Arthur A. Benjamin Health Professions 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:
It is our expectation that AABHPHS graduates will succeed as highly adaptable professionals due to their exceptional skills, diverse assets and excellent habits of mind. We hope to dramatically increase the diversity of health care leadership in the greater Sacramento region within the next 12 years – improving the health outcomes for a variety of undeserved ethnic communities.

Mission:
The mission of Health Professions High School is to provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using health care as a theme. The staff, parents and students at HPHS developed ESLRs that takes the mission and defines it further. The Jaguar PRIDE ELSRs stand for: Powerfully Prepared for College and Career, Responsible Citizen, Independent Critical Thinker, Determined Lifelong Learner, Excellent Communicator.

There are many different skills and attributes that the staff believes our students should achieve upon graduation, our pathway outcomes include:
P- able to write and read effectively, have note taking skills, the ability to synthesize and evaluate information, write a resume, have real world math skills, won't need to remediate in higher education, real world experiences, be employable and have a post-high school plan in place before graduation.
R- have civic awareness, be self-aware, have intrinsic motivation, understand rules and procedures, be punctual and meet deadlines.
I- the ability to think at higher levels, to interpret and analyze data, ask questions to delve deeper into learning, and learn independently.
D- go beyond the expected and minimum, be a creative problem solver, have a foundation in health care skills and medical knowledge, and display tenacity when faced with adversity and uncertainty.
E- be a productive member of a team, be able to speak and present in a professional setting, self-advocate, ask for help when needed and have a strong command of academic vocabulary.

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**	**Schoolwide**	40%		
			Black or African American	25%		
			American Indian or Alaska Native	50%		
			Asian	63%		
			Filipino	100%		
			Hispanic or Latino	37%		
			Native Hawaiian or Pacific Islander	33%		
			White	57%		
			Two or More Races	36%		
			Socioeconomically Disadvantaged	40%		
			English Learners	11%		
			Students with Disabilities	10%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
		CST "proficiency" in Math		2012-13	2013-14	2014-15 Target
			Schoolwide	10%		
			Black or African American	2%		
			American Indian or Alaska Native	50%		
			Asian	32%		
			Filipino	100%		
			Hispanic or Latino	9%		
			Native Hawaiian or Pacific Islander	33%		
			Two or More Races	0%		
			Socioeconomically Disadvantaged	10%		
			English Learners	0%		
			Students with Disabilities	13%		
		"Proficiency" in Science		2012-13	2013-14	2014-15 Target
			Schoolwide	46%		
			Black or African American	32%		
			American Indian or Alaska Native			
			Asian	50%		
			Filipino	100%		
			Hispanic or Latino	50%		
			Native Hawaiian or Pacific Islander	0%		
			White	58%		
			Two or More Races	50%		
			Socioeconomically Disadvantaged	41%		
			English Learners	30%		
			Students with Disabilities	17%		

			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	42%		
			Black or African American	11%		
			American Indian or Alaska Native	100%		
			Asian	57%		
			Filipino			
			Hispanic or Latino	36%		
			Native Hawaiian or Pacific Islander	100%		
			White	56%		
			Two or More Races	40%		
			Socioeconomically Disadvantaged	41%		
			English Learners	25%		
			Students with Disabilities	25%		
	2. Post High School Preparation	**8th grade cohort who graduate**	68.6%			
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*	54			69.96%
		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	17.88%		
		Staff attendance	**Certificated** 96.50%		
			Non-Certificated 90.67%		
	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 13.8		
			Percent of school year missed (in days) from suspensions 0.41%		
TRANSFORMATION	**7. State Academic Performance of Target Demographics**	CST "catch-up/keep-up" in ELA	Grd. 9	63.27%	
			Grd. 10	51.67%	
			Grd. 11	35.14%	
		CST "catch-up/keep-up" in Math	Grd. 9	20.83%	
			Grd. 10	28.33%	
			Grd. 11	22.54%	
		CST "catch-up/keep-up" in Science			
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 10	50.00%	
			Grd. 11	33.80%	
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 10	27.78%	
			Grd. 11	22.06%	

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	35	57.14%	N/A
			African-American	44	25.00%	32.14%
			Asian	19	63.16%	-6.02%
			Hispanic/Latino	101	36.63%	20.51%
			American Indian	2	50.00%	7.14%
			Filipino	1	100.00%	-42.86%
			Pacific Islander	3	33.33%	23.81%
			Two or more ethnicities	11	36.36%	20.78%
			Non-Special Ed	196	43.37%	N/A
			Special Ed	20	10.00%	33.37%
			Non-ELL	120	37.50%	N/A
			ELL	27	11.11%	26.39%
			Non-Foster Youth	238	40.73%	N/A
			Foster Youth	4	25.00%	15.73%
			Non-FRPL	43		N/A
			FRPL	173	40.46%	-0.93%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST Math	White	33	6.06%	N/A
			African-American	43	2.33%	3.74%
			Asian	19	31.58%	-25.52%
			Hispanic/Latino	98	9.18%	-3.12%
			American Indian	2	50.00%	-43.94%
			Filipino	1	100.00%	-93.94%
			Pacific Islander	3	33.33%	-27.27%
			Two or more ethnicities	9	0.00%	6.06%
			Non-Special Ed	193	9.84%	N/A
			Special Ed	15	13.33%	-3.49%
			Non-ELL	114	8.77%	N/A
			ELL	27	0.00%	8.77%
			Non-Foster Youth	238	11.76%	N/A
			Foster Youth	4	0.00%	11.76%
			Non-FRPL	41	7.32%	
			FRPL	167	10.78%	-3.46%
	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**
			White			
			African-American			
			Asian			
			Hispanic/Latino			
			American Indian			
			Filipino			
		Achievement Gap AP/IB Enrollment	**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 GapUC/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	651	712	7	61	Yes	713	701	5	-12	No					
Black or African American	629	633	9	4	No	633	613								
American Indian or Alaska Native															
Asian	711	736				737	760								
Filipino															
Hispanic or Latino	626	717	9	91	Yes	717	706	5	-11	No					
Native Hawaiian or Pacific Islander															
White	731	778				778	756								
Two or More Races	669	661				662	688								
Socioeconomically Disadvantaged	655	708	7	53	Yes	708	690	5	-18	No					
English Learners	579	715	11	136	Yes	716	658	5	-58	No					
Students with Disabilities	479	521				521	566								

Adequate Yearly Progress (AYP) Components – Arthur A. Benjamin Health Professions 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	100	Yes		99	Yes					100	Yes	SH	100	Yes				
Black or African American	100	--		96	--					100	--		100	--				
American Indian or Alaska Native	100	--			--					100	--			--				
Asian	100	--		100	--					100	--		100	--				
Filipino	--	--		100	--					--	--		100	--				
Hispanic or Latino	100	Yes	ER	100	--					100	Yes	ER	100	--				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes	ER	100	--					100	Yes	ER	100	--				
English Learners	100	--		100						100	--		100					
Students with Disabilities	100	--		100	--					100	--		100	--				

Adequate Yearly Progress (AYP) Components – Arthur A. Benjamin Health Professions 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	46.6	No		47.0	No					48.5	Yes	SH	47.8	No				
Black or African American	38.5	--		35.0	--					15.4	--		38.1	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	--	--		--	--					--	--		--	--				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	39.6	No		38.5	--					49.1	Yes	SH	50.0	--				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	61.9	--		72.7	--					61.9	--		63.6	--				
Two or More Races	--	--	N/A	--	--					--	--	N/A	--	--				
Socioeconomically Disadvantaged	45.5	No		42.9	--					51.1	Yes	SH	42.9	--				
English Learners	31.4	--		35.0	--					54.3	--		35.0	--				
Students with Disabilities	--	--		--	--					--	--		--	--				

Adequate Yearly Progress (AYP) Components – Arthur A. Benjamin Health Professions 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	651	Yes		713	No					68.35	Yes		87.65	Yes				

Adequate Yearly Progress (AYP) Safe Harbor Targets for Arthur A. Benjamin Health Professions 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.

The·Cycle·of·Development·and·Improvement·

CONTEXT.

VISION.

EVALUATION.   PRIORITIES·&·
ACTIONS.

IMPLEMENTATION.

[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 prioritiesf
[X] Merge actions, create time line and identify funding
[X] Design evaluation process and structures
[X] Inclusive list and dates of collaborative stakeholder meetings

May 6, 2013 - Last School Site Council meeting of the year: identified progress on goals with data up to this point, grades, attendance and referral/ suspension rates. Determined tentative goals for 2013-2014.
August 15, 2013- Presented data and school goals/ expectations to new 9th grade families, recruited for Site Council and asked parents for feedback.
August 20,2013- Presented similar data to returning parents and students, received feedback and recruited for Site Council.
August 19th and 20th - Staff pre-service days - reviewed data and discussed goals for the year.
September/October 2013- date- use data in CPT and staff meetings to determine departmental and individual goals. Review and recheck using multiple measures of success throughout the year including: grades, attendance, participation in Work Based Learning (WBL), benchmark and common assessments data.
September 10, 2013- Community Advisory Board meeting- presented data and goals to community representatives including UC Davis, State Capitol, Kaiser, Sutter, Sacramento City College, Blood Source and others. Used data to inform WBL opportunities for the upcoming year and to plan interventions.
October 7, 2013 - Approved SDIP at School Site Council meeting with CST data
November 4, 2013 - Approved SDIP at School Site Council meeting with different measures for student achievement based on passage of AB 484

Big Messages

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

HPHS has a strong theme and vision to ensure all students have access to relevant and rigorous educational experiences. The health care theme is central to the school and HPHS works closely with community partners to enrich and improve the theme and curriculum. Community partners provide rich experiences for the students and staff in the forms of curriculum support, Work Based Learning Experiences, field trips, community service opportunities, monetary support and sponsorships for clubs and activities.

The curriculum is rigorous and focused on providing students access to career and college, the school received certification from Linked Learning and is one of only a handful of schools in California to achieve certification. All stakeholders report that the school provides opportunities for students to experience authentic learning experiences and to prepare for life post high school.

The students and families report that the school is welcoming and that overall, teachers and staff members are approachable and willing to go above and beyond for the students. Family involvement is key to student success and there are many opportunities to engage families at a deep level. Many programs were put into place as interventions and recognitions, like Jaguars All-Stars, the No Zero Challenge and the Honor Roll breakfast. These helped to celebrate achievements and create a positive climate.

The API score for HPHS decreased by 12 points. Math achievement is still a significant concern, as is achievement of the Hispanic and SED population, which did not meet growth targets in either Math or ELA.

Year to year variations in scores occur because of the small population but there are trends between cohorts of students that present useful information. One of the strengths of the school is that it is open to all students, regardless of past achievement or behavior. This can create large discrepancies in skill and abilities for students which also makes it challenging to differentiate at all levels effectively.

Student attrition remains a concern, many more students start at HPHS than end at the school. We have found that transportation becomes an issue when gas prices rise or families lose their jobs.

Staff collaboration is high overall, and most teachers feel that they are able to work together and are able to make improvements and implement changes in the school. Parents and students report that they feel like the teachers care about the students' success. This year Common Core will be a focus of professional development and CPT structure has been changed to support higher levels of departmental planning time, a focus on student interventions is in place and compliments the new referral process.

Integrated curriculum and project based learning is important to the students and almost all teachers. Integration can continue to be improved and implemented more consistently across all curriculum and disciplines. Finding new ways to strengthen standards based and integrated instruction will improve student engagement and achievement. Continuous improvement in integrated curriculum and units remains central to the mission/ vision of the school and is one of the primary reasons that students come to, and stay at, the school. Outcomes around the PRIDE ESLRs were developed this year and are one of the ways consistency is being developed across the school.

Priority 1:	HPHS will focus on improving student achievement and student engagement in core subject areas through the use of integrated instruction and Common Core Standards.
Priority 2:	HPHS will support high achievement and post secondary preparation of all sub groups at the school through targeted interventions and support.
Priority 3:	HPHS will focus on developing effective recruitment strategies to increase enrollment.

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
$34922	$50745	$6631			

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 ot 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	HPHS will focus on improving student achievement and student engagement in core subject areas through the use of integrated instruction and Common Core Standards.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Improve math and science achievement through: • Tutoring and mentoring for students. • Use of technology in the classroom- ALEKS, CAHSEE Prep, wireless tablet training. • Exploring options for alternative math classes and strategic intervention time. • Release time for math and science teachers to attend relevant PD and collaborate. • Providing opportunities for community partners to be included in math/ science classes and curriculum development. • Improving communication home regarding student progress in home languages. • Providing additional support to subgroups including Hispanic/ Latino, Socioeconomically disadvantaged students.	Math Department Science Department SIC	Title 1/LCFF F/R LCFF LEP: Tutors, Sub coverage, technology tools, mailing supplies, supplementary materials, curriculum materials, professional development opportunities and conferences,online programs and resources. (See Priority 2 for costs)	1.2	**Int 1** Improvement in math and science scores through common assessments and benchmarks. Mark distribution, increase in pass rates as compared to last year. Enrollment numbers are stable and students are not leaving for credit deficiencies.	Communication home made by teachers, administrators, guidance counselor, parent advisor etc., regarding student progress and interventions.	• Grades at progress, quarter and semester. • Feedback from all stakeholders. • Tutoring sign in sheets. • Struggling students showing improvement in their math/ science classes. • Increased use of technology in the class to engage students in learning.
	Principal/ SIC Community Partners WBL Coordinator	Title I $1170.00	1.1	**Int 2** Higher participation in tutoring/ enrichment activities as the year progresses. 3rd quarter grades show a higher pass rate than 2nd quarter.	Use of a variety of strategies to increase family awareness of student progress including Connect Ed, email, newsletters, website, letters, phone calls and home visits.	• Best practices and collaboration in evidence as seen in CPT, Salon and teacher planning meetings. • Increase in CAHSEE proficiency and in common assessments as evidenced by students showing growth and/or becoming proficient/advanced.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Guidance Counselor		1.1	**End** Higher pass rates of all classes, specifically math and science. CAHSEE initial pass/ proficiency rates increase from 2013. EOC pass rates increase as compared to 2014.	Work with translators to improve communication with families in home languages.	
Improve academic literacy across the curriculum and support writing skills for students, using the CCSS literacy standards as a framework. • Implement strategies to support English Learners and other subgroups. • Provide teachers with relevant PD to engage all students. • Improve communication home regarding student progress in home languages.	All Faculty ELA department SIC	Title 1/ LCFF F/R/ LCFF-LEP: Tutors, Sub coverage, technology tools, mailing supplies, supplementary materials, curriculum materials, online programs and resources. (See Priority 2 for costs	1.1	**Int 1** August- November: analyze class pass rates and establish departmental goals using this data. Roll out CCSS literacy standards and begin Data Inquiry using the CCSS work.	Communicate home to families regarding literacy goals, CCSS and student progress.	• CAHSEE initial pass rates for ELA. Increase rate of proficient students and close gap between EL and non-EL students. • Increased EAP results. • Pre and post testing in English classes for 9th graders to establish a baseline. • Data Inquiry progress and action plan.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Integrate medical themes across the curriculum. • Train teachers in integrated curriculum and support collaboration between teachers. • Develop CTE integrated curriculum across subject areas	All faculty Medical Science Department SIC .1 Medical Science Teacher	Title I, LCFF F/R LCFF/LEP- Curriculum planning and development, supplementary materials, translation of materials home, parent engagement in presentations. (See Priority 2 for costs) .1 Medical Science Teacher approx $10,000	1.1	**Int 1** Integrated Unit revisions completed for 1st semester projects in all grades. Training given to staff using revised projects and rubrics in September 2014. Increased levels of integration and consistency across disciplines and classes. Course development and approval for UC a-g approval in several subject areas.	Ensure families are aware of IU requirements, expectations and attend student presentations. Use translators to improve school to home communication in primary language.	• Salon and CPT agendas and minutes. • Grades and success on IUP. • Sign in sheets for student presentations. • Lesson plans and classroom observations/ walk-throughs.
				Int 2 Overall student success on Integrated Units/ Senior Project assessed and areas of weakness identified May 2013.		

Whole School Priority #2

Priority Goal 2	HPHS will support high achievement and post secondary preparation of all sub groups at the school through targeted interventions and support.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Hire support staff to support all students to achieve at high levels academically and personally. Specifically: • Support EL students and families in accessing college and career.	SIC	. 6 SIC Salary and Benefits Title I: 30000 LCFF F/R: 40000 LCFF/LEP: approx $3000		**Int 1** Ensure staffing is in place for 2014-2015 SY by August 2014.	Parent nights scheduled for: orientation, college/ career prep, and back to school activities, with a focus on providing access for non-English speaking families.	Sign in sheets for family events, college nights, parent workshops and Open House/ Back to School.
• Support Special Education/ 504 students in accessing curriculum that is rigorous and preparing them for college and career. • Ensure SED students to reach academic goals of college and career readiness through targeted interventions and supports. • Behavior and Academic Assistant Program (BAAP) implemented with fidelity to increase academic and behavioral success. • Before/After School ASSETS grant including academic hour				**Int 2** Discipline rates decrease at semester for all students as compared to 2013-2014. Access to college and career is increased to all students and families as evidenced by counselor schedule and parent sign in sheets. SST meetings are scheduled in a timely fashion and interventions in place and follow up tracked. IEP/ 504 meetings are scheduled according to deadline and appropriate accommodations/ modifications are identified and supported.	Engage families to ensure families are part of early intervention strategies when students are struggling.	Discipline rates, meeting schedules and tracking. Grades for students throughout the year, with failures triggering early interventions.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End Discipline rates decrease as compared to June 2014. Students with SST/504/ IEP are successful in their classes as measured by grades and ELA and math benchmark scores. College acceptance, completion of FAFSA by all students and enrollment of all students in a post-secondary program.		

Whole School Priority #3

Priority Goal 3	HPHS will focus on developing effective recruitment strategies to increase enrollment.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Recruiting from middle school science classes, updated literature, and showcase events	SIC	LCFF LEP $416.00	2.3	**Int 1** Increased enrollment in 2014-2015 as compared to 2013-2014	Letters home to families in both English and Spanish	Following up with families through Open Enrollment and Shadow Days
				Int 2 Attending recruitment events at middle schools and district recruitment fairs.	Staff and students engaging families in conversation about HPHS.	

School Site Council Membership: Arthur A. Benjamin Health Professions 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
Marla Clayton Johnson - ELAC	[X]	[ ]	[ ]	[ ]	[ ]
Debbie Robledo	[ ]	[ ]	[ ]	[X]	[ ]
Jill Courter - Chair	[ ]	[ ]	[ ]	[X]	[ ]
Natasha Tarleton	[ ]	[ ]	[ ]	[ ]	[X]
Joan Cochrane	[ ]	[X]	[ ]	[ ]	[ ]
Daniel Darby	[ ]	[X]	[ ]	[ ]	[ ]
Paloma Figueroa	[ ]	[ ]	[ ]	[ ]	[X]
Alicia Washington	[ ]	[ ]	[X]	[ ]	[ ]
Debbie Konvalin	[ ]	[X]	[ ]	[ ]	[ ]
Magdalena Martinez	[ ]	[ ]	[ ]	[ ]	[X]
Bobbi Erickson	[ ]	[ ]	[X]	[ ]	[ ]
Laura Niznik	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category	**1**	**3**	**2**	**3**	**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.
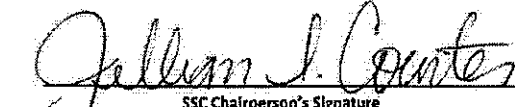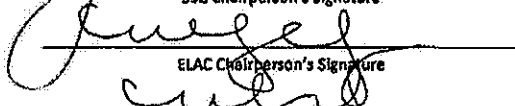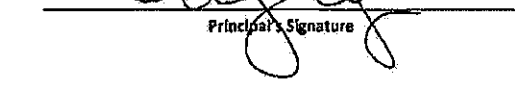
Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Arthur A. Benjamin Health
Professions High School

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

[X] Title I (Schoolwide Program) (including carryover)   [ ] QEIA (Quality Education Investment Act)
[ ] Title I (Targeted Assistance) (including carryover)   [ ] Art, Music and PE Grant (Carryover)
[X] Local Control Funding Formula (LCFF) – Free & Reduced   [ ] Arts & Music Grant (Carryover)
[X] Local Control Funding Formula (LCFF) – English Learner   [ ] Other Grants:
[X] Program Improvement (PI)   [ ] Other Grants:
[ ] Discretionary Block Grant (Carryover)   [ ] Other Grants:
                                                                  [ ] 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.

Jill Courter

_____   4/7/14   _____
SSC Chairperson's Name Typed   Date   SSC Chairperson's Signature

Maria Clayton Johnson
_____   4/7/14   _____
ELAC Chairperson's Name Typed   Date   ELAC Chairperson's Signature

Maria Clayton Johnson
_____   4/7/14   _____
Principal's Name Typed   Date   Principal's Signature

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Recommendations and Assurances

School   Arthur A. Benjamin Health
Professions High School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The Schoolsite Council is correctly constituted, and was formed in accordance with district governing board policy and state law

2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)

   [X] English Learner Advisory Committee (ELAC)
   [X] Community Advisory Committee for Special Education Programs
   [ ] Gifted and Talented Education Program Advisory Committee
   [X] Other (list)
        Safe School Ambassadors Program and Safe and Secure Schools Program Director - Alicia Washington

4. This School Development and Improvement Plan is based upon 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

5. This School Development and Improvement Plan was adopted by the Schoolsite Council on: April 7, 2014
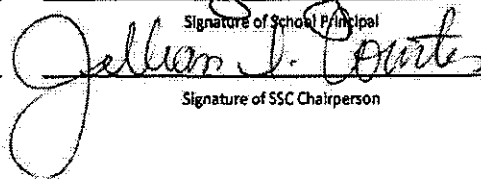
Attested:

Maria Clayton Johnson
_____   _____   4/7/14
Typed Name of School Principal   Signature of School Principal   _____

Jill Courter   4/7/14
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date