

School of Engineering and Sciences

School Name



2014-15 School Development and Improvement Plan

School of Engineering and Sciences 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:

What: The School We Aim to Create:

As a career pathway school, the School of Engineering and Sciences instills our students with skills for the 21st century. We produce students who are advanced in the STEM (Science, Technology, Engineering and Math) fields through high levels of learning for all students. As such, SES will contribute to meeting the regions demand for highly qualified scientists and engineers.

To accomplish success in our mission we invest heavily in the following hallmarks of our instructional design:

- Academic Core

STEM curriculum is organically integrated into all content areas through hands-on, problem-based learning.

- Technical Core

By powerfully preparing students for study and careers in STEM fields, SES helps to create the highly skilled problem-solvers needed for the STEM workforce

- Work-Based Learning

SES will provide scaffolded and sequenced work-based learning experiences for all students.

- Student Support Services

There are systems in place that support students' academic, social and emotional needs. The SES community supports students in developing exceptional study skills, setting graduation goals and planning for college and career. Students emerge from SES as highly functioning citizens, prepared to contribute to the global community.

How: How We Will Fulfill the Vision of the School We Aim to Create:

- Distributed Leadership

SES implements a distributed leadership model, where staff collaborate on decision making. Staff members demonstrate interdependence as we hold each other accountable to play our part in serving our community. A leadership team, made up of lead teachers and school administration, is at the forefront of decision-making. Departments and grade level teams collaborate on a regular basis. Staff exercise real responsibility for decision-making within the school, which builds and nurtures staff capacity for involvement.

- Partnerships

Staff maintain ongoing partnerships with industry and post-secondary education to continually develop, support and supplement new curriculum. Dual enrollment agreements and course articulations between SES and post-secondary institutions exist that give our students the opportunity to be awarded college credit. Students are able to take courses at community college while concurrently enrolled at high school.

- Problem-Based Learning/Student Portfolios

Students assemble portfolios consisting of academic assignments, project based learning, and work based learning which demonstrate their mastery of the 21st century skills of the graduate profile. Students defend their portfolios in front of a panel in the 8th, 10th, and 12th grade.

- High Expectations

SES fosters a thriving climate of achievement and recognition built upon high expectations for teaching, learning and professionalism for all students and staff. Students demonstrate a commitment to excellence by undertaking a rigorous course sequence in pursuit of the Diploma of Excellence.

Skills for Academic and Career Success

Critical Thinking and Problem Solving

- Applying knowledge skills and experience to solve problems arising in everyday life and in the workplace
- Asking the right questions while exercising critical thinking and problem solving skills
- Demonstrating decision making skills and responsible behaviors in personal, school and community contexts
- Demonstrating intentional metacognition in problem solving and decision making

Creativity, Innovation and Entrepreneurship

- Creating original works while keeping the outcome and audience in mind
- Employing and documenting a systematic approach to creative thinking and design
- Taking the initiative to reflect on, accept critical feedback, and grow from experiences without being fearful of failure

Communication and Collaboration

- Articulating ideas clearly and coherently in oral, written, and non-verbal communication while keeping in mind task, discipline and audience
- Cooperating to accomplish a goal by valuing all contributions and assuming shared responsibility for collaborative work.
- Use social awareness and interpersonal skills to establish and maintain positive relationships

Media Evaluation and Application

- Accessing and evaluating information from a wide variety of sources
- Using digital tools to create authentic, relevant projects that demonstrate complex conceptual understandings
- Using digital tools to effectively communicate and collaborate
- Using digital tools ethically in their personal and professional lives
- Using digital tools with a global perspective

Life and Leadership Skills

- Developing self-awareness and self-management skills to achieve school and life success
- Develop relevant strategies and take actions to realize post-secondary goals
- Developing respect for multiple perspectives and actively seeking to understand other cultures
- Conducting themselves ethically and with integrity, in personal and professional relationships
- Engaging in and creating opportunities to be of service in the community and participating in local, national, and global communities

Mission:

The School of Engineering and Sciences provides open access to a rigorous academic and technical course sequence. We insist on high levels of learning for all students with the ultimate goal of increasing the diversity of the science and engineering workforce living and working in Sacramento.

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	Indicator	Metric	Measurement			
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST “proficiency” in ELA		2012-13	2013-14	2014-15 Target
			Schoolwide	50%		
			Black or African American	35%		
			American Indian or Alaska Native	50%		
			Asian	54%		
			Filipino	73%		
			Hispanic or Latino	47%		
			Native Hawaiian or Pacific Islander	60%		
			White	69%		
			Two or More Races	53%		
			Socioeconomically Disadvantaged	47%		
			English Learners	17%		
			Students with Disabilities	27%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
		CST “proficiency” in Math		2012-13	2013-14	2014-15 Target
			Schoolwide	28%		
			Black or African American	18%		
			American Indian or Alaska Native	0%		
			Asian	43%		
			Filipino	36%		
			Hispanic or Latino	29%		
			Native Hawaiian or Pacific Islander	50%		
			White	32%		
			Two or More Races	7%		
			Socioeconomically Disadvantaged	26%		
			English Learners	15%		
			Students with Disabilities	8%		
		“Proficiency” in Science		2012-13	2013-14	2014-15 Target
			Schoolwide	53%		
			Black or African American	24%		
			American Indian or Alaska Native	100%		
			Asian	67%		
			Filipino	50%		
			Hispanic or Latino	53%		
			Native Hawaiian or Pacific Islander	33%		
			White	77%		
			Two or More Races	67%		
			Socioeconomically Disadvantaged	49%		
			English Learners	38%		
			Students with Disabilities	10%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
		“Proficiency” in History-Social Sciences (pending)		2012-13	2013-14	2014-15 Target
			Schoolwide	66%		
			Black or African American	55%		
			American Indian or Alaska Native	0%		
			Asian	63%		
			Filipino	100%		
			Hispanic or Latino	62%		
			Native Hawaiian or Pacific Islander	100%		
			White	89%		
			Two or More Races	67%		
			Socioeconomically Disadvantaged	53%		
			English Learners	55%		
			Students with Disabilities	0%		
	2. Post High School Preparation	8th grade cohort who graduate	91.8%			
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*	56		64.48%	
		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	8.17%
		Staff attendance	Certificated 94.26%
			Non-Certificated 90.53%
	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 6.7
			Percent of school year missed (in days) from suspensions 0.11%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 7 40.32%
			Grd. 8 58.44%
			Grd. 9 61.90%
			Grd. 10 60.53%
			Grd. 11 52.78%
		CST "catch-up/keep-up" in Math	Grd. 7 32.81%
			Grd. 8 19.51%
			Grd. 9 30.30%
			Grd. 10 39.47%
			Grd. 11 22.86%
		CST "catch-up/keep-up" in Science	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 8 62.69%
			Grd. 9 69.23%
			Grd. 10 64.71%
			Grd. 11 51.43%
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 8 20.83%
			Grd. 9 36.59%
			Grd. 10 41.18%
			Grd. 11 23.53%
		CST Cohort Performance in Science (2+ consecutive years at site)	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap Performance CST ELA	Number Taken	Percent Passed	Gap
			White	71	69.01%
			African-American	106	34.91%
			Asian	61	54.10%
			Hispanic/Latino	116	46.55%
			American Indian	4	50.00%
			Filipino	11	72.73%
			Pacific Islander	10	60.00%
			Two or more ethnicities	15	53.33%
			Non-Special Ed	359	52.09%
			Special Ed	35	28.57%
			Non-ELL	263	49.05%
			ELL	46	17.39%
			Non-Foster Youth	410	50.24%
			Foster Youth	8	37.50%
			Non-FRPL	141	56.03%
			FRPL	253	46.64%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap Performance CST Math	Number Taken		Percent Passed
			White		N/A
			African-American		14.02%
			Asian		-10.68%
			Hispanic/Latino		3.25%
			American Indian		31.94%
			Filipino		-4.42%
			Pacific Islander		-18.06%
			Two or more ethnicities		25.28%
			Non-Special Ed		N/A
			Special Ed		21.51%
			Non-ELL		N/A
			ELL		9.03%
			Non-Foster Youth		N/A
			Foster Youth		3.05%
			Non-FRPL		N/A
			FRPL		6.60%
	8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
		Achievement Gap 8th Grade Graduation	Number Taken	Percent Passed	Gap
			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		
		Achievement Gap AP/IB Enrollment	Number Taken	Percent Passed	Gap
			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		
		Achievement Gap AP/IB Passing	Number Taken	Percent Passed	Gap
			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

Profile of School (DATA)

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	800	781	A	-19	No	785	755	5	-30	No					
Black or African American	760	729	5	-31	No	737	677	5	-60	No					
American Indian or Alaska Native															
Asian	858	845				847	809								
Filipino							807								
Hispanic or Latino	770	749	5	-21	No	752	743	5	-9	No					
Native Hawaiian or Pacific Islander	748	803				812									
White	845	838	A	-7	Yes	844	833	A	-11	Yes					
Two or More Races	805	766				758	727								
Socioeconomically Disadvantaged	776	731	5	-45	No	738	734	5	-4	No					
English Learners	742	746	5	4	No	749	696	5	-53	No					
Students with Disabilities	627	508				523	590								

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – School of Engineering and Sciences (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					100	Yes		100	Yes				
Black or African American	99	Yes	ER	99	Yes	ER				100	Yes	ER	99	Yes	ER			
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	--		100	--					100	--		100	--				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	99	Yes	ER	99	Yes	ER				100	Yes	ER	100	Yes	ER			
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	Yes	ER	98	--					100	Yes	ER	100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	99	Yes		99	Yes					100	Yes		99	Yes				
English Learners	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Students with Disabilities	91	--		100	--					100	--		100	--				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – School of Engineering and Sciences (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	55.1	No		49.6	No					43.0	No		35.7	No				
Black or African American	39.7	No		33.8	No					32.9	No		21.5	No				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	64.3	--		54.2	--					53.6	--		54.2	--				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	50.0	No		51.3	No					42.9	No		37.0	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	74.0	No		60.9	--					52.0	No		31.9	--				
Two or More Races	--	--	N/A	--	--					--	--	N/A	--	--				
Socioeconomically Disadvantaged	43.0	No		46.2	No					35.0	No		34.8	No				
English Learners	47.3	Yes	SH	35.6	No					49.1	Yes	SH	30.5	No				
Students with Disabilities	16.7	--		25.7	--					5.3	--		17.1	--				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – School of Engineering and Sciences (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	800	Yes		785	No						N/A	U50	90.00	N/A	U50			

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for School of Engineering and Sciences

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

Spring 2012

Based on our recent Linked Learning Quality Review feedback and the data inquiry process, the following priorities have been set:

SDIP Priority #1: Having students explain their thinking, both verbally and in writing.

This is our problem of practice, taken from the data inquiry process. With the implementation of common core students must be able to explain their thinking rather than simply be able to complete the mechanics of a problem.

SDIP Priority #2: Student Learning Outcomes and multidisciplinary integrated curriculum focused on project/problem-based teaching, and portfolio based assessment. The inclusion of Social Emotional Learning (SEL) to our 7 - 10 grade curriculum and Exploring College and Career Options (ECCO) to our 9 - 12 curriculum

Student learning outcomes - SES now has agreed upon Skills for Academic and Career Success, which are in line with district expectations. We need to assess students on these skills using rubrics.

Multidisciplinary integrated curriculum - SES delivers 4 integrated units per grade level, (one per quarter). We need to continue to improve these units.

SDIP Priority #3: Community engagement.

Continue to reach out to our community, both with events at SES and with home visits. To continue to communicate to our community the direction of the school and what that means for them and their children. To provide systematic interventions such as SST's and parent teacher conferences for students that are not meeting the expectations that we are setting for them.

Big Messages

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

Enrollment

Predicted enrollment for 2014 is at over 500 students.

Rigor and Relevance

SES now has an articulated program of rigorous classes for gifted students. We have a GATE program in the middle school, honors courses in 9th, 10th and 11th grade and we have increased AP offerings. SES now offers AP classes in calculus A/B, statistics, world history, US history, English composition and English literature.

In grades 7 and 8 SES now has an articulated course sequence in computer programming and engineering. Several SES teachers are now UC Davis CSTEM fellows, two of whom are also CSTEM teachers of the year. SES won CSTEM school of the year. All of our grade levels now include some computer programming. These courses are very engaging and give math a real world context.

The SES course sequence for science is now physics in 9th grade, biology in 10th grade and chemistry in 11th grade.

SES has a memorandum of understanding with CSUS, articulating our 9th and 10th grade engineering courses with 'Engineering 1A: The Foundations of Engineering' from CSUS. SES students who successfully pass both 9th and 10th courses in the engineering sequence are eligible to receive 3 university credits from CSUS. A similar articulation is planned for the robotics courses in grades 11 and 12.

Work Based Learning

Including the following:
Friday speaker series

Science fair mentors

4 integrated units per grade level

A broadening advisory board

Continuing to work on internships and job shadows

Student support Services

SES has specific support structures in place that are currently being improved. Regular after tutoring is offered to students in all subject matters every week. The RTI model is followed to help support students that may be struggling. Referrals for parent teacher conferences or SST's are given to the counsellor and administration, who then organize the most appropriate intervention centrally. Academic and college and career guidance is given to students on a systematic basis by the counsellor. Social and emotional support is provided to students on an as needed basis by the school counsellor and by outside agencies such as panacea, for drug and alcohol abuse prevention for at risk students. There is a core group of parents who continue to support the school and it's students, especially in the areas of extra-curricula activities and school fundraising. The school has become part of the home visit project so that we can reach and engage more families.

SES has a consistent, positive schoolwide culture. A committee of all relevant stakeholders developed a set of school-wide expectations for students and a whole school progressive discipline policy. As such the consistency of all students are being held accountable to the same standards in every class has improved. SES now has a detention center for disruptive students and has after school detention every day. Students are given detention for behavior referrals and for every three tardies. The school has also been proactive by putting on a bullying prevention program for all students, that was delivered via social studies. Parent and staff trainings on bully prevention have also been provided.

Organizational Transformation

SES now has a revised mission and a shared vision that was developed collaboratively.

SES is now structurally organized around the professional learning community (PLC) model, which goes hand in hand with linked learning. This is a shared leadership model which incorporates and values a high degree of teacher collaboration. Teachers in the school have been organized into collaborative PLC's both vertically and horizontally. The whole school meets for an hour a month. Grade levels collaborate for two hours monthly. Department teams collaborate for one hour monthly. Moreover, each grade level team is given two whole days to collaborate. Each departmental team is given days to collaborate on an as needed basis. Each grade level and department has a teacher lead, which disperses leadership throughout the school and builds capacity amongst the staff. The leadership team which is made up of teacher leads and administration collaborates for one hour a month.

Female Pathway

In an effort to recruit and retain more female students SES has enacted the following:

FWSE - Future Women of Science and Engineering club

Priority 1:	SDIP Priority #1: Having students explain their thinking, both verbally and in writing. This is our problem of practice, taken from the data inquiry process. With the implementation of common core students must be able to explain their thinking rather than simply be able to complete the mechanics of a problem.
Priority 2:	SDIP Priority #2: Student Learning Outcomes and multidisciplinary integrated curriculum focused on project/problem-based teaching, and portfolio based assessment. The inclusion of Social Emotional Learning (SEL) to our 7 - 10 grade curriculum and Exploring College and Career Options (ECCO) to our 9 - 12 curriculum Student learning outcomes - SES now has agreed upon Skills for Academic and Career Success, which are in line with district expectations. We need to assess students on these skills using rubrics. Multidisciplinary integrated curriculum - SES delivers 4 integrated units per grade level, (one per quarter). We need to continue to improve these units.
Priority 3:	SDIP Priority #3: Community engagement. Continue to reach out to our to our community, both with events at SES and with home visits. To continue to communicate to our community the direction of the school and what that means for them and their children. To provide systematic interventions such as SST's and parent teacher conferences for students that are not meeting the expectations that we are setting for them.

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
\$68411	\$99409	\$10053			

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	SDIP Priority #1: Having students explain their thinking, both verbally and in writing. This is our problem of practice, taken from the data inquiry process. With the implementation of common core students must be able to explain their thinking rather than simply be able to complete the mechanics of a problem.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Principal network	principal network	N/A		Int 1 Instructional rounds in 2014 and 2015	N/A	N/A
	principals	N/A		Int 2		administration
After school tutoring	All teachers		1.1	Int 1 Tutoring is available to all students in all subject matters	Communication with parents regarding time and place of tutoring. Tutoring schedule is posted on the website.	Monitoring will come from feedback from teachers , parents and students. Ultimately, monitoring will come in the form of data analysis at a department and whole school level.
			1.2	Int 2 Tutoring is coordinated within departments to best meet student needs.	Communication with families regarding students that need extra help, and would benefit from tutoring	
				End All students have their specific tutoring needs met in all subject matters.	Communication from families to school regarding tutoring help that their students may need.	
Development of computer programming/engineering classes in grades 7 - 8. Also to include robotics. The computer programming aspects of these courses uses a lot of math, and as such supports math	Engineering teachers grades 7 - 8	linked learning	2.3	Int 1 7th and 8th grade engineering teachers are trained at the CSTEM center, UC Davis.	Communication to families about what these courses actually are and why they are important. Feedback from students and families regarding the effectiveness of these courses.	Ongoing monitoring by the CSTEM center at UC Davis

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End The 7 - 8 course is fully articulated. Students gain increasing understanding of computer programming and engineering. The application of math in these courses will give students a reason to want to learn math. Math scores will increase.		
Integration of LDC style questions across the curriculum	ELA lead and ELA dept.	district	1.1	Int 1 ELA dept train the whole staff on how to include writing across the curriculum		PLC department teams and administration.
			1.2	Int 2 All students at all grade levels do more writing across the school. The level of student engagement and academic rigor is high.	Feedback from students and families regarding the effectiveness of the modules.	
				End All students are better prepared for college and are able to complete expository reading and writing at a college level by the time they leave 12th grade.		
Integration of Common Core State Standards in literacy across ELA, social sciences and technical subjects	ELA, science, social science and engineering teachers	district	1.1	Int 1 Teachers to work on curriculum maps and associated assessments for each course that they teach.	Communication to families regarding what the CCSS are, when and why they are being implemented. Students and families become aware of the increased rigor expected, and the likelihood of a drop in scores in the short term.	Internal monitoring by departments and by the school administration. Data analysis.
	ELA, science, social science and engineering teachers	district	1.3	Int 2 Continued teacher collaboration on how to integrate the CCSS		administration and PLC teams

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	All teachers of ELA, social science, science and engineering		1.1	End Literacy is effectively taught across the curriculum in ELA, social studies, science and engineering.		administration and PLC teams
Integration of Common Core State Standards in mathematics in the math department	math department	district	1.3	Int 1 Teachers to work on curriculum maps and associated assessments for each course that they teach.	Communication to families regarding what the CCSS are, when and why they are being implemented. Students and families become aware of the increased rigor expected, and the likelihood of a drop in scores in the short term.	Within the math department and by school administration.
	math dept.	school	1.3	Int 2 Peer observations based on the shifts needed in instruction for common core. Implementation of standards for mathematical practice.		math dept and administration
			1.1	End CCSS are fully integrated into the math department. Math is taught in a rigorous, relevant fashion		math dept. and administration
				Int 1	N/A	
				Int 2	N/A	

Whole School Priority #2

Priority Goal 2	<p>SDIP Priority #2: Student Learning Outcomes and multidisciplinary integrated curriculum focused on project/problem-based teaching, and portfolio based assessment. The inclusion of Social Emotional Learning (SEL) to our 7 - 10 grade curriculum and Exploring College and Career Options (ECCO) to our 9 - 12 curriculum</p> <p>Student learning outcomes - SES now has agreed upon Skills for Academic and Career Success, which are in line with district expectations. We need to assess students on these skills using rubrics.</p> <p>Multidisciplinary integrated curriculum - SES delivers 4 integrated units per grade level, (one per quarter). We need to continue to improve these units.</p>
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Hire Pat Bohman as Learning Support Coordinator	School Site Council / Administration	\$107114	1.1	Int 1 Pat will support high quality instruction and standards aligned curriculum and assessment	Pat will work with teachers	By Administration and School Site Council
			2.3	Int 2 Pat will support project based learning, work based learning and linked learning at the school	Many of the integrated units involve partnering with local industry	By Administration and School Site Council
			1.2	End Pat will help provide students with various academic, behavioral and social supports to ensure that they are college career ready	Pat will work with parents in the support of their child.	By Administration and School Site Council
Hire teacher Jacquie Scinto for 0.6 FTE to implement SEL and ECCO curriculum	School Site Council / Administration	\$55164	2.2	Int 1 Jacquie will help 7 - 10 grade teachers organize and implement the SEL curriculum	Jacquie will work with teachers	By Administration and School Site Council
			1.1	Int 2 Jacquie will help 9 - 12 grade teachers organize and implement the ECCO curriculum	Jacquie will work with teachers	By Administration and School Site Council

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			2.2	End Jacquie will support students in the receiving of both the SEL and ECCO curriculums.	Jacquie will work with students and parents	By Administration and School Site Council
Explicitly teaching and assessing Skills for Academic and Career Success (SACS), and including these assessments in performance tasks that will take place during each integrated unit.	Administration and leadership team	Linked learning	1.1	Int 1 Use of rubrics to inform teaching, learning and assessment	Explaining to parents how we are getting our students college and career ready by teaching Skills for Academic and Career Success	Administration and leadership team
	Administration and leadership team	linked learning	1.1	Int 2 Teachers will collect data on student achievement on the SACS	Student achievement data on SACS can be reported to students and parents	Administration and leadership team
	Administration and leadership team	linked learning	1.1	End This will continue year after year, with the collection of student achievement data on the SACS	Student progress on SACS can be reported to students and parents	Administration and leadership team
Integration of the Energy, Science and Engineering Academy (ESEA) into our curriculum from 7th - 12th grade.	All teachers and administration	SMUD, CSUS, SCUSD	1.3	Int 1 Summer training of all teaching staff and administration at CSUS	Necessary collaboration with SMUD and CSUS for the training. The instructors will be from CSUS. Speakers from SMUD and other industries	Administration and leadership team
	All teachers and administration	SMUD, CSUS, SCUSD	1.3	Int 2 Ongoing communication and collaboration between SES, CSUS and SMUD	Necessary collaboration with SMUD and CSUS for the training.	Administration and leadership team
	All teachers and administration	SMUD, CSUS, SCUSD	2.3	End One integrated unit in each grade level to make up our energy pathway. Field trips in each grade level based on energy.	Collaboration with CSUS and SMUD on field trips and preparation/training of students for integrated units	Administration and leadership team
Increased integration into the school curriculum of integrated units based around engineering, energy and sciences	Administration and Integrated unit grade level teams	linked learning	1.3	Int 1 Regular collaboration of grade level teams	Collaboration with post secondary education and industry partners to form robust integrated units. Partnership activities would include mentoring, judging, speaking, providing materials, field trips etc.	Administration and grade level leads

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Administrati on and Integrated unit grade level teams	linked learning	2.3	Int 2 Real world projects and use of authentic assessments.	Communication with families regarding what cross curricula projects students are partaking in and how they relate to 'real life' and use real world skills. Collaboration with post secondary education and industry partners to form robust integrated units. Partnership activities would include mentoring, judging, speaking, providing materials, field trips etc.	Administration and grade level leads
	Administrati on and Integrated unit grade level teams	linked learning	2.3	End Full and seamless integration of 4 integrated units per grade level based on engineering, energy or sciences.	Outreach to families and the community to see the culminating events that their students have taken part in, such as the science and engineering fair. Collaboration with post secondary education and industry partners to form robust integrated units. Partnership activities would include mentoring, judging, speaking, providing materials, field trips etc.	Administration and grade level leads
Integration of SEL and ECCO curriculum	Administrati on and Integrated unit grade level teams	linked learning	2.2	Int 1 Integration of SEL curriculum into grades 7 - 10. Grade levels divide the lessons up amongst subject area. Teachers within each grade level will be familiar with material taught. Students will be taught the curriculum sequentially.	Outreach to families to explain the SEL curriculum	Jacque Scinto, administration and grade level leads

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Administrati on and Integrated unit grade level teams	linked learning	1.1	Int 2 Integration of ECCO curriculum into grades 9 - 12. Grade levels divide the lessons up amongst subject area. Teachers within each grade level will be familiar with material taught. Students will be taught the curriculum sequentially.	Outreach to families to explain the ECCO curriculum	Jacque Scinto, administration and grade level leads
	Administrati on and Integrated unit grade level teams	linked learning	1.3	End Full Integration of SEL and ECCO curriculum into the school. Year on year, students will become more competent in each curriculum. To accomplish this, collaboration time for teachers will be necessary.		Jacque Scinto, administration and grade level leads
Necessary resources to support project based learning, teacher collaboration time and interventions and student supports	Administrati on and school site council	\$15595	2.3	Int 1 Resources to support project based learning	Families will be invited to culminating events such as the science fair	Administration, leadership team and school site council
	Administrati on and school site council		1.2	Int 2 Resources to support student interventions	Families will be part of the solution for student interventions	Administration, leadership team and school site council
	Administrati on and school site council		1.3	End Resources to support teacher collaboration time		Administration, leadership team and school site council

Whole School Priority #3

Priority Goal 3	<p>SDIP Priority #3: Community engagement.</p> <p>Continue to reach out to our community, both with events at SES and with home visits. To continue to communicate to our community the direction of the school and what that means for them and their children. To provide systematic interventions such as SST's and parent teacher conferences for students that are not meeting the expectations that we are setting for them.</p>
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Communication with families via departments and teachers	All teachers	N/A	3.2	Int 1 All teachers communicate their syllabus and their expectations with students and their families.	All teachers communicate their syllabus and their expectations with students and their families.	By all stakeholders
	All teachers	N/A	3.2	Int 2 All teachers make contact with the families of each students that they meet, either in person, by phone or by email.	All teachers make contact with the families of each students that they meet, either in person, by phone or by email.	By all stakeholders
	All teachers	N/A	3.2	End All teachers and families of the students they teach know one another and work as partners to best meet the needs of students.	All teachers and families of the students they teach know one another and work as partners to best meet the needs of students.	By all stakeholders
Systematic SST's and parent teacher conferences	School administration, school counselor, teachers	N/A	3.1	Int 1 Students who need intervention are recommended for a parent teacher conference or SST by either a member of staff or the family	SES will work with individual families to best meet the needs of individual students. Partners such as other community resources shall be utilized on an as needed basis.	By school administration, school counsellor, teachers, families and students
			3.2	Int 2 Those families that need interpreters will be provided with them	Interpreters will be made available so that families can communicate effectively with the school	By school administration, school counsellor, teachers, families and students

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	School counsellor	N/A	3.1	End Any student that needs intervention receives the most appropriate type of intervention. Interventions typically go from parent teacher conferences to SST's. The response to intervention triangle is used.	SES will work with individual families to best meet the needs of individual students. Partners such as other community resources shall be utilized on an as needed basis.	By school administration, school counsellor, teachers, families and students
Home Visits	All staff members	District Home Visit Project	3.1	Int 1 Sending staff members to home visit training	Getting to know the families of students that we serve on their terms.	By administration and by the district. Also as a whole staff.
	All staff members	District Home Visit Project	3.1	Int 2 Encouraging all staff members to make home visits. Organizing a binder for home visits so that visits are coordinated and not duplicated.	Students and families that have been engaged with by the home visit project.	By administration and by the district. Also as a whole staff.
	All staff members	District Home Visit Project	3.1	End We make connections with many students families. These include all different categories of students, not just at risk students.	Students and families that have been engaged with by the home visit project.	By administration and by the district. Also as a whole staff.
Community Events	school administration, PTSA, students, leadership team	N/A	3.1	Int 1 Hosting events such as orientation, back to school night, science fairs, awards nights, open house 8th grade promotion and 12th grade graduation. Also hosting events such as school information night for prospective families.	Hosting events such as orientation, back to school night, science fairs, awards nights, open house 8th grade promotion and 12th grade graduation. Also hosting events such as school information night for prospective families.	School administration and other stakeholders
	school administration, PTSA, students, leadership team	PTSA, student leadership	3.1	Int 2 Holding other, more informal events for the community, that we as a school come up with and also that families want to have.	Holding other, more informal events for the community, that we as a school come up with and also that families want to have.	School administration and other stakeholders

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	school administration, PTSA, students, leadership team	PTSA, student leadership	3.1	End Having a variety of events that the community can partake in, both formal and informal, traditional and contemporary.	Having a variety of events that the community can partake in, both formal and informal, traditional and contemporary.	School administration and other stakeholders
Listening to input from families and community members and having open lines of two way communication	All stakeholders	N/A	3.1	Int 1 Creating forums for community members to have input. Including PTSA, site council, advisory committee and ELAC. There exist open lines of two way communication.	Having forums for community members to have input. Including PTSA, school site council, advisory committee and ELAC. There exist open lines of two way communication.	By school administration and PTSA and ELAC and also by all other stakeholders
	All stakeholders	N/A	3.1	Int 2 The school is able to communicate clearly to the community via different means such as connect ed. messages, the school website, twitter, facebook, the school e-newsletter, and letters sent home with students. Families and the community have various means of contacting the school such as email, phone calls, and in person.	The school is able to communicate clearly to the community via different means such as connect ed. messages, the school website, twitter, facebook, the school e-newsletter, and letters sent home with students. Families and the community have various means of contacting the school such as email, phone calls, and in person.	By school administration and PTSA and ELAC and also by all other stakeholders
	All stakeholders	N/A	3.2	End All parents and community members have a voice, as partners in the education of their students. Families and community members feel that they can contact the school with an idea or a concern and that they will be truly heard. Translators will be provided as necessary	All parents and community members have a voice, as partners in the education of their students. Families and community members feel that they can contact the school with an idea or a concern and that they will be truly heard.	By school administration and PTSA and ELAC and also by all other stakeholders

School Site Council Membership: School of Engineering and Sciences

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
Matt Turkie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pat Bohman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dylan Besk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ken Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will Cannady	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Spilman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Sullivan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chia Chang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mali Currington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Olivia Covarrubias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Trenceton Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sammonne Trent Tillage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	2	4	2

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: School of Engineering and
Sciences

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input checked="" 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 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.

Will Cannady

SSC Chairperson's Name Typed

ELAC Chairperson's Name Typed

Matt Turkie

Principal's Name Typed

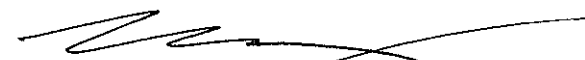
5/29/14

Date

Date

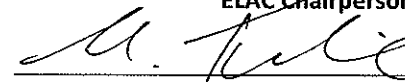
5/29/14

Date



SSC Chairperson's Signature

ELAC Chairperson's Signature



Principal's Signature