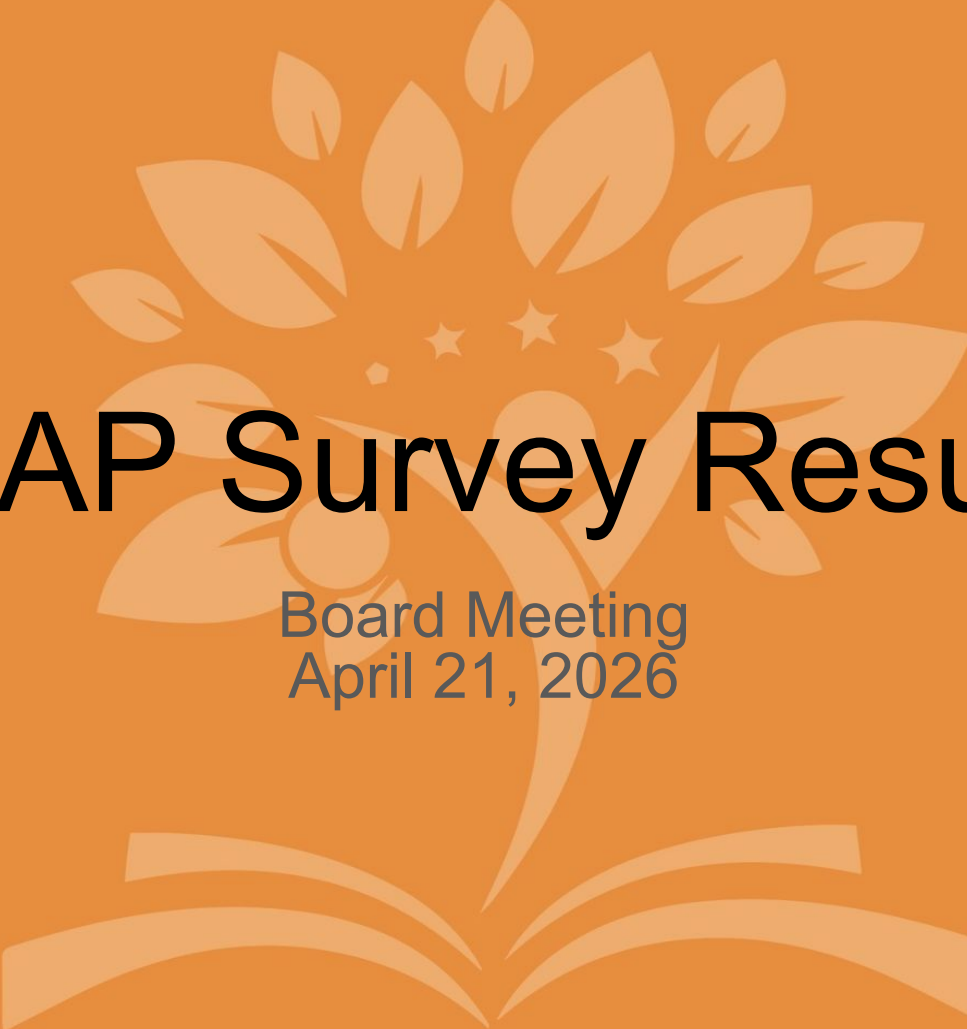


A large, faint, light-orange logo is centered in the background. It features a sunburst or flower-like shape with multiple pointed petals or leaves radiating from a central point. Inside the central area, there are several small, five-pointed stars. Below the main sunburst shape, there are three curved, horizontal lines that resemble an open book or a stylized base.

LCAP Survey Results

Board Meeting
April 21, 2026

Educational Partners Engagement

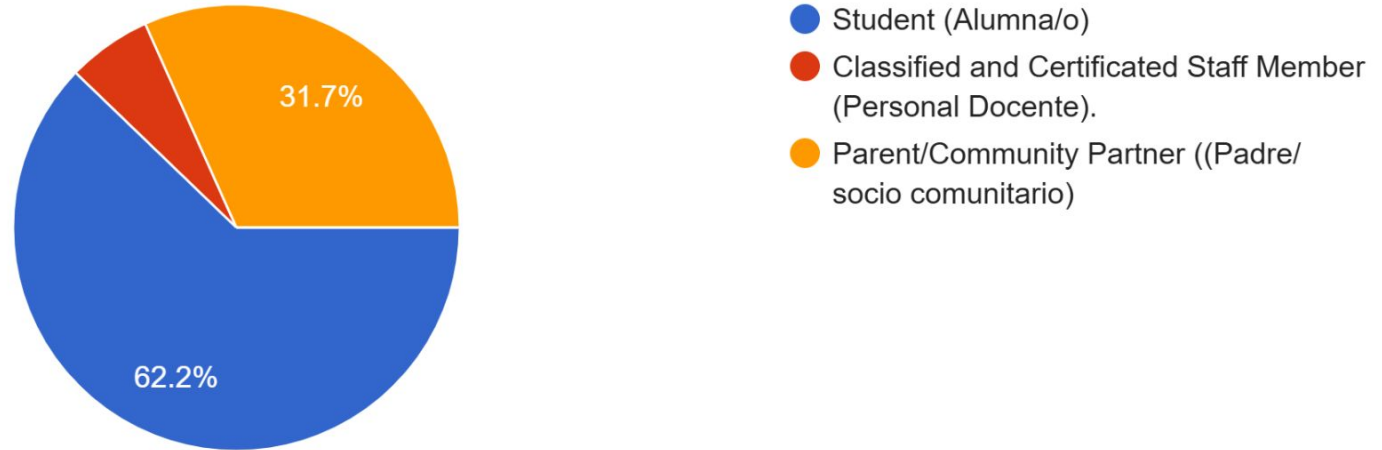
- Education Code 52060 (g)
 - The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.
- LBSD Consultation process
 - Student, parent, and staff survey
 - Parent meetings (Cafecito)
 - Staff meetings

Parent, Student, and Staff Survey

- Perception questions on academic performance, attendance, safety and support provided to unduplicated students.
- Questions in English and Spanish
- Likert Scale (level of agreement) and Open ended questions.

You will be directed to complete a survey based on your role in the Luther Burbank School District
(Se le indicará que complete una encuesta basada e...función en el Distrito Escolar de Luther Burbank).

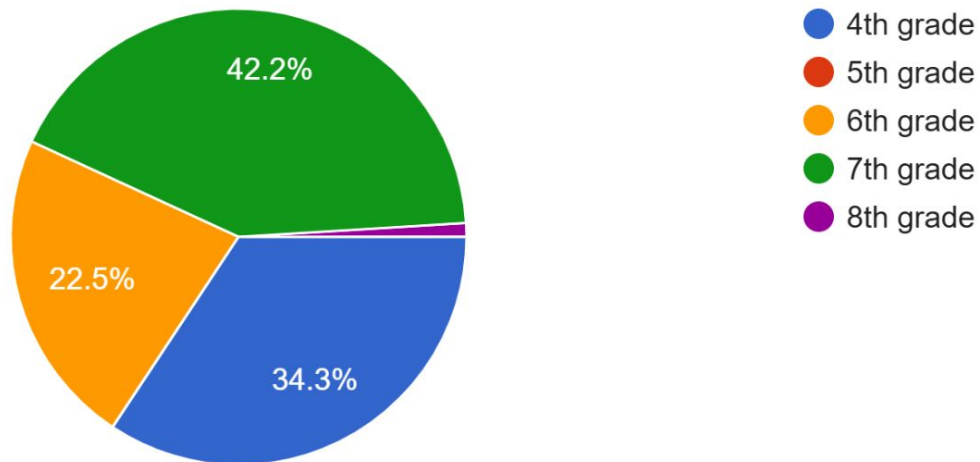
164 responses



164 respondents: 102 students, 52 parents, and 10 staff.

What is your current grade level? ¿Cuál es su nivel de grado actual?

102 responses



102 students responded: 35 in 4th grade, 0 in 5th, 23 in 6th, 43 in 7th, and 1 in 8th.

Academic Growth and Achievement

2024-2025

LEARN MORE
English Language Arts

All Students State



Orange

45.5 points below standard

Declined 13.6 Points ⓘ

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE
Mathematics

All Students State



Yellow

47.9 points below standard

Increased 11.4 Points ⓘ

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE
English Learner Progress

All Students State



Yellow

37.9% making progress

Increased 5.3% ⓘ

LONG-TERM ENGLISH LEARNER PROGRESS



Lowest Performance



Very Low



Low



Medium



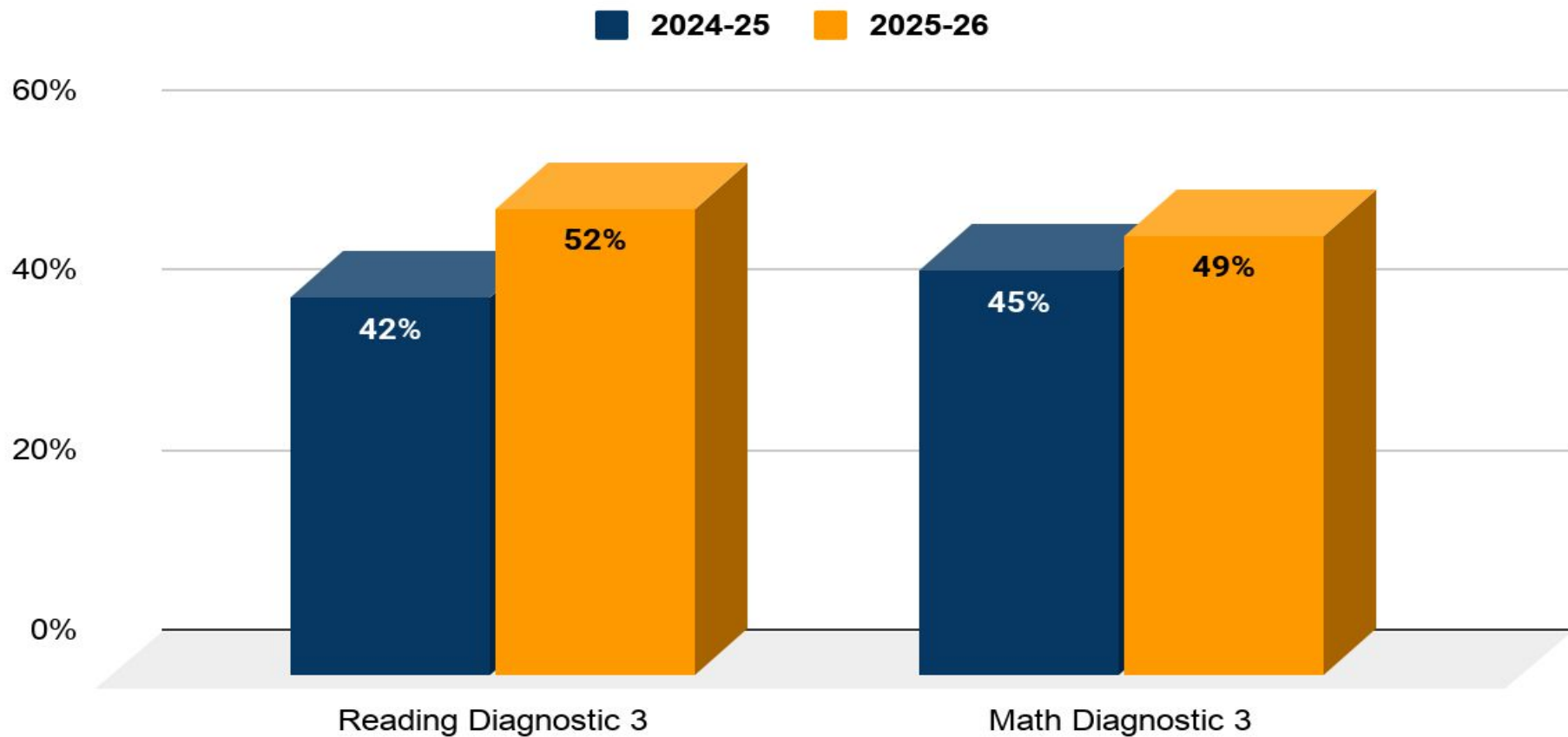
High



Very High

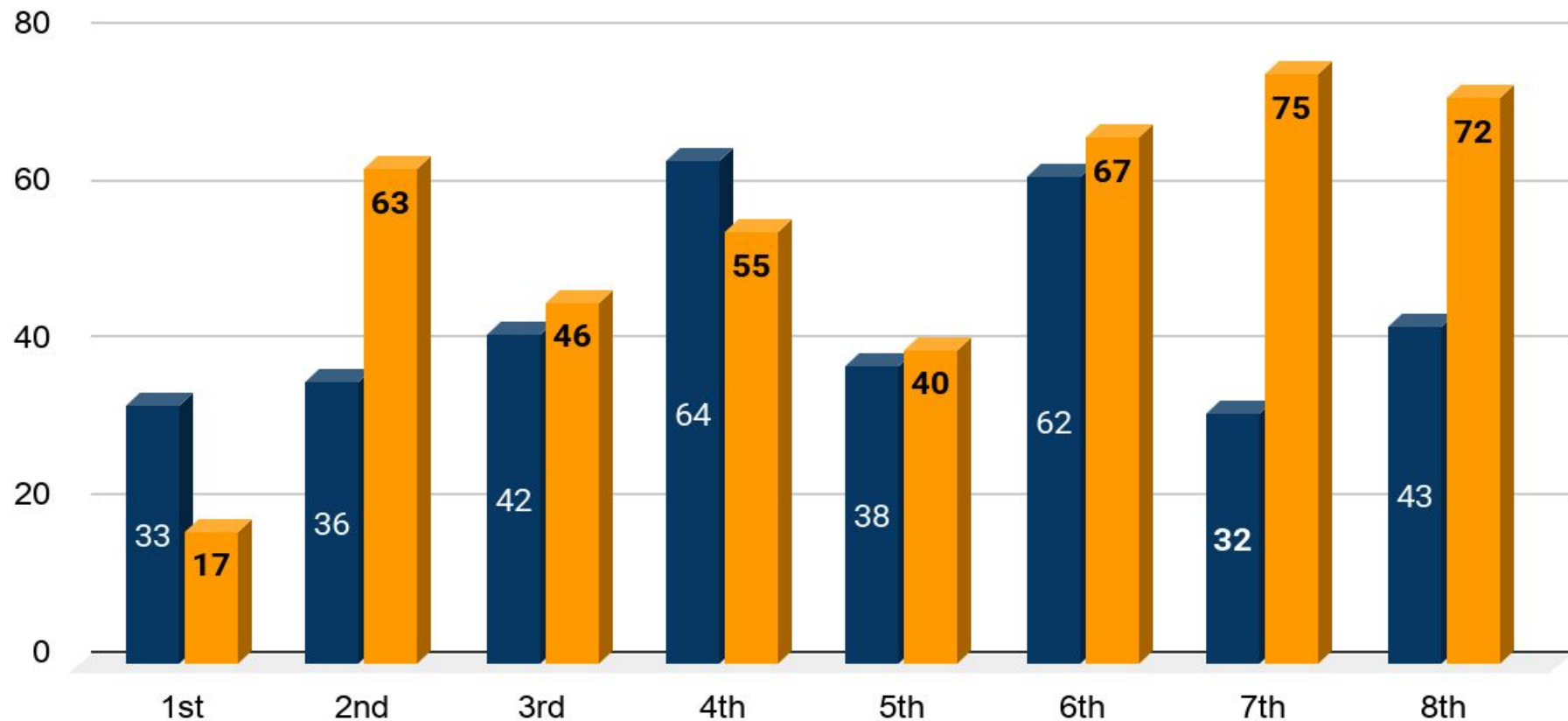
Highest Performance

Percent of Students Meeting i-Ready Growth Target



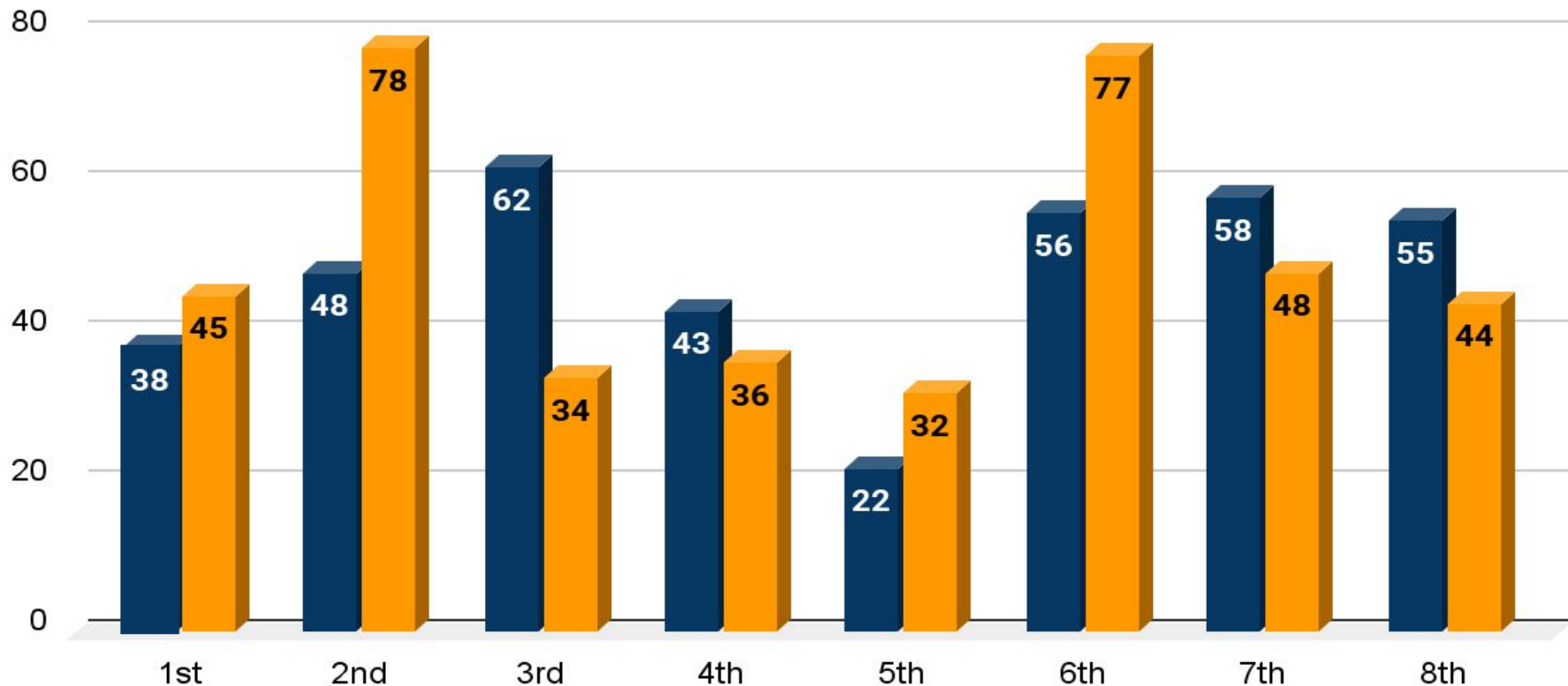
Percent of Students Meeting i-Ready Growth Target By Grade

■ 24-25 Reading ■ 25-26 Reading



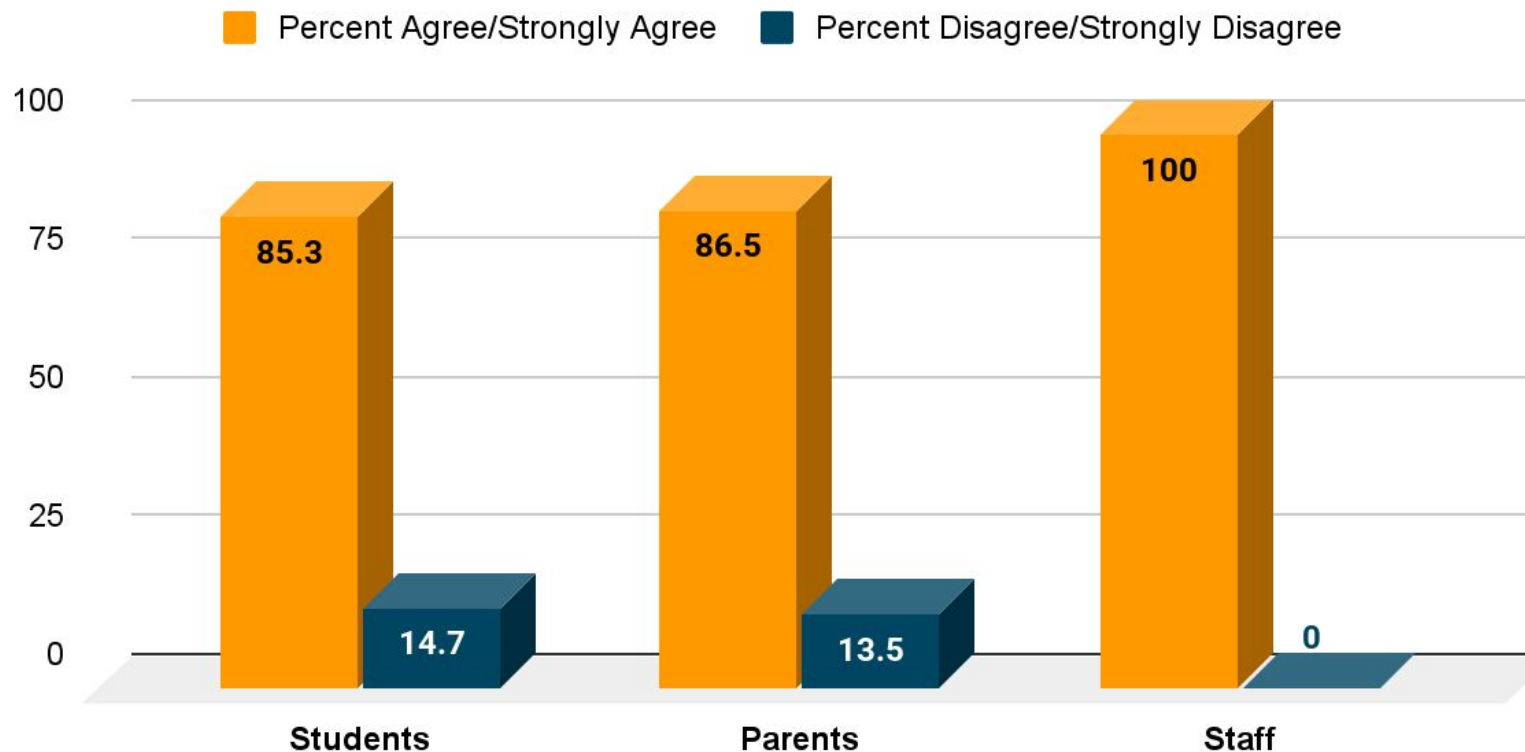
Percent of Students Meeting i-Ready Growth Target

■ 24-25 Math ■ 25-26 Math

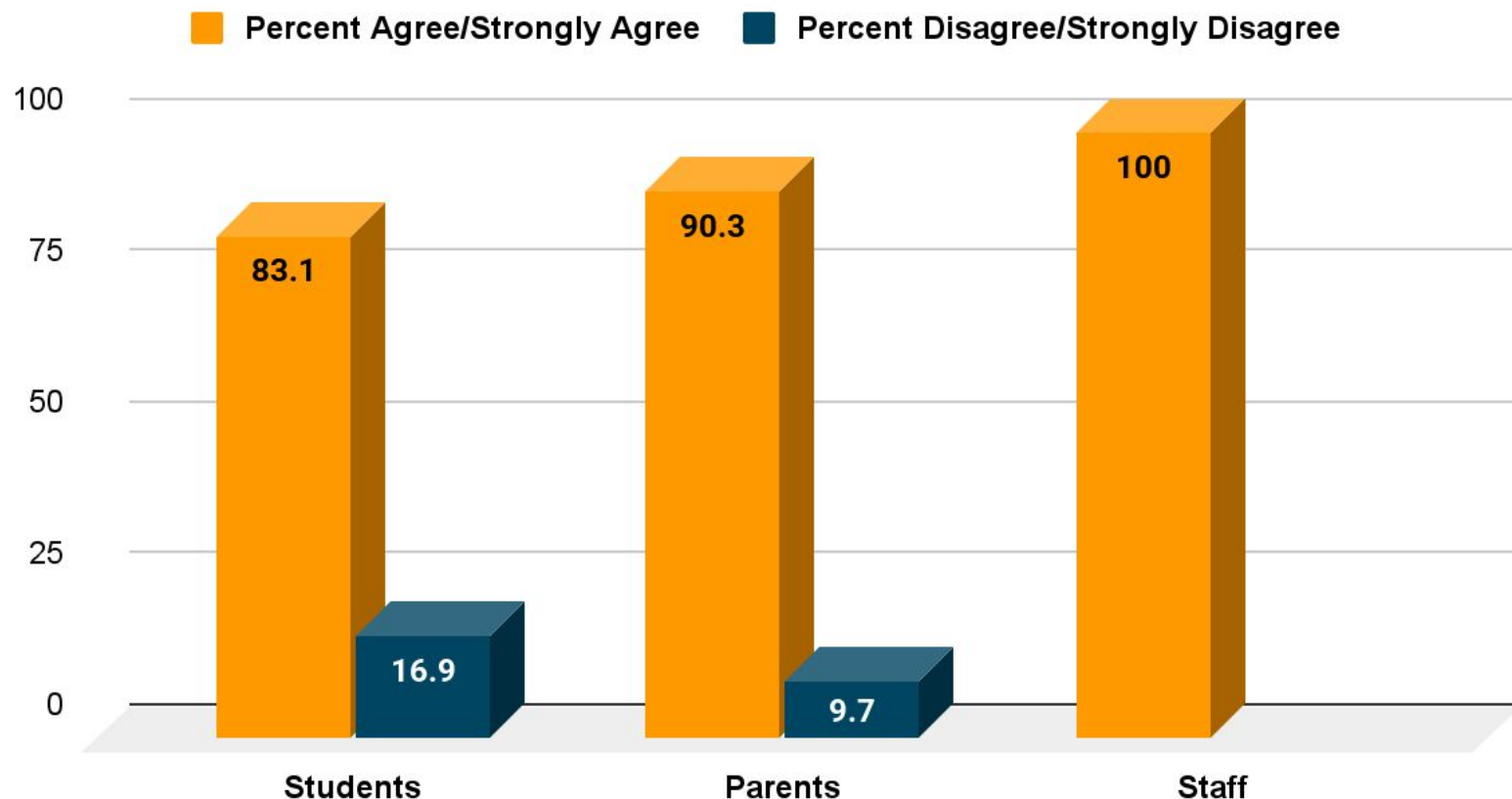


LCAP Survey Results: Perceptions of Academic Growth and Achievement

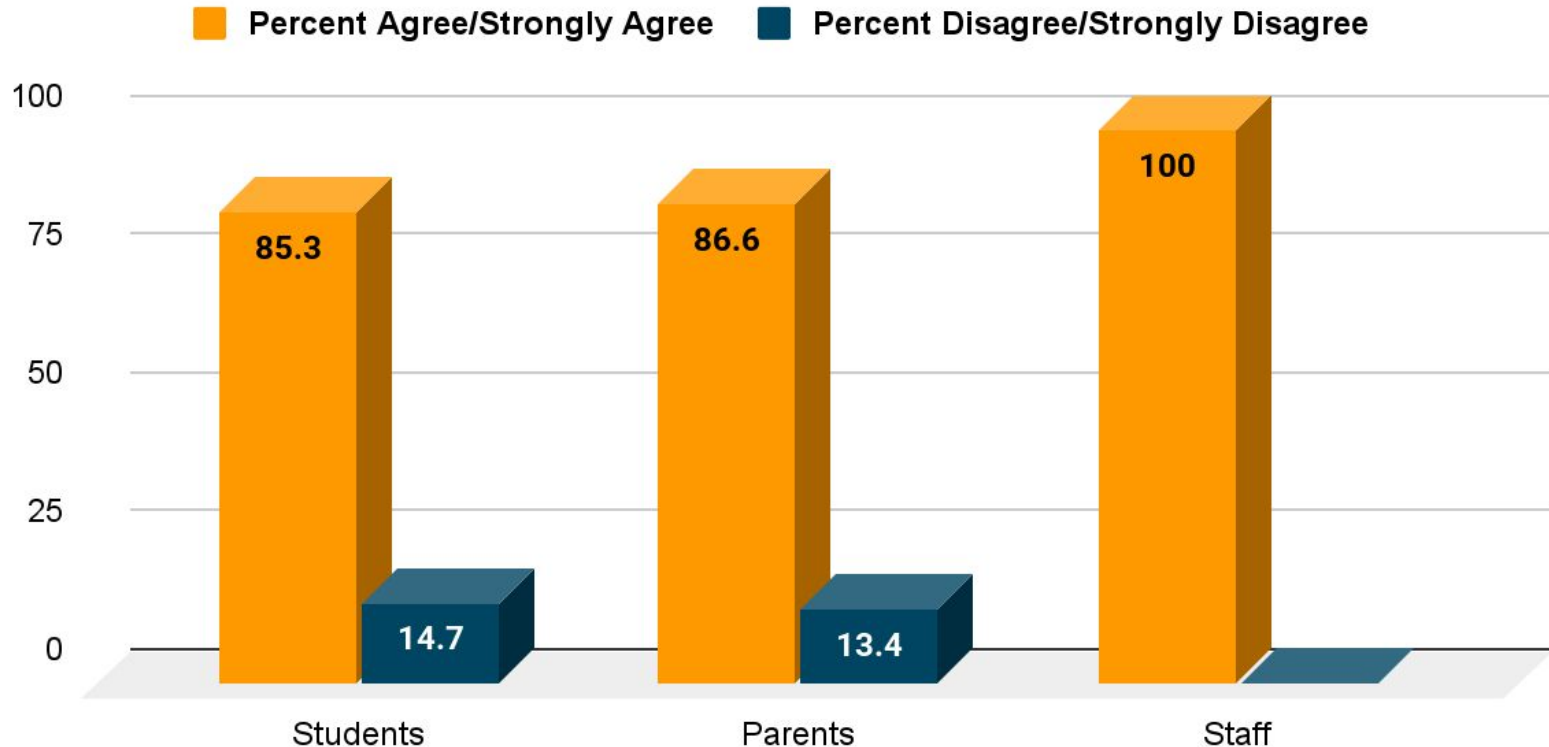
Students have learned new skills and improved in **READING.**



Students have learned new skills and improved in MATH.



The work students do in school is challenging and helps them **GROW**.



Attendance & Chronic Absenteeism

Luther Burbank

LEARN MORE

Chronic Absenteeism

All Students

State



Yellow

21.5% chronically absent

Declined 5% ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



Luther Burbank

LEARN MORE

Suspension Rate

All Students

State



Green

1.6% suspended at least one day

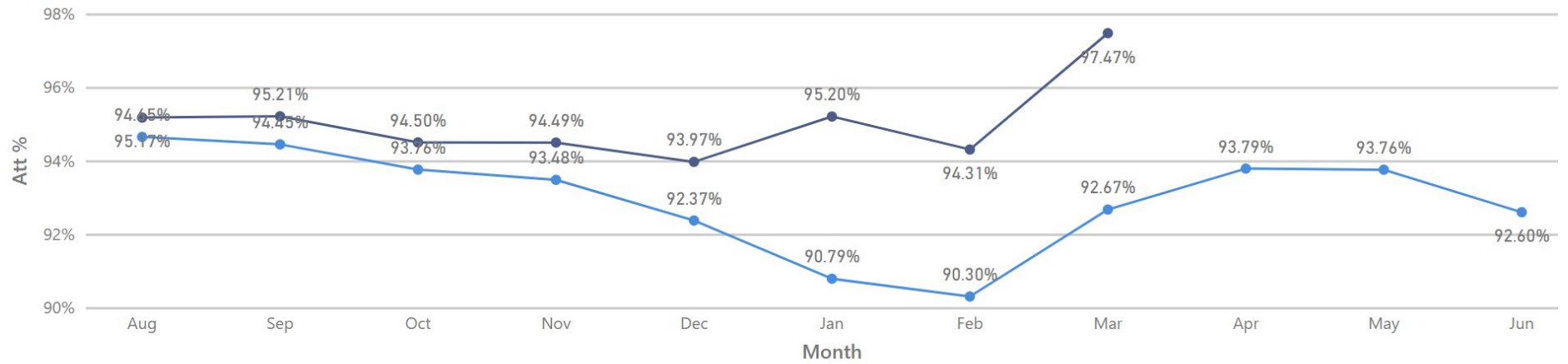
Declined 0.5% ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ➔



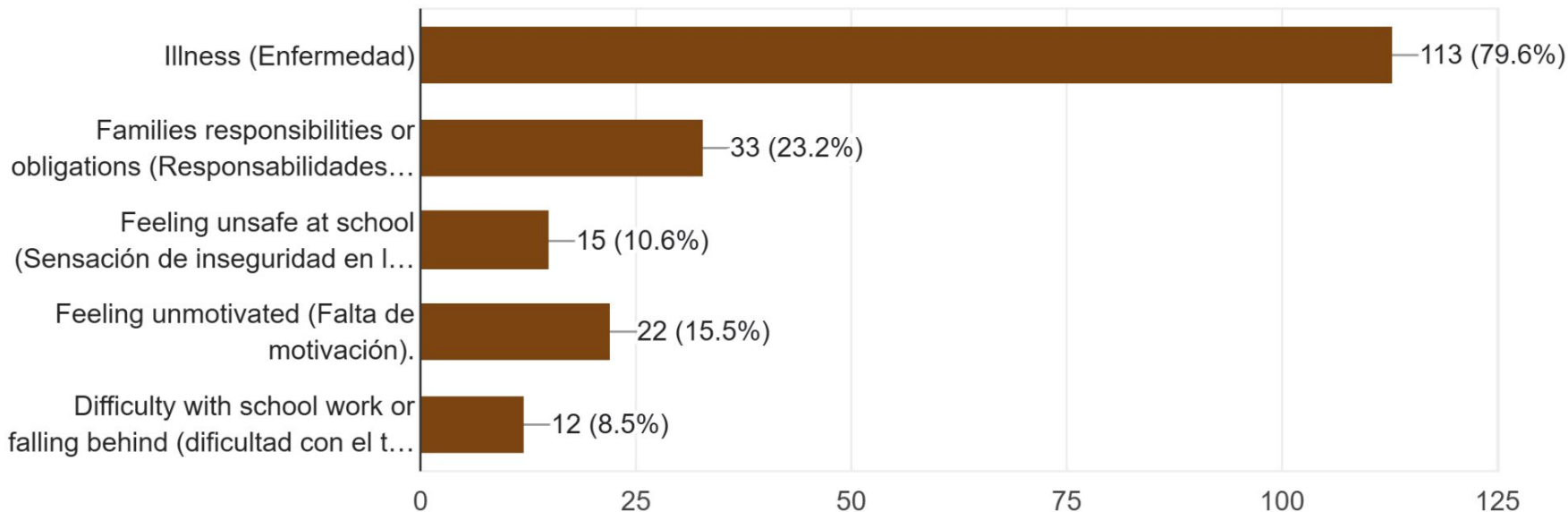
Year ● 2024-2025 ● 2025-2026

Month	2024-2025	2025-2026
Aug	94.65%	95.17%
Sep	94.45%	95.21%
Oct	93.76%	94.50%
Nov	93.48%	94.49%
Dec	92.37%	93.97%
Jan	90.79%	95.20%
Feb	90.30%	94.31%
Mar	92.67%	97.47%
Apr	93.79%	
May	93.76%	
Jun	92.60%	

LCAP Survey Results: Perceptions of Student Attendance

What might prevent you from attending school regularly? (¿Qué podría impedirte asistir a la escuela regularmente?).

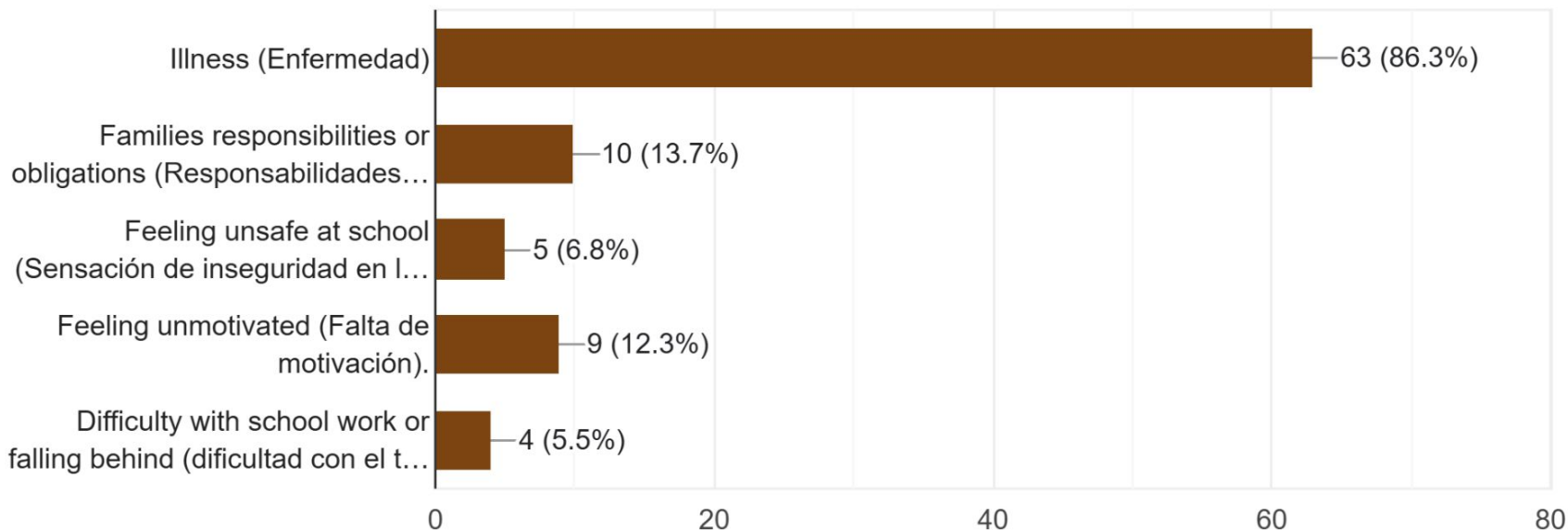
142 responses



Students

What might prevent your child from attending school regularly? (¿Qué podría impedir a su hijo/a para asistir a la escuela regularmente?).

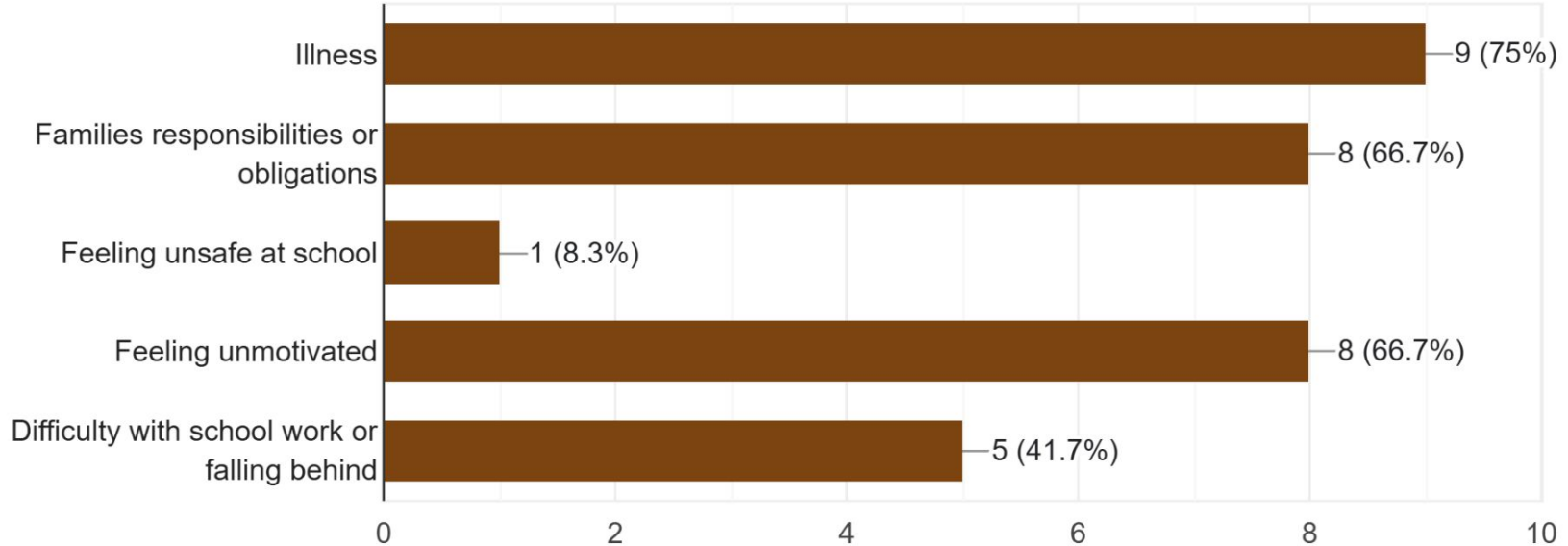
73 responses



Parents

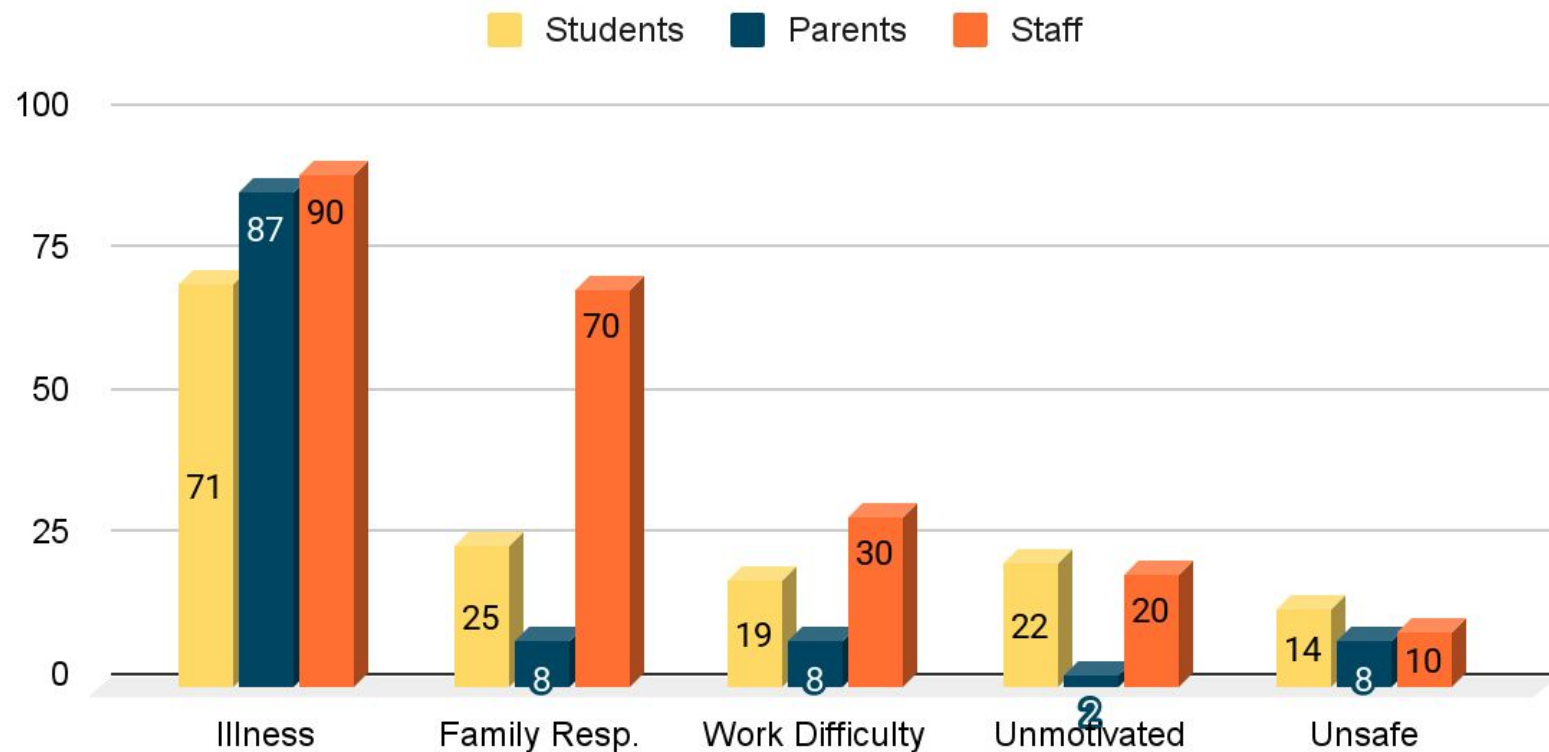
What might prevent your students from attending school regularly?

12 responses



Staff

What might prevent students from attending school regularly (percentage of respondents)?



**What are the three most important things
our school should work on to help
students do better?**

Top Three Student-Identified Needs

1. More engaging, fun, and active learning

- Students want learning that is **interactive** and **enjoyable** — more PE, **brain breaks**, hands-on activities, music, art, and technology.
- Fun and learning are not separate for students; **engagement drives** their **motivation** to show up and participate.

"Have more funny activities, learn more in class, and have more PE and art."

— Student respondent

"Tener más actividades divertidas, aprender más en clases, sentirse felices y saludables."

— Student respondent

2. Feeling happy, healthy, and safe at school

- Students connect **physical** and **emotional** wellbeing directly to learning.
- **Better food**, longer breaks, **check-ins for struggling students**, and adults who treat them with **kindness and fairness** all appear consistently across both language groups.

"More check-ins for people who are sad."

— Student respondent

"Fortalecer las habilidades básicas, mejorar el bienestar emocional, tener un poco más de actividades para el cuerpo."

— Student respondent

3. Better access to learning tools and support

- Students ask for updated technology, more teachers — especially in middle school — teachers who explain with patience, and less homework so learning happens during school time.
- Access to resources is uneven and students notice.

"Better technology like better computers for all kids — and better food options for all kids including those that can't eat pork."

— Student respondent

"Que tengan más maestras/os que hablen español, entrar más tarde, que den más tiempo con los trabajos."

— Student respondent

Key Takeaway

Students consistently emphasized the need for a **more engaging** school experience through increased enrichment and physical activity, improved meals and wellness supports, and stronger academic resources.

When students thrive, learning follows.

What are the three most important things our school should work on to help students do better?

Top Three Parent-Identified Needs

1. Student wellbeing — happiness, safety & nutrition

- The most consistent theme across both language groups. Parents want students to feel happy, emotionally safe, and physically nourished.
- Food quality, emotional security, and a positive school environment are named repeatedly as foundational to learning.

"Better cafeteria food. Sometimes it's hard to learn if they can't eat anything good all day."

— Parent respondent

"Sentirse feliz y seguros, mas actividades y que las maestras sustitutas sean más amables."

— Parent respondent

2. Academic support & quality instruction

- Parents across both language groups want stronger classroom learning — more math support, patient and motivating teachers, tutoring, and instruction that meets each child where they are, including students who are ahead.
- Substitute teachers not following lesson plans is a specific concern.

"The school focuses more on Reading/Language than Math which I feel needs to be addressed."

— Parent respondent

"Que los maestros substitutos sigan el plan de estudios y no solo cuiden de los estudiantes."

— Parent respondent

3. Enrichment, engagement & fun activities

- Parents want more varied and engaging experiences for students — sports, music, enrichment activities, and student-led opportunities.
- This theme appears in nearly every Spanish-language response and is paired consistently with learning and wellbeing, not separate from them.

"More student lead activities during the day, more fun activities, technology with higher levels of learning available."

— Parent respondent

"Tener más actividades divertidas."

— Parent responden

Key Takeaway

Spanish-speaking parents consistently emphasized students being **happy, healthy, and involved in activities**, while English-speaking parents most strongly identified a **need for stronger math support**. Both groups raised concerns about **substitute teacher quality**.

Parents want stronger instruction, stable staffing, and students who feel happy, healthy, and connected.

What are the three most important things our school should work on to help students do better?

Top Three Staff-Identified Needs

1. Improving academic achievement

- Academic achievement is the most frequently named priority.
- Staff point to attendance, filled teaching positions, smaller class sizes, designated content specialists, and faster special education timelines as the concrete conditions needed to move the needle.

"Regular attendance and improving academic achievement."

— Staff respondent

"Small class size, faster timeline for assessing students for special ed, filling teacher positions — no long term subs."

— Staff respondent

2. Supporting mental health & positive school climate

- Mental health support and a positive school culture are named together across multiple responses.
- Staff see these as inseparable — a safe, supportive environment is the foundation for both student behavior and academic progress. Continued wellness services and support for neurodiverse students are specifically called out.

"Supporting mental health for all, cultivating a positive school climate."

— Staff respondent

"Continued wellness center and mental health services, support staff in classrooms for increasing numbers of students who are neurodiverse."

— Staff respondent

3. Enhancing extracurricular & enrichment opportunities

- Staff consistently name enrichment as a student outcome driver — not a reward.
- A school library, designated science teacher, music, makerspace, and broader extracurricular programming are seen as essential to engagement, belonging, and whole-child development.

"Library for the students, science teacher!!"

— Staff respondent

"Improving academic achievement, supporting mental health, and enhancing extracurricular activities."

— Staff respondent

Takeaway:

Staff are calling for full staffing, smaller class sizes, stronger intervention systems, and more comprehensive mental health supports.

LCAP Community Survey

School-Wide Top 3 Priorities

Derived from alignment across students, parents, and staff

Students

Parents

Staff

Where All Three Groups Agree

Each group named these priorities independently – in different words, with the same meaning.

Priority	Students	Parents	Staff
 Academic Achievement	Engaging instruction, better tech, teacher support	Math intervention, quality teaching, tutoring	Attendance, filled positions, SpEd timelines
 Wellbeing & Mental Health	Food, safety, kindness, check-ins for peers	Happiness, safety, nutrition, emotional security	Mental health services, positive school culture
 Enrichment & Engagement	PE, music, art, fun activities, free dress	Diverse activities, sports, enrichment programs	Library, science teacher, music, makerspace

01

Improving Academic Achievement & Student Support

All three groups identify academic progress as a top priority.

Students

Want engaging instruction, updated technology, and teachers who explain with patience and give adequate time for work.

Parents

Call for stronger math support, consistent quality teaching, tutoring, and instruction that meets each child where they are.

Staff

Name attendance, filled positions, smaller class sizes, and a functioning MTSS system as essential conditions for achievement.

“The school focuses more on Reading/Language than Math – that needs to be addressed.” – Parent

“Small class size, faster timeline for assessing students for special ed, filling teacher positions.” – Staff

02

Supporting Student Wellbeing, Mental Health & Climate

A consistent theme across all groups – wellbeing is a prerequisite, not a supplement, to learning.

Students

Ask to feel safe, fed, and cared for. Request check-ins for struggling peers and adults who treat them with kindness and fairness.

Parents

Want students to feel happy, emotionally secure, and physically nourished. Name food quality, safety, and a positive environment as foundational.

Staff

Identify need for mental health services, a positive school culture, and continued wellness supports for students.

“More check-ins for people who are sad.” — Student

“Sentirse feliz y seguros, mas actividades y que las maestras sustitutas sean más amables.” — Parent

03

Expanding Enrichment & Extra- curricular Opportunities

All three groups connect enrichment to engagement, attendance, and whole-child development.

Students

Want more PE, music, art, fun school events, Spirit Days, free dress, and electives. Connect a more enjoyable school to wanting to attend.

Parents

Want diverse enrichment activities, expanded sports programs, and student-led opportunities that go beyond core academics.

Staff

Name a school library, designated science teacher, music, and makerspace as specific, unfilled gaps in the current program.

“More fun activities, upgrade our technology, and have more electives.” — Student

“Library for the students, science teacher!!” — Staff



Luther Burbank School District

ENGAGE / EDUCATE / EMPOWER

