

Los Angeles Unified School District  
Local Options Oversight Committee

**REVISED ESBMM PLAN SUBMISSION TEMPLATE**

Name of School:	Primary Contact Person:	Phone Number:	Email Address:	Date:
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Please administer the Self-Reflection Rubric to your school’s stakeholders (teachers, parents, administrators, and student members of councils/student government for secondary schools). Your school’s LSLC (sometimes called Shared Decision-Making or ESBMM Council) will then analyze the data collected from the rubrics to determine 3 goals for your school moving forward and write them in the spaces provided.

**GOALS**

1. San Fernando High School will increase the overall 4-year graduation rate to 90% within three years (currently 87.5% as of 2018-19). Particular emphasis will be placed on increasing the graduation rates of English Learners and Students with Disabilities, within three years, as follows:
  - English Learners to increase to 74% (71.1% currently as of 2018-19)
  - Students with Disabilities to 81% within three years (78% currently as of 2018-19)
  
2. San Fernando High School will increase the percentage of Grade 11 students meeting or exceeding the standards on the Smarter Balanced Assessment Consortium (SBAC) in English/Language Arts and Mathematics and, therefore, decrease the number of students that need to enroll in supplemental courses as college freshmen. Over the next three years, our targets are as follows:
  - English/Language Arts to increase to 10 points above standard school-wide (6.1 points above standard in 2018-2019), with English Learners increasing to 75 points below standard (82 points below standard in 2018-2019) and Students with Disabilities increasing to 87 points below standard% (94 points below standard in 2018-2019).
  - Mathematics to increase to 72 points below standard school-wide (74.8 points below standard in 2018-2019) with English Learners increasing to 151 points below standard (158 points below standard in 2018-2019) and Students with Disabilities increasing to 185 points below standard (192.3 points below standard in 2018-2019)
  
3. San Fernando High School will continue our Professional Learning Communities work during our professional development time. We will continue to focus on student work, creation of formative assessments, student data and student learning using research-based data-driven practices. We will use the response from the Employee School Experience Survey in order to measure the impact of the collaboration in PLCs.
  - “What I learn at school professional development meetings addresses my students’ needs.” To increase from 66% in 2018-2019 to 70% within three years.

1. How does your school plan to use the Staff Selection autonomy? (See ESBMM Manual pp. 9 - 12 for guidance).

San Fernando High School staff selection will be based on student needs. Staff will be selected to support the vision and mission of San Fernando High School. Teachers will maintain their full time UTLA status as UTLA members and San Fernando High School (SFHS) will comply with all applicable collective bargaining agreements. SFHS will be able to select faculty from any candidate eligible throughout LAUSD. Student needs and the school's vision and mission will determine teacher assignments. Department chairpersons and administrators will review teacher assignment requests and will collaborate to determine teaching assignments that are based on student need, the vision and mission of the school, and faculty seniority in a fair and equitable manner. Employees may request a voluntary transfer to another district school effective at the end of any school year.

Staff selection committee composition is as follows—

For classified staff: the principal (or designee), the UTLA Chapter Chair (or designee), the classified union representative (or designee), a parent/community representative and the Study Body President (or designee).

For certificated staff: the principal (or designee), the UTLA Chapter Chair (or designee), a certificated member of the Leadership Council, the Department Chair for the department where the vacancy appears, the classified union representative (or designee), a parent/community representative and the Student Body President (or designee).

For an administrative staff member: the principal (or designee), the UTLA Chapter Chair (or designee), two certificated members of the Leadership Council, two Department Chairpersons, the classified union representative (or designee), a parent/community representative, and the Student Body President (or designee).

Teachers who have the requisite credentials and experience in working with EL students will be scheduled to teach EL/LTEL and intervention classes to support proficiency in English.

Teachers will submit a request of the courses they'd like to teach based on their credential, their specific skills and qualifications, in addition to their personal preferences. Our administrative team will review the requests, will collaborate with the department chairpersons and will meet with teachers to share options based on student needs and limitations of the master schedule.

2. How does your school plan to use the Budget autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).

Stakeholders will be surveyed annually to provide input on budget needs and priorities. After Categorical budgets are approved by the SSC, the principal will provide an informative on school budgets to ensure a budget process in which administration works collaboratively and transparently with all stakeholders.

3. How does your school plan to use the Curriculum and Assessment autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).

Curriculum and assessment autonomies will be exercised by course-specific and departmental Professional Learning Communities (PLCs) comprised of classroom teachers. PLCs will collaborate on developing and/or refining curricular maps that identify key standards, sequencing of course content, strategic use of curricular resources, and the use of instructional strategies that support the school's three school-wide foci: Writing across the curriculum; Academic discourse; and Cooperative learning. Teachers will continue to engage in peer classroom observations in support of the school-wide focus areas.

Writing across the curriculum is characterized by common vocabulary and approaches to written expression in all subject areas. Students will practice short (paragraph) and longer (essay) writing assignments that require them to draw evidence from (multiple) texts to support analysis, reflection, and research in order to demonstrate understanding of the subject under investigation.

Academic discourse will be embedded in all lessons and disciplines with a focus on students using academic vocabulary in their questions and conversations with their peers.

We aspire to facilitate positive interdependence and active student engagement through the use of a variety of frameworks for structuring small group collaboration such as Kagan Cooperative Learning.

San Fernando High School will also continue to develop and expand curricula and instruction that promotes Project-based learning through CTE courses (i.e. Art Gallery).

San Fernando High School has expanded multiple pathways to college and career readiness. We will continue to initiate curriculum in designated career pathways, and have expanded student access to Advanced Placement (AP) courses and dual (college credit) enrollment opportunities to support students while they are in high school.

San Fernando High School implemented a dual language program (in Spanish), which started in 2019-2020, to support our feeder middle schools. This program will provide consistency for students in their K-12 experience.

For assessment, PLCs will collaborate in the development of common formative assessments as well as student work samples created and agreed upon by PLCs/departments. Common

formative assessments and student work samples will assess learning throughout the school-year in ways that truly inform instructional practice and provide the basis for descriptive feedback to students in relation to PLC developed learning targets and state academic PLCs/departments. Common formative assessments and student work samples will assess learning throughout the school-year in ways that truly inform instructional practice and provide the basis for descriptive feedback to students in relation to PLC developed learning targets and state academic standards.

Our English, math, science and social studies departments will implement the LAUSD interim assessments. Freshmen and sophomores will take two English IABs and two math IASBs a year. Juniors will take four English IABs in the Fall and five English IABs in the Spring. Juniors will take four math IABs a year. These interim assessments are aligned with the Smarter Balanced Assessment Consortium (SBAC) and California Science Test. Where possible, testing formats will mimic or mirror the manner in which Statewide exams assess the CCSS and NGSS claims and targets.

San Fernando High School will also develop school-wide writing rubrics, drawing on examples from Smarter Balanced and CCSS, to provide specific and consistent feedback to students aimed at improving writing proficiency.

4. How does your school plan to use the Professional Development autonomy?  
(See ESBMM Manual pp. 24 - 25 for guidance).

Professional Learning Communities (PLC) embedded professional development and teacher collaboration will focus on developing and/or refining curricular maps that identify key standards, sequencing of course content, strategic use of curricular resources, common formative assessments (including interim assessments) of student learning, and the use of instructional strategies that support the school's three school-wide foci: Writing Across the Curriculum; Academic Discourse; and Cooperative Learning.

Teachers will engage in classroom observations and student work analysis to investigate their own teaching practice and learn from peers through collaboration and observations of classroom instruction. Grade-level or content team captains for each PLC will share progress and priorities with department chairpersons, who will then share with administration and Instructional Leadership Team to support accountability.

CSUN will assist San Fernando High School by providing support and co-facilitation during larger group professional development sessions, emphasizing the three school-wide instructional priorities identified above. This professional development will be scheduled with San Fernando High School and may include compensated time for teachers to participate outside of the regular school day/year. In addition, CSUN staff may serve as coaches and subject matter resources to smaller teacher groups (e.g., individual PLCs, departments, or interdisciplinary groupings) during the regular school day/year on faculty generated topics of interest, as well as culturally relevant pedagogy and differentiated instructional support for English Learners and Students with Disabilities.

We routinely survey faculty as to how PD impacts student learning on PD evaluation forms.

5. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).

We will continue to use the yearly waiver process of stakeholder voting to approve weekly (every Tuesday) professional development organized as course-specific and subject-area Professional Learning Communities (PLCs). For years, San Fernando High School staff has met for Professional Development every Tuesday throughout the school year (approximately 36 PDs every school-year). Weekly PDs have resulted in academic improvement, as evidenced by graduation rate, Reading Inventory results, student grades, formative assessment results and most recently, by SBAC results.

We will have the following academies/programs during the 2020-2021 school-year: Law Academy, Police Academy, Health Occupations Career Academy, Puente program and Math/Science Technology magnet program. Each academy/program will be supported by a lead teacher and students within a specific academy/program will have a common counselor. We will continue our Humanitas Futures Academy in order to provide our freshmen with additional support. We will have a designated 9<sup>th</sup> grade counselor.

We will fully incorporate 8 CTE pathways during the 2020-2021 school-year—Information and Communication Technology (ICT); Engineering and Architecture (EAA); Transportation (T); Arts, Media and Entertainment (AME)—Arts, Media and Entertainment; Arts, Media and Entertainment (AME)—Performing Arts; Building and Construction Trades (BCT); Hospitality, Tourism and Recreation (HTR); Health Science and Hospitality (HSMT).

Over the past several years we have examined the benefits and detriments of/in revising the established daily school bell schedule. We focused on the opportunities for enrichment, credit recovery, and length of periods. Our impetus for doing so is on an ongoing reflection in determining how we can best meet student needs. Currently, we follow the traditional six period day. However, we reserve the autonomy to change the daily bell schedule now and in the future to best fit the needs of our students (e.g. 4x4 bell schedule, which we have not implemented). We also reserve the autonomy to implement our weekly Tuesday PDs in the morning, as opposed to afterschool, as is our current practice. In case we opt to implement our Tuesday PDs in the morning, the start time of period 1, on Tuesdays, would be after 9am. We also reserve the autonomy to start the school day (to meet the learning needs of our students), later than our current 8:00am start time.

San Fernando will ensure to meet the daily and annual instructional minutes, as mandated by state and district requirements

6. How does your school plan to use the Governance autonomy? (See ESBMM Manual pp. 25 - 28 for guidance).

We will continue to use the following entities to govern our school: San Fernando High School Leadership Council; School Site Council; English Learners Advisory Committee; Instructional Leadership Team. We will form subcommittees of LSLC, which will meet regularly and submit action items for LSLC agenda. Those subcommittees are Budget, Calendar, Discipline, Facilities and Equipment, Marketing and Professional Development. A member of the Leadership Council will co-chair each subcommittee meeting with the Principal or designated administrator and notify stakeholders of meeting dates and agenda topics.

The Professional Development Committee (comprised of Department Chairpersons from each department) will meet on a weekly basis during the school-day with administration in order to ensure that all PD is aligned with the needs of the school and with our PSC 4.0 plan, with our Single Plan for Student Achievement and with our WASC plan. Department chairpersons are provided the same conference period for purposes of planning for professional development and for completing all other department chair duties. The Professional Development Committee will regularly communicate with the Leadership Council Professional Development Subcommittee, which oversees the school's professional development. Typically, the Professional Development Committee and the Leadership Council Professional Development Subcommittee share at least one common member. The Leadership Council Professional Development Subcommittee will make recommendations to the entire Leadership Council.

The Leadership Council will exercise governing autonomy over the implementation of the Breakfast in the Classroom (BIC) program as it relates to the school bell schedule and facilities and equipment. We will monitor the program through stakeholder feedback/surveys and reserve the autonomy to modify the existing BIC program to best meet the needs of our students and staff.

San Fernando High School will also exercise governing autonomy over the implementation and/or cancelation of new or existing academic programs on our campus. No academic program may be added to, transferred from another school, or canceled without approval of the school.