literacy, math science or art. Additional family events such as Movie Night, Fall or Spring Festival and the Winter Concert are also an important part of the school culture. Additionally, our school has a growing Parent Club which aims to support students and staff in many ways and we have partnerships with many organizations including the Oakmont Kiwanis, Made in Santa Rosa, Sonoma Water, Pathways Environmental Education, Schools of Hope, the Imaginists Theater group and members of the Church of the Incarnation.

### 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 302 | 298 | 93 | 31.2 |
| **Female** | 156 | 153 | 47 | 30.7 |
| **Male** | 146 | 145 | 46 | 31.7 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 246 | 244 | 73 | 29.9 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 12 | 12 | 5 | 41.7 |
| **White** | 22 | 21 | 4 | 19.0 |
| **English Learners** | 161 | 159 | 44 | 27.7 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 29 | 28 | 14 | 50.0 |
| **Socioeconomically Disadvantaged** | 267 | 264 | 85 | 32.2 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 97 | 96 | 27 | 28.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.05 | 1.54 | 3.64 | 3.66 | 4.29 | 3.31 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.08 | 0.02 | 0.04 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 3.64 | 0.00 |
| **Female** | 2.56 | 0.00 |
| **Male** | 4.79 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 2.85 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 4.55 | 0.00 |
| **English Learners** | 1.86 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 4.12 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 3.09 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative and data-driven approaches to enhance safety across all campuses.
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## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 16 | 3 | 1 | 0 |
| **1** | 13 | 3 | 0 | 0 |
| **2** | 14 | 3 | 0 | 0 |
| **3** | 11 | 2 | 1 | 0 |
| **4** | 12 | 2 | 1 | 0 |
| **5** | 13 | 3 | 0 | 0 |
| **6** | 17 | 1 | 2 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 13 | 3 | 0 | 0 |
| **1** | 11 | 4 | 0 | 0 |
| **2** | 10 | 4 | 0 | 0 |
| **3** | 11 | 4 | 0 | 0 |
| **4** | 15 | 1 | 1 | 0 |
| **5** | 11 | 2 | 1 | 0 |
| **6** | 13 | 2 | 1 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 11 | 3 | | |
| **1** | 14 | 3 | | |
| **2** | 12 | 2 | 1 | |
| **3** | 13 | 2 | 1 | |
| **4** | 14 | 2 | 1 | |
| **5** | 16 | 1 | 1 | |
| **6** | 17 | 1 | 1 | |

## 2024-25 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** | 281 |

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 0.9 |
| **Social Worker** | |
| **Nurse** | 0.2 |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | $5,888.80 | $(469.04) | $6,357.84 | $108,606.64 |
| **District** | N/A | N/A | $6,489.50 | |
| **Percent Difference - School Site and District** | N/A | N/A | -2.0 | 8.1 |
| **State** | N/A | N/A | $11,146 | |
| **Percent Difference - School Site and State** | N/A | N/A | -51.5 | |

## Fiscal Year 2024-25 Types of Services Funded

Our core mission, supported by Title I and Local Control Funding Formula (LCFF) resources, is to ensure all students reach their full potential. The implemented strategies and activities are specifically designed to increase academic levels and successfully move students closer to or beyond grade-level benchmarks. Two dedicated Resource Specialists (RSP) work with special education students who have Individualized Education Programs (IEPs), providing specialized instruction within the general education classroom setting. We offer one SDC class serving grades 4-6 for students needing additional, specific supprt. Our site has several additional special education classroom supporting students with a variety of needs.These classrooms include a credentialed teacher and multiple aides to support student development.A full time School Counselor works in collaboration with a part-time Site-Based Therapist to deliver comprehensive counseling services to students. Our full-time Family Engagement Facilitator serves as a vital link between school and home providing essential support for our multilingual families.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | | |
| **Mid-Range Teacher Salary** | | |
| **Highest Teacher Salary** | | |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | |
| **Average Principal Salary (High)** | | |
| **Superintendent Salary** | | |
| **Percent of Budget for Teacher Salaries** | | |
| **Percent of Budget for Administrative Salaries** | | |

## Professional Development

The LEA provides various professional development opportunities for staff:

Grade-Level Collaboration: Grade-level teams meet twice a year to align instructional practices.
Monthly Curriculum Support: Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction.
Math Training: Staff were offered to participate additional math training through our county office of education emphasizing engaging practices from the new math framework.
Support for Multilingual Learners: Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

Specialized Programs:
Transitional Kindergarten and Kindergarten teachers engaged in the Pyramid Model project to address challenging behaviors and build young children's social skills.
Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

District-Wide Professional Development:
Two annual professional development days are provided for certificated and classified staff. This year’s focus included school safety through Essential 5 and reviewing Comprehensive School Safety Plans.
Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0 and 3.0.
Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

Math Redesign:
Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler’s strategies for fostering a growth mindset and positive math identity.
Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 12 | 2 |