

Luther Burbank High School

School Name



2014-15 School Development and Improvement Plan

**Sacramento City Unified School District
Strategic Plan Framework**

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

Teachers will engage students with curriculum that is meaningful and compelling.

Principals, teachers and all school employees will believe that every child can learn and have the results to prove it.

Families, colleges, businesses and nonprofit partners will be engaged in our cause and we would be ready to benefit from their collective wisdom.

To get there, Sacramento City Unified School District has established three foundational pillars that intertwine to support a holistic approach to education: College and Career Ready Students, Family and Community Engagement, and Organizational Transformation. Luther Burbank High School will do its part in the following ways:

- Develop instruction and curriculum in language arts, math, science and social studies that captures student interest and motivates and challenges each child – regardless of ability level – to higher achievement.
- Invest in professional development for teachers and principals that accelerates student learning by giving students ample opportunities to critically think, work with others, solve problems, struggle with difficult tasks and enjoy school.

Mission:

To create community, appreciate diversity, teach civic responsibility and prepare students to work, learn and thrive.

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
				2012-13	2013-14	2014-15 Target
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST “proficiency” in ELA		26%		
			Schoolwide	20%		
			Black or African American	0%		
			American Indian or Alaska Native	30%		
			Asian	45%		
			Filipino	27%		
			Hispanic or Latino	15%		
			Native Hawaiian or Pacific Islander	37%		
			White	15%		
			Two or More Races	26%		
			Socioeconomically Disadvantaged	5%		
			English Learners	9%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
				2012-13	2013-14	2014-15 Target
		CST “proficiency” in Math		2012-13	2013-14	2014-15 Target
			Schoolwide	13%		
			Black or African American	6%		
			American Indian or Alaska Native	0%		
			Asian	20%		
			Filipino	45%		
			Hispanic or Latino	8%		
			Native Hawaiian or Pacific Islander	10%		
			White	22%		
			Two or More Races	13%		
			Socioeconomically Disadvantaged	13%		
			English Learners	7%		
		Students with Disabilities	9%			
		“Proficiency” in Science		2012-13	2013-14	2014-15 Target
			Schoolwide	26%		
			Black or African American	10%		
			American Indian or Alaska Native	0%		
			Asian	37%		
			Filipino	83%		
			Hispanic or Latino	26%		
			Native Hawaiian or Pacific Islander	17%		
			White	38%		
			Two or More Races	0%		
Socioeconomically Disadvantaged	26%					
English Learners	7%					
Students with Disabilities	8%					

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
				2012-13	2013-14	2014-15 Target
		"Proficiency" in History-Social Sciences (pending)	Schoolwide	25%		
			Black or African American	14%		
			American Indian or Alaska Native	0%		
			Asian	28%		
			Filipino	33%		
			Hispanic or Latino	24%		
			Native Hawaiian or Pacific Islander	13%		
			White	50%		
			Two or More Races	50%		
			Socioeconomically Disadvantaged	25%		
			English Learners	3%		
	Students with Disabilities	0%				
	2. Post High School Preparation	8th grade cohort who graduate	72.3%			
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*	302		80.87%	
		On-track to meeting UC/CSU requirements (a-g)*	N/A			
K-2 Literacy Assessment (Team desires to move to PK-12)		N/A				
3. 21st Century Skills	Student Guide to Success (pending)	N/A				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement	
ENGAGEMENT	4. Attendance	Chronic absenteeism	24.49%	
		Staff attendance	Certificated	92.84%
			Non-Certificated	90.63%
	5. School Connectedness	School Environment (staff, students, families)	N/A	
		School Communication (staff, students, families)	N/A	
		School Achievement (staff, students, families)	N/A	
	6. Social-Emotional Learning	Information on the five indicators		
		Suspension Rate	suspension rate per 100 students	12.1
	Percent of school year missed (in days) from suspensions		0.15%	
	TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 9
Grd. 10				34.52%
Grd. 11				23.49%
CST "catch-up/keep-up" in Math			Grd. 9	27.00%
			Grd. 10	21.19%
			Grd. 11	24.28%
CST "catch-up/keep-up" in Science				
CST Cohort Performance in ELA (2+ consecutive years at site)			Grd. 10	35.20%
			Grd. 11	23.34%
CST Cohort Performance in Math (2+ consecutive years at site)			Grd. 10	20.07%
			Grd. 11	23.67%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
		CST Cohort Performance in Science (2+ consecutive years at site)				
		Achievement Gap Performance CST ELA	Number Taken	Percent Passed	Gap	
			White	38	36.84%	N/A
			African-American	240	19.58%	17.26%
			Asian	340	29.71%	7.14%
			Hispanic/Latino	463	27.00%	9.84%
			American Indian	4	0.00%	36.84%
			Filipino	20	50.00%	-13.16%
			Pacific Islander	61	14.75%	22.09%
			Two or more ethnicities	34	14.71%	22.14%
			Non-Special Ed	1076	27.79%	N/A
			Special Ed	124	9.68%	18.11%
			Non-ELL	476	23.53%	N/A
			ELL	324	4.63%	18.90%
			Non-Foster Youth	1251	25.78%	N/A
			Foster Youth	13	16.67%	9.12%
			Non-FRPL			
		FRPL	1200	25.92%	N/A	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	37	21.62%	N/A
			African-American	218	5.50%	16.12%
			Asian	339	20.06%	1.56%
			Hispanic/Latino	443	8.35%	13.27%
			American Indian	3	0.00%	21.62%
			Filipino	20	45.00%	-23.38%
			Pacific Islander	60	10.00%	11.62%
			Two or more ethnicities	33	12.12%	9.50%
			Non-Special Ed	1046	12.91%	N/A
			Special Ed	107	8.41%	4.50%
			Non-ELL	445	8.76%	N/A
			ELL	312	6.73%	2.03%
			Non-Foster Youth	1251	12.15%	N/A
			Foster Youth	13	7.69%	4.46%
			Non-FRPL			
			FRPL	1153	12.49%	N/A
			8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		AP/IB Courses "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Enrollment	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement Gap UC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	677	667	6	-10	No	668	678	7	10	Yes					
Black or African American	607	597	10	-10	No	599	599	10	0	No					
American Indian or Alaska Native															
Asian	719	707	5	-12	No	707	734	5	27	Yes					
Filipino	718	798				803	840								
Hispanic or Latino	658	648	7	-10	No	649	668	8	19	Yes					
Native Hawaiian or Pacific Islander	593	587				588	618								
White	697	755				756	733								
Two or More Races	699	725				725	660								
Socioeconomically Disadvantaged	678	665	6	-13	No	666	678	7	12	Yes					
English Learners	659	663	7	4	No	663	652	7	-11	No					
Students with Disabilities	490	433	16	-57	No	436	501	18	65	Yes					

Adequate Yearly Progress (AYP) Components – Luther Burbank High School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	99	Yes		99	Yes					99	Yes		99	Yes	SH			
Black or African American	98	Yes	ER	98	Yes	ER				98	Yes	ER	99	Yes	ER			
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes		100	Yes					99	Yes		100	Yes				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes		99	Yes					100	Yes		98	Yes				
Native Hawaiian or Pacific Islander	95	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		99	Yes					100	Yes		99	Yes				
English Learners	100	Yes		100	Yes					100	Yes		99	Yes				
Students with Disabilities	99	--		99	--					99	--		98					

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Luther Burbank High School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	33.3	No		36.8	No					46.1	No		54.2	Yes	SH			
Black or African American	30.9	No		23.0	No					26.5	No		28.0	No				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	32.3	No		42.6	Yes	SH				65.4	No		73.5	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	32.9	No		37.1	Yes	SH				39.7	No		49.6	Yes	SH			
Native Hawaiian or Pacific Islander	12.5	--		26.1	--					35.3	--		39.1	--				
White	--	--		57.1	--					--	--		64.3	--				
Two or More Races	47.4	--	N/A	--	--					42.1	--	N/A	--	--				
Socioeconomically Disadvantaged	33.0	No		36.8	No					46.2	No		54.2	Yes	SH			
English Learners	27.8	No		24.9	No					49.6	No		53.1	No				
Students with Disabilities	22.0	--		21.1	--					20.0	--		26.8	--				

Adequate Yearly Progress (AYP) Components – Luther Burbank High School (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010-11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	677	No		668	Yes					73.83	Yes		79.22	Yes				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Luther Burbank High School

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

Big Messages

From our analysis of current school context, the following BIG messages were identified:

- There is a need to maintain the small learning community structure in order to sustain a supportive and rigorous academic environment.
- There is a need to establish more consistent time and focus for SLC meetings.
- There is a need to establish more consistent time and focus for department meetings.
- There is a need for continued professional development focused on literacy and rigor in the content areas.
- There is a need to support and expand the IB program.
- There is a need to foster meaningful parent engagement through Parent University.
- There is a need to continue and expand the Home Visit program.
- There is a need to expand the role of the college and career center and insure the inclusion of English Learners.
- There is a need to maintain a safe and orderly campus environment.
- There is a need to continue efforts to effectively fully include Special Education students in general education classes.
- There is a need to develop the learning center and provide greater opportunities for special education students to succeed at high levels.
- There is a need to continue to support extended day classes and relevant enrichment activities.
- There is a need to maintain smaller student to counselor ratios.
- There is a need to maintain smaller student to teacher ratios.
- There is a need to continue to support and provide interventions for English Learners.
- There is a need to train teachers in effective strategies for English Learners.
- There is a need to expand student opportunities to engage with the community through internships and mentoring programs.
- There is a need to address chronically absent students.
- There is a need to ensure complete inclusion for college information.
- There is a need to continue to improve structures in the learning center.
- There is a need to train all teachers in the Common Core Curriculum and strategies.
- There is a need to train teachers in social emotional curriculum and strategies to improve student engagement, relationships and motivation.

Priority 1:	Create and improve structures which foster productive collaborative relationships with students, community and among teachers.
Priority 2:	Maintain and continue to improve campus atmosphere and culture conducive to academic achievement
Priority 3:	Provide learning structures and opportunities for the advancement of all learners with a focus on implementation of Common Core

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other: QEIA Indirect Cost	Other:
\$268,991	\$390,868	\$102,246	\$1,592,000	(\$68,701)	

**Parent Engagement and Partnership Activities
To Reach School Priority Goal**

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track of graduate college and career ready.

Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

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

Sub Goal 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.

Sub Goal 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

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

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

Whole School Priority #1

Priority Goal 1	Create and improve structures which foster productive collaborative relationships with students, community and among teachers.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Establish dedicated SLC Common Planning Time for 30 minutes each week. Use SLC Common Planning Time: <ul style="list-style-type: none"> • Collaboration among teachers regarding inclusion of students with special needs • Analyze student data • Review student progress • Identify students in need of interventions • Plan SLC parent engagement activities • Create CAHSEE and SBAC testing structures • Communicate with parents through phone calls • Strengthen thematic identity of each SLC • Create master schedule for each SLC • Plan SLC Recognitions Train teachers in SEL curriculum	SLC teachers			Int 1 By January: Have conducted weekly SLC CPT Master Schedule completed. Students in need of intervention identified in first quarter Structures for delivery of SEL established	Communicate with parents and update as appropriate by: Teacher phone calls Parent meetings with counselors and teachers Parent University Home Visits	Reported as implemented
				Int 2 By March: Have conducted weekly SLC CPT College visits by all SLCs Students in need of intervention identified by semester Master schedule revised Curriculum identified and training begun.	Meetings with parents Phone calls Parent University Home Visits	College visit numbers
				End By June: Have conducted weekly CPT Multiple college visits by all SLCs SEL curriculum established. Training underway. Initial lessons delivered.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
SLC Interventions <ul style="list-style-type: none"> Home Visitation to provide early comprehensive guidance -9th & 10th Support the development of relationships as a critical element of student success Hire 5.0 counselors to provide intervention services and support development of college going culture Hire staff to create SLC purity in core content areas and meet requirements of QEIA Grant Deliver and support SEL curriculum <ul style="list-style-type: none"> Indirect Cost 	Parent Engagement Counselor 2.4 FTE Counselor 0.6 FTE Teacher 14.5 FTE District	TTL I \$8,322 QEIA \$234,553 Title 1 \$57,022 QEIA \$ 1,116,516 QEIA \$68,701		Int 1 By January train counselors and teachers in preparation of visiting all incoming Freshmen before Sept 2014. Hire all staff Hire all counselors	Meetings with parents Back to School Night Phone calls Infinite Campus grades	Visit numbers
				Int 2		
				Int 1		
				End Same		

Whole School Priority #2

Priority Goal 2	Maintain and continue to improve campus atmosphere and culture conducive to academic achievement
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<ul style="list-style-type: none"> Hire Parent Adviser to communicate with parents regarding behavior interventions. Institute school wide behavior expectations and walk-in procedures. Burbank Urban Garden (BUG) ROTC leadership program Continue to develop Ambassador program School spirit activities 	Parent Advisor 0.3 FTE Administration	QEIA \$22,982		Int 1 By January: Parent advisor hired Behavior expectations, walk-in procedures implemented. Procedures for hall monitors implemented Conflict resolution ongoing	Meetings with parents	Data review with Site Council
<ul style="list-style-type: none"> Seasonal rallies CERT Class Extended Day Leadership Classes Increase participation in Associated Student Body to foster positive school atmosphere. Hire Student Outreach Worker	Emily Catlett Eunice Roland .875 FTE	QEIA \$61,271		Int 2 By March: Identify and train students for Ambassador Program		Suspension data Attendance data Tardy data Attendance Data
Hire Restorative Practice Coordinator Implement Peer Court Intervention	1.0 FTE	QEIA \$77,728		Int 1 Reduction in gang activity, suspensions and disciplinary referrals . Attendance improvement.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2		
Implement SEL Curriculum Train all teachers in curriculum during SLC CPT Teach curriculum to English 9 and geograpy classes				Int 1		

Whole School Priority #3

Priority Goal 3	Provide learning structures and opportunities for the advancement of all learners with a focus on implementation of Common Core
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide advanced learning opportunities for high achieving students <ul style="list-style-type: none"> • IB training for teachers to continue and expand IB course offerings. • IB Curriculum and Assessments to provide students and teachers with feedback on curriculum and instruction • Identify incoming students who could benefit from IB curriculum • Train IB teachers • Provide for IB registration and testing fees IB teachers meet to collaborate and norm expectations	IB Coordinator	TTL I \$10,000		Int 1 By January: Students scheduled Teachers registered for training Fees budget identified Students identified		
	Staff Development			Int 2 By March: Teachers trained Meetings scheduled	Parent University	IB Coordinator Administration
				End By June: All identified teachers trained		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Create learning structures that supports English Learners</p> <ul style="list-style-type: none"> Create double period classes for students who score intermediate or below in CELDT Provide bilingual tutors to support student success <p>Field trips to enhance learning achievement</p> <p>Supplementary resource materials, books, software and update bilingual lab with equipment and software purchase</p> <p>Consolidate beginner and intermediate English Learners into one SLC to ensure quality</p> <p>Teaching and Learning Staff Development</p> <p>Provide double period 9th grade English classes and smaller class sizes</p> <ul style="list-style-type: none"> Develop and provide training on engagement and processing strategies 	<p>Teacher .8 FTE</p> <p>BIA Intern</p> <p>SLC Lead Teacher</p> <p>Teachers 3.3 FTE</p> <p>Teachers 1.9 FTE</p> <p>Admin. Department Coordinator</p> <p>Department facilitators</p>	<p>LCFF LEP \$ 92,018</p> <p>LCFF F/R \$20,000</p> <p>LCFF LEP \$2,000</p> <p>LCFF LEP \$8,228 LCFF F/R \$5,409 Title I \$14,377 QEIA \$10,249</p> <p>LCFF F/R \$311,836</p> <p>Title I \$162,371</p> <p>Title 1 \$16,899</p>	<p>1.2</p>	<p>Int 1 By January: Students scheduled into block classes CELDT tests administered by EL Coordinator. Parent adviser hired 7th period class scheduled College trips planned Teachers hired Cohort 8 meetings held Classroom monitoring scheduled and done</p>	<p>ELAC Meetings</p>	<p>Lead teachers, Administration</p>
<p>The Single Plan for Student Achievement Realizing the Vision</p>	<p>Coordinator</p> <p>Department facilitators</p>	<p>Title 1 \$16,899</p>		<p>Page 28</p>		<p>7/8/2014</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<ul style="list-style-type: none"> School-wide writing assessment and group grading Math curriculum development focused on common core. <p>Social Science summer curriculum development for common core</p> <p>Implementation of EAP math curriculum</p> <p>Develop student teacher program with Sacramento State to increase classroom and learning center support</p> <p>Weekly department collaboration focused in Common Core strategies</p>	Administration			Int 2 By March: Ongoing	Phone calls to parents	Lead teachers Extended day program coordinator
				End By June: Process evaluation		
Provide training opportunities for classified staff and instructional aids				Int 1 Jan: Training provided		Assistant Principal
				Int 2 Mar: Training provided		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<ul style="list-style-type: none"> Classified staff receive annual trainings on Title IX, SBAC, and CAHSEE testing procedures. Classified staff participate in multiple home visit trainings throughout the year. Classified staff participate in a CPR training once a year. 				End Training provided		
<ul style="list-style-type: none"> Hire Parent Advisor to facilitate non English speaking parent engagement. 	Parent Advisor 0.7 FTE	LCFF F/R \$53,623	3.2	Int 1 Improve fluency and close assessment scores		
				Int 1		
				Int 1		

School Site Council Membership: Luther Burbank High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ted Appel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delilah Bueno Banks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flor Pedraza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sherry Jackson Curtis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Izamar Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sarah Lanning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
William Schmidt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kajol Sharma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alejandro Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
John Hull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nichole Scrivner (Secretary)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keoni Chock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaron McClatchy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rory Jones (Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pam Buric	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	7	1	3	4

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.

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Luther Burbank High School

Programs and Resources included in the School Development and Improvement Plan:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input type="checkbox"/> Title I (Targeted Assistance) (including carryover)
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced
<input type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner
<input checked="" type="checkbox"/> Program Improvement (PI)
<input type="checkbox"/> Discretionary Block Grant (Carryover) | <input checked="" type="checkbox"/> QEIA (Quality Education Investment Act)
<input type="checkbox"/> Art, Music and PE Grant (Carryover)
<input type="checkbox"/> Arts & Music Grant (Carryover)
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants: |
|--|--|

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Rory Jones _____

SSC Chairperson's Name Typed

6-2-2014

Date

Rory S. Jones

SSC Chairperson's Signature

Flor Pedraza _____

ELAC Chairperson's Name Typed

Date

ELAC Chairperson's Signature

Ted Appel _____

Principal's Name Typed

6-3-2014

Date

Ted Appel

Principal's Signature