

Luther Burbank High School

School Name



2012-13 School Development and Improvement Plan

Luther Burbank High School Vision and Mission

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 children 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)

Key Performance Indicators – High School

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2010-11	2011-12	2012-13 Target
Pillar I-A	High Expectations	English Language Arts Proficiency	Percentage of students scoring at/above proficient on CST/CMA English Language Arts	ARE Report #6			
			Schoolwide		26%	27%	
			Black or African American		24%	20%	
			American Indian or Alaska Native		60%	43%	
			Asian		25%	27%	
			Filipino		42%	50%	
			Hispanic or Latino		28%	28%	
			Native Hawaiian or Pacific Islander		16%	16%	
			White		38%	41%	
			Two or More Races		29%	31%	
			Socioeconomically Disadvantaged		26%	27%	
			English Learners		6%	4%	
Students with Disabilities		9%	6%				

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2010-11	2011-12	2012-13 Target
Pillar I-A	High Expectations	Math Proficiency	Percentage of students scoring at/above proficient on CST/CMA Math	ARE Report #6			
			Schoolwide		15%	16%	
			Black or African American		12%	9%	
			American Indian or Alaska Native		20%	0%	
			Asian		19%	19%	
			Filipino		42%	57%	
			Hispanic or Latino		12%	13%	
			Native Hawaiian or Pacific Islander		9%	16%	
			White		24%	35%	
			Two or More Races		16%	15%	
			Socioeconomically Disadvantaged		16%	16%	
			English Learners		10%	9%	
Students with Disabilities		3%	6%				

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2010-11	2011-12	2012-13 Target
Pillar I-A	High Expectations	Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA Science	ARE Report #6			
			Schoolwide		21%	26%	
			Black or African American		14%	20%	
			American Indian or Alaska Native			0%	
			Asian		34%	28%	
			Filipino		25%	47%	
			Hispanic or Latino		21%	25%	
			Native Hawaiian or Pacific Islander		28%	9%	
			White		22%	41%	
			Two or More Races		25%	29%	
			Socioeconomically Disadvantaged		21%	26%	
			English Learners		5%	5%	
Students with Disabilities		4%	2%				

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2010-11	2011-12	2012-13 Target
Pillar I-A	High Expectations	History-Social Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA History-Social Science	ARE Report #6			
			Schoolwide		28%	23%	
			Black or African American		25%	18%	
			American Indian or Alaska Native		0%	33%	
			Asian		33%	27%	
			Filipino		17%	13%	
			Hispanic or Latino		25%	20%	
			Native Hawaiian or Pacific Islander		17%	22%	
			White		43%	28%	
			Two or More Races		17%	33%	
			Socioeconomically Disadvantaged		28%	23%	
			English Learners		11%	6%	
Students with Disabilities		9%	1%				
Pillar I-A	High Expectations	Attendance Rate	Percentage of "average cumulative actual attendance" (Month 7)	Budget Enrollment Report	94.26%	94.18%	
Pillar I-A	High Expectations	Suspension Rate	Number of principal suspensions	Zangle	876	775	
Pillar I-A	College Readiness	Gifted and Talented Education Identification	Percentage of students enrolled in Gifted and Talented Education Program	Zangle	1%	2%	
Pillar I-A	College Readiness	College/Career Preparation	Percentage of students enrolled in "linked learning" vocational/career programs and classes	Linked Learning Report	N/A	N/A	
Pillar I-A	College Readiness	AP or IB Course Enrollment	Percentage of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses	Zangle	23%	31%	
Pillar I-A	College Readiness	A-G Course Completion	Percentage of students who graduate meeting University of California/California State University (UC/CSU) course requirements	CDE http://dq.cde.ca.gov/dataquest/			
Pillar I-A	High Expectations	Early Assessment Program College English Readiness	Percentage of 12th graders who tested "Ready for College English"	http://www.calstate.edu/eap/testing.shtml	7%	6%	

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2010-11	2011-12	2012-13 Target
Pillar I-A	High Expectations	Early Assessment Program College Mathematics Readiness	Percentage of 12th graders who tested "Ready for College Mathematics"	http://www.calstate.edu/eap/testing.shtml	1%	3%	
Pillar I-A	College Readiness	SAT - Students Participation	Percentage of seniors participating in the administration of the SAT	CDE http://dq.cde.ca.gov/dataquest/	48%		
Pillar I-A	College Readiness	SAT - Average Score	Percentage of students with total scores >= 1,500	CDE http://dq.cde.ca.gov/dataquest/	8%		
Pillar I-A	College Readiness	Graduation Rate	Percentage of students graduating with their cohort (same 9th grade cohort graduating within 4 years)	CDE http://dq.cde.ca.gov/dataquest/	79.4%		
Pillar I-A	College Readiness	Advanced Placement Test Performance Pass Rate	Percentage of Advanced Placement exams with scores of 3-5 or IB exams with scores of 4-7	CDE http://dq.cde.ca.gov/dataquest/ & Luther Burbank	28%		
Pillar I-A	College Readiness	Two-Year College Enrollment	Percentage of graduates enrolled in a two-year college	Student Tracker	35%		
Pillar I-A	College Readiness	Four-Year University Enrollment	Percentage of graduates enrolled in a Four-Year University Enrollment	Student Tracker	28%		
Pillar I-B	Continuous Improvement	Meeting AYP Targets	Percentage of AYP targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	55%	50%	
Pillar I-B	Continuous Improvement	Meeting API Growth Targets	Percentage of API growth targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	71%	0%	

Profile of School (DATA)

Academic Performance Index – A.P.I.

Groups	2009 Base	2010 Growth	2009-10 Growth Target	2009-10 Growth	Met Target	2010 Base	2011 Growth	2010-11 Growth Target	2010-11 Growth	Met Target	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target
Schoolwide	634	650	8	16	Yes	651	677	7	26	Yes	677	668	6	-9	No
Black or African American	581	607	11	26	Yes	605	604	10	-1	No	607	600	10	-7	No
American Indian or Alaska Native															
Asian	666	692	7	26	Yes	692	719	5	27	Yes	719	707	5	-12	No
Filipino							718				718	798			
Hispanic or Latino	618	625	9	7	No	624	659	9	35	Yes	658	648	7	-10	No
Native Hawaiian or Pacific Islander						574	592				593	587			
White						652	697				697	755			
Two or More Races		631				632	701				699	725			
Socioeconomically Disadvantaged	634	653	8	19	Yes	653	677	7	24	Yes	678	666	6	-12	No
English Learners	611	624	9	13	Yes	623	659	9	36	Yes	659	663	7	4	No
Students with Disabilities	446	481	18	35	Yes	477	487	16	10	No	490	435	16	-55	No

Profile of School (DATA)

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

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2010			2011			2012			2010			2011			2012		
	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		100	Yes		100	Yes		99	Yes		100	Yes	
Black or African American	99	Yes	ER	100	--		100	Yes	ER	100	Yes	ER	100	--		100	Yes	ER
American Indian or Alaska Native	100	--		--	--		100	--		100	--		--	--		100	--	
Asian	100	Yes		98	Yes		100	Yes		99	Yes		98	Yes		99	Yes	
Filipino	100	--		100	--		100	--		100	--		100	--		100	--	
Hispanic or Latino	100	Yes		99	Yes		100	Yes		100	Yes		99	Yes		100	Yes	
Native Hawaiian or Pacific Islander	96	--		95	--		95	--		100	--		95	--		100	--	
White	94	--		100	--		100	--		94	--		100	--		100	--	
Two or More Races	100	--	N/A	100	--		100	--		100	--	N/A	100	--		100	--	
Socioeconomically Disadvantaged	99	Yes		99	Yes		100	Yes		100	Yes		99	Yes		100	Yes	
English Learners	100	Yes		99	Yes		100	Yes		100	Yes		99	Yes		100	Yes	
Students with Disabilities	99	--		94	--		100	--		100	--		94	--		100	--	

Profile of School (DATA)

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

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

Category	English Language Arts									Mathematics								
	2010			2011			2012			2010			2011			2012		
	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)	56.8			67.6			78.4			58.0			68.5			79.0		
AYP Target (HS)	55.6			66.7			77.8			54.8			66.1			77.4		
Schoolwide	35.6	No		40.6	No		33.2	No		50.2	No		55.7	No		46.4	No	
Black or African American	36.0	Yes	SH	24.0	--		30.9	No		30.3	No		32.0	--		26.5	No	
American Indian or Alaska Native	--	--		--	--		--	--		--	--		--	--		--	--	
Asian	38.0	Yes	SH	45.2	No		32.1	No		66.3	Yes		68.4	Yes		65.6	No	
Filipino	--	--		--	--		--	--		--	--		--	--		--	--	
Hispanic or Latino	30.6	No		39.1	No		32.7	No		41.9	No		50.3	No		40.1	No	
Native Hawaiian or Pacific Islander	22.2	--		37.5	--		12.5	--		31.6	--		43.8	--		35.3	--	
White	53.8	--		--	--		--	--		53.8	--		--	--		--	--	
Two or More Races	58.3	--	N/A	50.0	--		47.4	--		75.0	--	N/A	37.5	--		42.1	--	
Socioeconomically Disadvantaged	34.5	No		40.1	No		32.8	No		51.5	No		56.1	No		46.5	No	
English Learners	21.1	No		26.2	No		27.5	No		45.3	No		51.9	No		50.0	No	
Students with Disabilities	22.0	--		22.8	--		22.0	--		25.5	--		28.1	--		20.0	--	

Profile of School (DATA)

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

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

Component 4: Graduation Rate

Category	2010			2011			2012			2010			2011			2012		
	2010 Growth API	Met AYP Criteria	Alt. Method	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2010 Grad. Rate (Class of 2008-09)	Met Grad. Rate 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
AYP Target	680			710			740											
Schoolwide	650	Yes		677	Yes		668	No		82.86	No		75.69	No		79.37	Yes	

Profile of School (DATA)

**Adequate Yearly Progress (AYP) Safe Harbor Targets for Luther Burbank High School
Using 2012 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 2012 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 2012 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide	398	132	33.2	No		66.8	6.7	39.9	399	185	46.4	No		53.6	5.4	51.8
Black or African American	68	21	30.9	No		69.1	6.9	37.8	68	18	26.5	No		73.5	7.4	33.9
American Indian or Alaska Native	4	--	--	--		--	--	--	4	--	--	--		--	--	--
Asian	131	42	32.1	No		67.9	6.8	38.9	131	86	65.6	No		34.4	3.4	69.0
Filipino	6	--	--	--		--	--	--	6	--	--	--		--	--	--
Hispanic or Latino	147	48	32.7	No		67.3	6.7	39.4	147	59	40.1	No		59.9	6.0	46.1
Native Hawaiian	16	2	12.5	--		87.5	8.8	21.3	17	6	35.3	--		64.7	6.5	41.8
White	7	--	--	--		--	--	--	7	--	--	--		--	--	--
Two or More Races	19	9	47.4	--		52.6	5.3	52.7	19	8	42.1	--		57.9	5.8	47.9
Socioeconomically Disadvantaged	369	121	32.8	No		67.2	6.7	39.5	370	172	46.5	No		53.5	5.4	51.9
English Learners	229	63	27.5	No		72.5	7.3	34.8	230	115	50.0	No		50.0	5.0	55.0
Students with Disabilities	50	11	22.0	--		78.0	7.8	29.8	50	10	20.0	--		80.0	8.0	28.0

2013 AYP Percent Proficient Targets

ES: ELA: 89.2% / Math: 89.5%

MS: ELA: 89.2% / Math: 89.5%

HS: ELA: 78.9% / Math: 88.7%

Profile of School (DATA)

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	42	28	50	33	36	24	14	9	9	6	151
10	36	23	75	47	30	19	9	6	8	5	158
11	60	34	78	44	21	12	11	6	8	4	178
12	72	40	73	41	13	7	8	4	12	7	178
Total	210	32	276	42	100	15	42	6	37	6	665

Profile of School (DATA)

2011-12 California High School Exit Exam (CAHSEE) Results

Grade 10 Combined Test English-Language Arts

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	428	292	68.0	136	32.0	361.0	30.0
Male	239	149	62.0	90	38.0	357.0	26.0
Female	189	143	76.0	46	24.0	366.0	36.0

Race/Ethnicity

American Indian or Alaska Native	4	0	0	0	0	0	0
Asian	135	102	76.0	33	24.0	365.0	29.0
Pacific Islander	17	9	53.0	8	47.0	346.0	12.0
Filipino	6	0	0	0	0	0	0
Hispanic / Latino	159	105	66.0	54	34.0	360.0	31.0
African American	81	46	57.0	35	43.0	351.0	27.0
White	8	0	0	0	0	0	0
Declined to State	18	15	83.0	3	17.0	376.0	44.0

Language Fluency

English Only Students	165	111	67.0	54	33.0	360.0	34.0
Initially Fluent English Proficient (IFEP)	9	0	0	0	0	0	0
Redesignated Fluent English Proficient (RFEP)	123	116	94.0	7	6.0	383.0	51.0
English Learner Students	131	57	44.0	74	56.0	341.0	6.0

Economic Status

Non-Economically Disadvantaged Students	33	24	73.0	9	27.0	361.0	33.0
Economically Disadvantaged Students	388	264	68.0	124	32.0	361.0	30.0
Unknown	7	0	0	0	0	0	0

Special Education Program Participation

Students Receiving Services	41	4	10.0	37	90.0	317.0	2.0
-----------------------------	----	---	------	----	------	-------	-----

Conclusions indicated by the CAHSEE English-Language Arts data:

Profile of School (DATA)

2011-12 California High School Exit Exam (CAHSEE) Results

Grade 10 Combined Test Mathematics

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	427	326	76.0	101	24.0	376.0	44.0
Male	239	179	75.0	60	25.0	376.0	47.0
Female	188	147	78.0	41	22.0	376.0	41.0

Race/Ethnicity

American Indian or Alaska Native	4	0	0	0	0	0	0
Asian	134	124	93.0	10	7.0	392.0	65.0
Pacific Islander	17	10	59.0	7	41.0	360.0	35.0
Filipino	6	0	0	0	0	0	0
Hispanic / Latino	159	113	71.0	46	29.0	371.0	38.0
African American	81	48	59.0	33	41.0	358.0	23.0
White	8	0	0	0	0	0	0
Declined to State	18	14	78.0	4	22.0	382.0	44.0

Language Fluency

English Only Students	165	114	69.0	51	31.0	368.0	33.0
Initially Fluent English Proficient (IFEP)	9	0	0	0	0	0	0
Redesignated Fluent English Proficient (RFEP)	123	119	97.0	4	3.0	400.0	75.0
English Learner Students	130	84	65.0	46	35.0	363.0	28.0

Economic Status

Non-Economically Disadvantaged Students	32	22	69.0	10	31.0	371.0	41.0
Economically Disadvantaged Students	389	300	77.0	89	23.0	376.0	45.0
Unknown	6	0	0	0	0	0	0

Special Education Program Participation

Students Receiving Services	41	10	24.0	31	76.0	335.0	2.0
-----------------------------	----	----	------	----	------	-------	-----

Conclusions indicated by the CAHSEE Mathematics data:

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 clear input improvement goals for each SLC.

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.

There is a need to maintain a safe 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 intervention 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.

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.

Allocations of Categorical Funds

Title I	EIA - SCE	EIA - LEP	QEIA	Other: Cohort 8
\$384,640.90	\$569,877	\$334,997	\$1,737,000	\$37,000

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.

Whole School Priority #1

Priority Goal 1	Create and improve structures which foster productive collaborative relationships with students, community and among teachers.
------------------------	--

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Utilize Common Planning Time and Academic Conferences to: <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 CST testing structures • Communicate with parents through phone calls • Strengthen thematic identity of each SLC • Create master schedule for each SLC • Plan SLC Recognitions 	SLC teachers	Cohort 8 Grant \$50,000	Int 1 By January: Have conducted bi-weekly SLC CPT College visits by three SLCs Master Schedule completed. Monthly Parent University meetings Students in need of intervention identified in first quarter	Communicate with parents and update as appropriate by: Teacher phone calls Parent meetings with counselors and teachers	Reported as implemented
		QEIA \$50,000	Int 2 By March: Have conducted bi-weekly SLC CPT College visits by all SLCs Students in need of intervention identified by semester Master schedule revised	Parent University Home Visits	College visit numbers
			End By June: Have conducted bi-weekly CPT Multiple college visits by all SLCs		
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 	Counselors Administration	District Title I 11,000 QEIA \$1,368,877 QEIA \$201,187	Int 1 By January train counselors and teachers in preparation of visiting all incoming Freshmen before Sept 2013. Hire all staff	Meetings with parents Back to School Night Phone calls Zangle grades	Visit numbers

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
of student success <ul style="list-style-type: none"> • Hire staff to create SLC purity in core content areas and meet requirements of QEIA Grant • Hire 3.2 counselors to provide intervention services and support development of college going culture 			Hire all counselors 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
------------------------	--

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<ul style="list-style-type: none"> • Hire Parent Advisor to communicate with parents regarding behavior interventions. • Institute school wide behavior expectations and walk-in procedures. • Peace Week • Burbank Urban Garden (BUG) • ROTC leadership program • Continue to develop Ambassador program • School spirit activities • Alternative to suspension program with Boys and Girls Club • Seasonal rallies • Cert Class • Extended Day Leadership Classes <p>Student Culture Associated student body to foster positive school atmosphere.</p>	Administration	EIA-SCE 53,000	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
	Administration and teachers Cynthia Borcich Jim Peterson	QEIA 23,839	Int 2 By March: Peace week activities scheduled Identify and train students for Ambassador Program		Suspension data Attendance data Tardy data Attendance Data
	Leadership Class		End		
			Int 1		
			Int 2		

Whole School Priority #3

Priority Goal 3	Provide learning structures and opportunities for the advancement of all learners.
------------------------	--

Action	Personnel	Budget	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	Cohort 8 \$2,000 QEIA \$5,000 QEIA 2,000	Int 1 By January: Students scheduled Teachers registered for training Fees budget identified Students identified		
			Int 2 By March: Teachers trained Meetings scheduled	Parent University	IB Coordinator Administration
			End By June: All identified teachers trained		
Create learning structures that supports English Learners <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 • Provide coordination for EL scheduling and interventions • Hire 1.0 Parent Advisor to facilitate non English speaking parent engagement. 	3.3 FTE teacher 1.0 Parent Advisor	EIA-SCE \$231,144 EIA-LEP \$10,000 EIA-SCE \$53,290 QEIA 22,839	Int 1 By January: Students scheduled into block classes Celdt tests administered by English department Parent advisor hired 7th period class scheduled College trips planned Teachers hired Cohort 8 meetings held Classroom monitoring scheduled and done	ELAC Meetings	Lead teachers, Administration

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Field trips to enhance learning achievement</p> <p>Integrate non-English learners for supplementary English support classes</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> Develop and provide training on engagement and processing strategies School-wide writing assessment and group grading Math, Science, English, Social Science summer institute focused on aligning curriculum and instruction. Supplementary Classroom materials/resources/book purchases <p>Interventions</p> <ul style="list-style-type: none"> Hire math teachers to provide double period algebra classes Hire teachers to create 9th grade intervention classes in English. 7th period extended day enrichment classes 7th period tutoring center Academic learning Center <p>College Going Culture</p> <ul style="list-style-type: none"> Hire Career Tech/Clerk to support college going culture and student internships College Visits to support college going culture 	<p>English Math Science Social Science Teachers</p> <p>1.6 FTE</p>	<p>EIA-LEP \$2,000</p> <p>Cohort 8 Central 15,213</p> <p>EIA-LEP \$15,317 QEIA \$11,347 EIA-SCE \$40,000</p> <p>EIA-LEP \$147,245</p>			

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>comprehension strategies.</p> <p>Staff Development</p> <p>IB training for teachers to continue and expand IB course offerings.</p> <p>Ongoing coaching for 9th and 10th grade English teachers in reading comprehension strategies.</p> <ul style="list-style-type: none"> Ongoing coaching for social science teachers in literacy strategies in the content area <p>Summer Institutes</p>	1.0 FTE	<p>QEIA \$22,941 \$21,439</p> <p>Cohort 8 \$7,000</p>			
	Administration	<p>EIA-LEP \$141,678 EIA-SCE \$235,562 TTL I \$278,438</p> <p>TTL I \$32,907</p>	<p>Int 2 By March: Ongoing</p>	Phone calls to parents	<p>Lead teachers Extended day program coordinator</p>
			<p>End By June: Process evaluation</p>		
<p>Provide training opportunities for classified staff and instructional aids</p> <ul style="list-style-type: none"> Aides and Inclusion Aides meet monthly with teaching staff to discuss student concerns and best strategies to support 			<p>Int 1 Jan: Training provided</p> <p>Int 2 Mar: Training provided</p> <p>End Training provided</p>		<p>Assistant Principal</p>

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>students. IAs receive regular trainings on communication strategies, safety, and classroom support expectations.</p> <ul style="list-style-type: none"> • LH Instructional Aides meet regularly with teaching staff and administrator on best ways to support students and communication plans. • Classified staff receive annual trainings on Title IX, STAR, 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. 					

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 Buena Banks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ka Xiong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Salisa Campos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Micaela Garcia	<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"/>
Raynet Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aricella Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
William Schmidt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Daniel Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jerry Flores	<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"/>
Daniel Muth (Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David White	<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 (Secretary)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teresa Coatlaopeuh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Woodward	<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	6	3

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 2012-2013
Programs and Funding Resources

School: Luther Burbank High School

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

- | | |
|--|---|
| Title I (Schoolwide Program) (including carryover) | QEIA (Quality Education Investment Act) |
| Title I (Targeted Assistance) (including carryover) | Art, Music and PE Grant (Carryover) |
| State Compensatory Education (EIA-SCE)(including carryover) | Arts & Music Grant (Carryover) |
| Program Improvement (PI) | Other Grants: |
| Programs for English Learners (EIA-LEP)(including carryover) | Other Grants: |
| SLIB (School Library Improvement Block Grant) (Carryover) | Other Grants: |
| Discretionary Block Grant (Carryover) | 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 2012-2013 school year.

Daniel Muth

SSC Chairperson's Name Typed

12/3/12

Date

SSC Chairperson's Signature

Kha Xiong

ELAC Chairperson's Name Typed

12-4-12

Date

ELAC Chairperson's Signature

Ted Appel

Principal's Name Typed

12/4/12

Date

Principal's Signature

Luther Burbank High School Title I Parent Involvement Policy

Luther Burbank High School has jointly developed with and distributed to parents of participating students the following written Title I parental involvement policy. The policy has been agreed on by parents of Title I students and describes the means for carrying out the following Title I parental involvement requirements:
(Title I Parent Involvement, 20 USC 6318{a}-{f})

Policy Involvement

Luther Burbank High School carries out the following legal requirements in the manner described below:

1. Convene annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved:
 - Back to School Night
 - School Site Council once a month
 - Quarterly ELAC meetings
 - DELAC
 - Distribution of LBHS Parent Handbook
 - Open House
2. Offer a flexible number of meetings.
 - Coordinated meetings via Parent Advisor
 - Opportunities for home visits
3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy.
 - School Site Council once a month
 - Quarterly ELAC meetings
 - Connect Ed
 - Parent University
4. Provide parents of participating students with timely information about Title I programs.
 - Connect Ed
 - LBHS Parent Handbook
 - Quarterly ELAC meetings
 - Back to School Night
 - Open House
 - New Student Orientation
 - Quarterly parent newsletter

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
 - Back to School Night
 - Open House
 - LBHS Parent Handbook
 - Quarterly progress reports and semester grades
 - District/school website
 - SB813 and AB1802 Counseling sessions
 - Small learning community ILP (Individual Learning Plan) parent meetings
 - Regular teacher phone calls to parents
 - Home Visits to 9th, 10th, 11th and 12th graders
 - Special Programs (IB, EL) : Parent informational meetings

6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Small Learning Community Common Planning Time Meetings
 - Student Study Team Meetings
 - Small Learning Community Parent Conferences
 - Home visits

Shared Responsibilities for High Student Academic Achievement

Luther Burbank High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California content standards. (A copy of the compact is attached to this policy).

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among Luther Burbank High School, parents, and the community to improve student academic achievement, Luther Burbank High School carries out the following legal requirements in the manner described below:

1. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children.
 - SB813 and AB1802 Parent Conferences with Counselors
 - Back to school night discussions with parents within each small learning community.
 - Parent University
 - Meetings with EL (English Learners) parents in their primary language

2. Provide materials and training to help parents work with their children to improve their children's achievement.
 - Parent University
 - Home Visits
 - Quarterly ELAC meetings
 - Meetings with EL (English Learners) parents in their primary language
3. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
 - Home Visit trainings
 - Staff meetings
 - Small Learning Community Common Planning Time discussions
4. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
 - Home Computer Literacy Project
 - Home Visit Project
 - Small Learning Community Informational sessions
 - New Student Orientation
 - Parent University
5. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
 - All attendance letters are distributed in different languages
 - Connect Ed messages via phone are sent in different languages
 - Translators available for all meetings
 - Translation head sets for parents in Spanish and Hmong
 - LBHS Parent Handbook is translated in Hmong and Spanish
 - All school mailings are translated into Hmong and Spanish
 - Personal phone calls from staff in various languages
6. Provide support for parental involvement activities requested by parents.
 - Student Study Team meetings
 - Counselor facilitated teacher meetings
 - Parent University
 - Full-time Parent Advisor
 - Parent leadership on Site Council

Accessibility

Luther Burbank High School, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and

parents of migratory students including providing information and school reports in a format and, to the extent practicable, in a language parents of Title I students understand.