

The Single Plan for Student Achievement

School: Luther Burbank High School
CDS Code: 34-67439-3430972
District: Sacramento City Unified School District
Principal: Ted Appel
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ted Appel
Position: Principal
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Sacramento, CA 95823
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The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

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 1800, 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

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	678	674	674
African American	599		
American Indian			
Asian	734		
Filipino	840		
Hispanic	668		
Pacific Islander	618		
White	733		
Socioecon Disadvantaged	678		
English Learners	652		
Students w/ Disabilities	501		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: Year 5

Percent Proficient	ELA	Math	PI
Schoolwide	36.3	46.7	
African American	29.9	27.3	
PIAmerican Indian	--	--	
Asian	43.9	62.7	
Filipino	--	--	
Hispanic	30.4	44.9	
Pacific Islander	27.8	33.3	
White	73.3	66.7	
Socioecon Disadvantaged	37.2	48.1	
English Learners	16.9	40.1	

Students w/ Disabilities	21.3	26.2	
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Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	51	48	24	22	10	9	9	8	13	12	107
10	34	37	33	36	10	11	8	9	6	7	91
11	57	54	14	13	21	20	7	7	7	7	106
12	58	55	17	16	11	10	12	11	8	8	106
Total	200	49	88	21	52	13	36	9	34	8	410

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	665	665	665	665	665
% w/ Prior-Year Data	97.7%			97.7%	97.7%
# in Cohort	650	90	592		
# Met AMAO	443	34	341	292	326
% Met AMAO	68.2%	37.8%	57.6%	30.0	44.0

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	490	490	490	490	490
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	490	69	433		
# Met AMAO	359	23	253	286	325
% Met AMAO	73.3%	33.3%	58.4%	34.0	52.0

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	377	377	377	377	377
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	377	55	335		
# Met AMAO	272	5	190	247	263
% Met AMAO	72.1%	9.1%	56.7%	33.0	45.0

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	678		652		678			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%	87.80%							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas	94.1%							
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	50.70%							
		% increase in exemptions: ELA (3%, 2%)	3%		2%		3%			
		% increase in exemptions: Math (2%, 3%)	0%		0%		0%			
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks	2.6%		0.0%		3.0%			
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		29.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	93.52%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	1.10%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	8.8							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			11.6%					
	API	Maintain: ALL, EL, SES until API is revised	678		652		678			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$312,880	0.00
LCFF LEP	\$94,224	0.00
LCFF F/R	\$401,058	0.00
Quality Education Investment Act (QEIA)	\$1,233,000	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
Maintain small learning communities and career pathways for all students which foster productive collaborative relationships with students, community and among teachers. Maintain small learning community common planning time.
Data Used to Form this Goal:
AYP, graduation rates, students meeting A-G requirements, suspensions, referrals
Findings from the Analysis of this Data:
Improvements needed in all areas
How the School will Evaluate the Progress of this Goal:
Improved AYP for all sub-groups, improved graduation rates, improved % meeting A-G requirements, lower suspensions and referrals particularly for impacted sub-groups.
Parent Engagement Activities Related to this Goal:
SLC phone calls, Parent University
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Hire and assign teachers to appropriate SLCs to create student cohort in all core content subjects. Each SLC will provide for English learner needs and interventions for students below grade level. All 9th graders will be assigned an intervention ELA class.	Principal and SLC leads	Hire 12 FTE teachers	Quality Education Investment Act (QEIA)	888712	All	
		Hire 3.3 FTE teachers	LCFF F/R	328182	Low Income	
		Hire 2.5 FTE teachers	Title I Part A: Allocation	209806	Low Income	
		Hire 0.8 FTE teacher	LCFF LEP	89171	EL	
Hire one counselor per SLC to integrate counseling support into wrap-around approach to learning.	Principal	Hire 1.4 FTE counselors	Quality Education Investment Act (QEIA)	140844	All	
		Hire 0.6 FTE Counselor	Title I Part A: Allocation	61958	Low Income	
Establish weekly common planning time for all SLCs.	Principal	No cost			All	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
where students learn social and emotional skills and receive additional supports to increase their engagement in learning. more culturally competent environments
SCHOOL GOAL #2:
Implement social emotional learning curriculum and restorative practices such as peer court and harm circles. Continue development of Ambassadors program. Continue implementation of 7th period leadership classes. Improve communication and follow through with absent students.
Data Used to Form this Goal:
Referral and suspension , attendance records
Findings from the Analysis of this Data:
Referrals, truancy and suspension numbers are too high
How the School will Evaluate the Progress of this Goal:
Decrease in the number of students who receive referrals, and suspensions as well as absences.
Parent Engagement Activities Related to this Goal:
Inform parents about restorative structures. Teach parents through Parent University about SEL Curriculum.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<ul style="list-style-type: none"> Hire Restorative Practice Coordinator 	Principal	Restorative Practice Coordinator 1.0 FTE	Quality Education Investment Act (QEIA)	97677	All	
Implement Peer Court Class	Peer Court Coordinator and Extended Day Coordinator	Assets Grant			All	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
SCHOOL GOAL #3:
Provide learning structures and opportunities for the advancement of all learners with a focus on implementation of Common Core and college / career preparation. Structures should be inclusive of English learners, special needs students and advanced learners.
Data Used to Form this Goal:
Common core assessments, IB assessments, CELDT assessments, redesignation data, and IEPs.
Findings from the Analysis of this Data:
Improvement needed in all areas.
How the School will Evaluate the Progress of this Goal:
Formal and informal reviews of assessments.
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Intervention reading class training. Geography literacy training</p> <p>Ongoing Staff Development</p>	<p>IB Coordinator</p> <p>Principal</p>	<p>IB Training, registration and testing fees.</p> <p>Training and workshop</p>	<p>Title I Part A: Allocation</p>	<p>31288</p>	<p>All</p>	
<p>Hire English Learner Coordinator / Parent Advisor to support English learners and facilitate non-English speaking parent engagement</p> <p>Supplementary classroom materials, library, resource books and equipment purchase</p>	<p>Principal</p>	<p>0,3 Parent Advisor</p> <p>0,7 Parent Advisor</p>	<p>Quality Education Investment Act (QEIA)</p> <p>LCFF F/R</p>	<p>23126</p> <p>53960</p>	<p>All</p> <p>Low Income</p>	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Hire bi-lingual aid	Principal	0.25 FTE BIA	Quality Education Investment Act (QEIA)	14835	EL	
		0.25 FTE BIA	LCFF F/R	14834	All	
Weekly department meetings to support Common Core implementation	Department facilitators	Stipend			EL	
Parent Involvement	Principal	Provide parent training and conference	Title I Part A: Allocation	9596	All	
Supplementary Classroom Materials	Principal	Purchase misc supplementary classroom materials	Title I Part A: Allocation	232	Low Income	
			LCFF F/R	4082	Low Income	
			Quality Education Investment Act (QEIA)	21410	All	
			LCFF LEP	5053	EL	
Indirect cost	District Central Office	Withhold Indirect Cost	Quality Education Investment Act (QEIA)	46396		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	401,058.00
LCFF LEP	94,224.00
Quality Education Investment Act (QEIA)	1,233,000.00
Title I Part A: Allocation	312,880.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,718,673.00
Goal 2	97,677.00
Goal 3	224,812.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ted Appel	X				
Alba M. Galindo				X	
Flor Pedraza				X	
Teresa Hernandez				X	
Linda Vongthongkham				X	
Sherry Jackson Curtis				X	
Arelia Rivera					X
Armando Vidal					X
April Escalicas					X
Sergio Dula					X
John Ridley					X
					X
Alma Avalos			X		
Andrew Woodward		X			
Stacy Willett		X			
Rory Jones (Chair)		X			
Lisa Curry		X			
Tom McElheney		X			
Shakera Dorton		X			
Nichole Scrivner (Secretary)		X			

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12-2-2013.

Attested:

Ted Appel

Typed Name of School Principal

Signature of School Principal

Date

Rory Jones

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications: