



Public School Choice School Plan Guide for San Fernando High School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p>Section 1: Vision of the Student</p> <ul style="list-style-type: none"> • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school? 	<p>Students who graduate from the San Fernando High School community will be college-prepared and career-ready. They will be equipped to actively participate in a diverse democracy. We believe that our students must cultivate an array of educational, social, and personal attributes that are founded upon our THREE pillars: 1) critical thought, which focuses on students acquiring and managing information to develop sound analyses; students will reflect on their learning and thinking processes to develop complex reasoning and problem-solving skills; 2) effective communication, focuses on students being able to cogently and persuasively share their thinking with others; our students will judiciously and quickly use technology to research, interpret, and present information in a manner consistent with the expectations of post-secondary academia and the workplace; 3) character development, focuses on students developing traits of self-reliance and perseverance. They will be prepared to address and overcome personal challenges, and successfully adapt to the changes that life inevitably brings. Our students will also wisely establish and faithfully pursue long-term goals.</p>	<p>Upon graduation, our students will possess the skills and knowledge to be successful in the 21st century. Our students will have the skills to be able to meet the myriad expectations of post-secondary academia as well as the workplace.</p>	
<p>Section 2: Vision of the School</p> <ul style="list-style-type: none"> • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond? 	<p>Every classroom and all common areas will be welcoming, positive, and supportive of student learning. All stakeholders will feel that they are known and valued on a campus that is clean and safe. Teachers and students will know each other by name, and their interactions will reflect both caring and respect. Parents will be actively involved in campus life, and feel confident in the significance and success of their involvement in their children's education. The faculty will be organized to support students as they develop socially and academically. Freshmen will be supported by teachers who specialize in helping them make the transition from middle school to one of three Academies.</p>	<p>In order to turn our school around, it is essential that all stakeholders (students, parents, and faculty) work as equal partners to ensure that all students are successful and prepared to be successful at the next grade level and beyond. Hence, SFHS will be a welcoming campus and will be supportive of</p>	



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	<p>As Academy members, students will study a college-preparatory curriculum, while also exploring their Academy’s area of focus. Throughout all four years, students will receive timely intervention and appropriate enrichment so that each may excel to their highest ability in every area.</p>	<p>student learning on a daily basis.</p>	
<p>Section 3: Where is the School Now? Student Performance</p> <ul style="list-style-type: none"> • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student’s school performance? • How will you address the needs of each subgroup of students? 	<p>San Fernando High School currently serves 2672 students, 97% are Hispanic/Latino, 21% are English Learners, 13% receive Special Education services, 11% are part of the gifted and talented education program, 99% participate in the federal free/reduced-price lunch program. Over the past five years, SFHS’s API has increased by 116 points, to a current API of 677. Our students’ first-time CAHSEE passage rates have increased by over 30% in both ELA and math, and are now on par with the LAUSD average. Our English Learners pass both the ELA and math sections at higher rates than the district average. Over the past two years, our graduation rate has increased by 9% to 60%, compared to 63% for LAUSD. Significant percentages of students receive D’s and Fails in their courses; we will address this by the implementation of interdisciplinary instruction in their classrooms as part of California Partnership Academy grants so that students are engaged, create products that are analytical in nature and earn superior grades. SFHS proficiency rates on the CST remain 11 to 15% lower than the district average. Of special concern is student performance on algebra CST, where 78% score below basic. Our English Learners pass the CAHSEE in rates of only 46% for ELA and 33% for math. Special Education students pass the CAHSEE at rates of 32% for ELA and 28% for math.</p> <p>We used state assessment results (including CST results, CAHSEE results), graduation rate, student grades, a variety of student surveys, parent surveys, community meetings,</p>	<p>While our school shows trends in academic improvement, there are specific areas that need increased improvement, including CST scores, and student grades. To ensure that all students are actively engaged in every class, on a daily basis, our students will be a part of one of our three Academies or our Math/Science/Technology magnet program. In addition, as 9th grade students need specific support (that differs from upper grade level students), they will be part of our Humanitas Futures Academy, where they will have a minimum of four adult advocates prepared to deliver a rigorous, connected curriculum based on mastery of</p>	



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	<p>classroom observation reports to determine our school’s current status in terms of student school performance. We will provide our English Learners with purposeful, research-based instructional support. During our PD over time, we will master the fundamentals of the A+Rise program, which consists of research-based instructional strategies designed for English Learners. Teachers will be provided with an innovative and interactive guide to SDAIE strategies that will enable them to help their EL students overcome linguistic barriers to learning core-subject content. The strategies will include reading and writing techniques, ideas for facilitating cooperative learning, methods for utilizing linguistic and non-linguistic representations, scaffolding techniques, teacher modeling, and ways to achieve higher order thinking.</p> <p>We will also provide support to our Special Education students by providing PD time to facilitate collaboration between teamed general education teachers and Resource Specialists to identify specific roles in the co-management and delivery of instruction, to maximize the benefits of co-teaching, and to produce rigorous lesson plans that meet the individualized needs of Special Ed students. All teachers will receive training on sheltering techniques that are part of SDAIE methodology as these techniques also support Special Education students.</p> <p>We will provide our Hispanic/Latino student population and our socio-economically disadvantaged students with rigorous instruction that will be project-based, thematic and interdisciplinary. We will also provide embedded intervention supports for students not making academic progress.</p>	<p>reading and writing, and committed to the success of each student. Further, we will provide specific support to our English Learners and our Special Education students so that they are able to master the content in all classes.</p>	<p>SDAIE (Specially designed academic instruction in English) is a methodology (a set of specific strategies) designed to make grade level academic content accessible for English Learners. Effective access to core instruction is characterized by four critical elements:</p> <ol style="list-style-type: none"> 1) content, 2) connections, 3) comprehensibility and 4) interaction



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<p>Section 4: School Plan Priorities To Turnaround Student Performance</p> <ul style="list-style-type: none"> • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school? 	<p>The top five priorities that we must address to improve student achievement are: 1) increase the rigor of instruction; 2) increase the relevance of instruction to students; 3) strengthen the connections between our school and our students; 4) strengthen our support of our English Learners and students receiving Special Education services; 5) establish robust, systematic transition for freshman students. In order to achieve the growth needed so that all students are high achievers, we will establish three themed Career Academies designed to provide Linked Learning and will offer students an interdisciplinary curriculum as their foundation. Our freshmen will be enrolled in our Humanitas Futures Academy, which will support the transition into high school. Prior to their matriculation to tenth grade, and after having been educated about them, students will self-select one of the following academies: Engineering and Design Academy; Government, Protective Services, and Political Sciences Academy; Medical Science Academy. All three Academies will provide instruction that is rigorous, thematic, and interdisciplinary so that all students are engaged. We will continue to operate our Math/Science/Technology Magnet School, which was rated, “Excellent” according to LAUSD’s Academic Performance Meter.</p> <p>The successful implementation of interdisciplinary, thematic instruction espoused by each Academy will require that faculty participate in extended Professional Development. Faculty members will be trained on the development of project-based thematic, interdisciplinary units with lessons keyed to a CTE pathway and supported by community partners. Teachers will be trained in “Lesson Study” and collaborative faculty reflections on lessons will be part of a rigorous calibration process based on Bloom’s Taxonomy.</p>	<p>In terms of student learning, classroom instruction and student engagement are crucial elements. Hence, our students will self-select one of our three Career Academies, according to their interests in terms of college or career. Our teachers will receive extended professional development so that they have the knowledge and skills to effectively teach the content so that students learn at high levels.</p>	<p>High quality professional development (teacher training, time for teacher collaboration to create lesson plans, to study student data, student work, learn effective teaching strategies, etc.) is essential to increase educators’ knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels.</p>



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