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A1.   What is your school's vision for the child or youth who will matriculate from your school?

Students who graduate from the San Fernando High School community will be confident that they are college-prepared, career-ready, and 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: critical thought, effective communication, and character development.
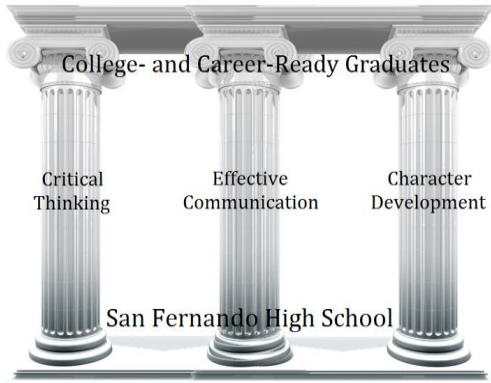
The first pillar, critical thought, focuses on students acquiring and managing information to develop sound analyses. We envision students whose curiosity drives them to build their knowledge of areas critical in the 21st century, including environmental and cultural awareness, and to fluidly apply their learning to novel situations to solve complex problems. Our students will reflect on their learning and thinking processes, and improve upon those processes to develop complex reasoning and problem-solving skills.

The second pillar, effective communication, focuses on students cogently and persuasively sharing their thinking with others. Our students will judiciously and quickly use technology to research, interpret, and present information to any specific audience, in a manner consistent with the expectations of post-secondary academia and the workplace. Our students will use their skills and knowledge to lead others in principled thought and ethical action.

The third pillar, character development, focuses on students developing traits of self-reliance and perseverance. Our students 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.

As students learn, they will frame their understanding both in terms of personal relevance and how it impacts the world at large. Students will represent the culmination of their thinking with projects and artifacts that reflect dedication, thoroughness, and sophistication of thought.

A2.   What is the vision of the school that will help achieve the vision of the successful future graduate described above?

San Fernando High School will be known for the preparedness of its graduates in their post-secondary endeavors.

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. As Academy members, students will study a college-preparatory series of classes, 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.

Community partnerships will flourish at San Fernando High School, and students will be involved in activities that reflect their interests and career goals. Some partners will specialize in areas that enrich and support specific academies; others will provide general services to the entire school based on students' needs and interests.

A3.   Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

The members of the San Fernando High School community will share a common understanding of teaching and learning, the most essential of which is that teaching and learning must be deliberately and universally linked. Furthermore, we share the following core beliefs:

1. Teachers engage in data-driven accountability as a cornerstone of improvement and success.

Teachers, administrators, and students must engage in the identification and monitoring of datasets that reliably reflect practice (WestEd & Administrators, 2004) and (Commission on Teacher Credentialing, 2012). Such datasets must include quantitative and qualitative elements, and must be clearly tied to the elements of practice that are under examination. However, data collection is only the beginning; all adults and students must collaboratively engage in reflective improvements to their practice based on the data they collect (Darling-Hammond, 2012).

2. Teachers recognize that students are complex individuals and give clear guidance to advance their academic development.

Academically, teachers in professional learning communities are responsible for creating clear student learning goals, creating authentic learning situations which enable students to reach those goals, and providing clear and meaningful feedback to students regarding their learning (Dougherty, 2012).

3. Teachers understand the importance of empowering students to contribute to their own education.

Site staff members work with members of the community – in both the local and broader senses – to access resources that support student growth and development. This includes coordinated activities and events that help students explore their interests and deepen their talents. (Coalition for Community Schools, 2000)

4. The teacher's function is to prepare students for all post-secondary endeavors.

As a school community, all adults are responsible for establishing clear norms of behavior and providing consistent support for students to accomplish these norms (Lemov, 2010). These norms are consistent with the expectations in post-secondary education and the workplace, including preparedness, timeliness, thoroughness, and appropriate personal conduct.

5. Teachers create deeply authentic learning environments where all students connect information across disciplines and consider its global implications.

Teachers create environments where students move from novices to experts who can apply their knowledge in new and authentic ways (Schmoker, 2011). Cross-curricular, thematic, project-based learning situations support students' development of this critical skill (Thomas, 2000).

6. Teachers create rigorous opportunities for students to develop their ability to effectively communicate orally and in writing.

Teachers create learning situations in which students explain their thinking and understanding to various audiences. Students are required to create audience-appropriate responses that are rooted in data, including collective and independent research (Common Core State Standards Initiative, 2012).

B1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

San Fernando High School was founded in 1896, and has served a changing community continuously since its founding. We currently serve 2672 students, 97% of whom identify themselves as Hispanic or Latino. Additionally:

- 21% of our students are English Learners.
- 13% of our students have disabilities for which they receive Special Education services.
- 20% of our students participate in organized team sports.
- 11% of our students are part of the gifted and talented education (GATE) program.
- 99% of our students participate in the federal free/reduced-price lunch program.
- 57% of our parents did not finish high school, and an additional 28% possess only a high school diploma.

Six years ago, San Fernando High School was on a dramatically positive academic trajectory. During the 2006-2007 school year, SFHS principal Jose Rodriguez was invited to appear on the KLCS program, "A Conversation with Roy Romer," on two occasions. In these broadcasts, Superintendent Romer lauded SFHS as a district exemplar of successful school reform, noting that we had exited Program Improvements, increased the graduation rate, and had been accredited by WASC for six years.

In reflecting on the six years that followed, we have faced several significant challenges that compromised our continued success. In the fall of 2006, Arleta High School opened, and the enrollment boundaries relocated hundreds of our students (over a dozen of our staff) to the new site. In the late spring of 2008, we learned that we would be converting from a year-round to a traditional calendar. In the spring of 2010, Cesar Chavez High School opened; the enrollment boundaries were not clearly established until the summer, but again, hundreds of students (and a commensurate number of staff members) relocated to the new site. In addition to the new schools opening, many of our senior teachers retired, and several of our newer teachers have been subjected to RIFs.

In "A Blueprint for Great Schools," (2011) State Superintendent Torlakson states that "teacher turnover contributes to shortages and causes discontinuity that interferes with school improvement efforts (p.10)." Predictably, the effect on our nascent Small Learning Communities was devastating. SLC-based planning (which focused on thematic, interdisciplinary curricula) was disrupted each time SFHS restructured. Many of the essential courses – like drama, culinary arts, and art – were cut or eliminated as teachers received RIF notices, were moved to other schools, or retired. Though we searched for ways to diminish the effects of these changes at our school, we found none, even when we turned for district support. Yet, as a school, we acknowledge that, in the words of President Truman, "the buck stops here," and accept our responsibility for our successes and our shortcomings.
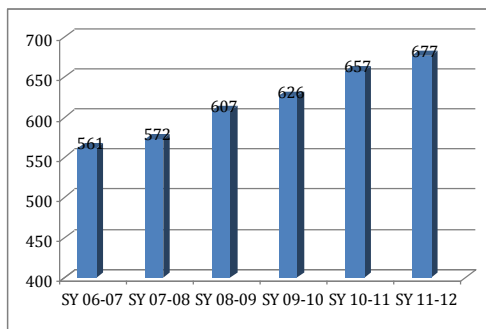
It should be noted that over the past five years, SFHS has made clear and steady gains in many critical areas. Our API has increased 116 points, to a current 677. Our students' first-time CAHSEE passage rates have increased by over 30% in both ELA and math, and are now on par with the LAUSD average. 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 the district as a whole. We attribute these test score gains to a combination of instructional efforts. First, teachers have increasingly used the CAHSEE and CST to increasingly focus their instruction. Second, we have implemented a series of targeted innovations to support student achievements on these measures.

However, in our analysis of test scores, grades, surveys, and focus group data, we found many areas that must be improved. As is the case with most large, varied datasets, we looked for the largest trends that they indicated.

1. While our graduation rate has increased, less than a quarter of students are "on-track" to graduate with the UC/CSU A-G requirements.

Significant percentages of students receive D's and Fails in their courses. Based on our analysis, the rate at which students earn C's or better in English is 58%; in math, 56%; in science, 54%; and in social studies, 66%. According to an annual survey conducted by PublicWorks, this is due in part to the fact that only 64% of students feel that their classes are connected to their post-secondary plans. What accounts for these deficiencies, at least in part, is a lack of consistent thematic instruction, which, in turn, is due to faculty attrition, unfocused staff development, and minimal teacher collaboration.

The high rate of students earning below-satisfactory grades has a deleterious impact on the strength of the master schedule. So many students needing to retake classes severely impairs the creation of cohorts of students with the same teachers. This in turn makes effective thematic instruction and cross-curricular planning difficult.

Nonetheless, some faculty members have implemented interdisciplinary instruction in their classrooms as part of California Partnership Academy grants. The results were positive across the board: students reported being more engaged, received higher grades, and created products

that were more analytical in nature. In addition to a body of research, these data suggest that interdisciplinary instruction is an effective way to increase students' academic proficiency rates (Wasley & Lear, 2001). The perpetuation and expansion of this promising practice has been constrained by a loss of key faculty members and waves of restructuring due to years of continually lowered enrollment.

2. While student outcomes on standardized tests have improved, proficiency rates remain low.

Despite the aforementioned improvements, SFHS student proficiency rates on the CST remain 11 to 15% lower than the district average, and rates of BB/FBB remain 7 to 17% higher. Of special concern is student performance on the algebra CST (since algebra is a "gatekeeper" class which strongly suggests future academic success), where 78% score below basic.

Classroom observations conducted by the teachers and administrators revealed that classroom instruction is inconsistently rigorous. Only 11% of ELA and math classrooms involved student learning at the analysis or higher level of Bloom's Taxonomy. This is due to the lack of lesson calibration to improve rigor and "Lesson Study" to identify what works in all classrooms school-wide. Furthermore, while the annual PublicWorks survey found that there was an increase of 8% of students who found their classes challenging and interesting, the rate remains only 81%. Our goal is to have 100% of students engaged in all of their classes.

3. English Learners and students receiving Special Education services display low levels of proficiency.

Our English Learners pass the CAHSEE at rates of only 46% for ELA and 33% for math. The classroom observations also revealed an inconsistent application of SDAIE methodology in the classroom, as some classrooms featured multiple strategies, while others had none. In cases where the support is insufficient, English Learners have diminished access to a rigorous curriculum. A review of professional development agendas revealed that limited time was focused on SDAIE methodology. Furthermore, discussions with faculty members revealed that teacher capacity with MYDATA to identify specific student needs (e.g., IEPs, EL status) is inconsistent. This, coupled with irregular teacher application of SDAIE strategies, leaves many ELs inappropriately supported. Across the LAUSD, the reclassification rate for Long-Term English Learners (LTELs) is low – the current target is 10%. SFHS's reclassification rate has fluctuated over the past five years, peaking at 11.4% in 2009-2010 and currently at 6.6%. We examined the data and found that no single criterion of reclassification accounted more significantly than the others (i.e., CST scores, CELDT scores, and English course grades all play almost equal roles.)

Students receiving Special Education services pass the CAHSEE at rates of 32% for ELA and 28% for math. The professional development agendas found insufficient professional development time dedicated to collaboration between Special Education and general education teachers. This has contributed to an inconsistent approach in addressing Special Education needs, especially in terms of applying any sort of research-based program school-wide. While there was anecdotal evidence of collaboration in other informal venues, such collaboration was inconsistent. First, some classroom teachers report not being informed of students' IEP in a timely manner. Second, Special Ed co-teachers and aides are not apprised of lessons before they are taught, lending to uncertainly regarding how they might effectively contribute to student learning. The lack of meaningful collaboration between General Education teachers and their

Special Ed counterparts often results in uncertainty regarding their respective roles. Without effective support, Special Ed students frequently do not cultivate the skills they need to succeed in a mainstream program.

4. Freshman students frequently have difficulty connecting with adults on site, which limits their successful transition into high school.

Based on an annual student survey by PublicWorks, almost 40% of freshmen do not feel that they have an adult advocate on campus. Only 55% of freshmen report feeling connected with their SLC. Freshman Advisors report that over half of their Advisory students do not fully grasp that earned credits are required to promote to the next grade. This is confirmed by our matriculation data: over a third of freshmen do not earn enough credits to advance to 10th grade status, and approximately 100 freshmen each year receive failing grades in five or more classes per semester. Students who fail courses at a high rate face an extreme challenge in getting "back on track" to graduate, and are at significantly higher risk of dropping out altogether.

A 2011 report for SFHS's partnership with EduCare by Educational Resource Consultants highlights the importance of nurturing a personalized connection between each student and the school. The report compared students who were engaged in after-school activities to those who were not, specifically focusing on student outcomes as connected to the level of engagement. Even low levels of after-school program participation are connected to increased attendance, increased scores and proficiency rates on ELA and math tests (including CST and CAHSEE); furthermore, the effect grew as participation increased. What is clear is that when students are connected to the school, they do better – and it is the responsibility of educators to help forge that connection for every student.

San Fernando High School has an array of services designed to help students meet their social, psychological, physical and academic needs, including after-school activities, tutoring, medical resources, housing and nutritional support, and the IMPACT program. However, data indicate that a minority of freshman and their families are aware of these services, and fewer access them.

Because our master scheduling has not placed students in grad-year-alike cohorts, freshmen often take classes with students who are repeating the course, whose needs are different from first-time course takers. Additionally, Advisories that might otherwise serve as anchors for freshmen have not been effectively structured, lack a supportive curriculum, and are often reconstituted in the middle of the year to accommodate identified student deficiencies related to state testing in the spring, thereby compromising continuity.

5. Many students do not develop a deep understanding of what it means to be college prepared, and often feel unprepared to successfully face challenges.

On the PublicWorks survey, almost 90% of seniors indicate that they feel that they are prepared for college. However, less than two-thirds complete the FAFSA due to inadequate oversight by counselors, teacher teams, and counseling in Advisory. Only about 12% of students achieve more than a "competitive" score of 1500 on the SAT, while the remainder score approximately 80 points lower on each section than the state average. In their survey responses, students have attributed this unsatisfactory record to a lack of rigor and engagement. Moreover, most students have not completed their A-G requirements with a C or better due to high rates of students receiving D's and Fails and a lack of a robust system of structured oversight and interventions. Since it is impossible to reach a goal without the necessary supports, students need explicit

guidance in cultivating the academic proficiency and principles of character that embody college and career readiness.

During focus group discussions, many students reported that even when they were on track to attend college, they did not feel confident enough to overcome challenges and accomplish their goals. They felt that one way to remedy this situation, at least in part, would be to design learning projects that are more open-ended, so that, as one student stated, "we have to think more for ourselves." They make it clear, at the same time, that there should still be clear guidelines and support for success.

B2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Through the analysis of state, local district, and school-site data (including the results of student, parent, faculty, and community meetings, surveys, classroom observations and administrative assessment) we have identified five central challenges that the San Fernando High School community must address in order to make real the vision we have for our students.

We must increase the rigor of instruction. The last six years have seen a gradual improvement in a number of student learning outcomes, but our observation and survey data show that we must do more to challenge our students and extend their thinking. More time must be dedicated to higher-order thinking that leads to proficiency in learning. This is especially crucial with the School Board's adoption of the A-G graduation requirements and California's 2014 implementation of the Common Core State Standards.

We must increase the relevance of our instruction to students. As indicated by faculty and community survey data, many students do not feel that what they are learning connects to their lives, and students do not possess the academic proficiency (as displayed in grades and test scores) that would prove their preparedness for post-secondary success. Students also frequently report that our curriculum is neither challenging enough, nor sufficiently connected to a relevant career pathway, and that their self-confidence suffers as a result.

We must strengthen the connections between our school and our students. While our efforts to build personalization have improved, nearly a fifth of students who complete four years with us feel that they lacked a true adult advocate on campus. Additionally, while we have an array of support resources on campus, most students do not access them and many are unaware of what is offered. A stronger connection between school and students will support academic growth.

We must strengthen our support for our English Learners and students receiving Special Education services. Expecting more from students necessarily requires more structured and personalized support. Classroom observations, grades, and test scores all show that many of our EL students have not received the instructional support necessary for them to become academically proficient. Likewise, our students who receive Special Education services require more collaboration between Special Education and general education teachers with targeted measures to support their academic achievement.

We must establish robust, systematic transitions for freshman students. For many of our incoming students, the steps for a successful transition from middle school to high school are not clear. Many ninth graders operate under the expectations of middle school, which differ from high school in significant ways, and large numbers do not matriculate on time to the 10th grade. A significant contributing factor is that a substantial number of our freshmen do not feel personal connections to the school or their teachers.

C1: Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, etc? What is the underlying theory/research that supports why you believe the strategies, etc. identified above will dramatically improve learning at your school?

Overview: In order to address our priority areas, we will establish three themed Career Academies designed to provide focused, appropriate support for all students. Each will incorporate the precepts of Linked Learning and will offer students an interdisciplinary curriculum as their foundation. Our freshmen will be enrolled in our Humanitas Futures Academy, which is designed to support their transition into high school. Prior to their matriculation to tenth grade, and after having been sufficiently educated about them, students
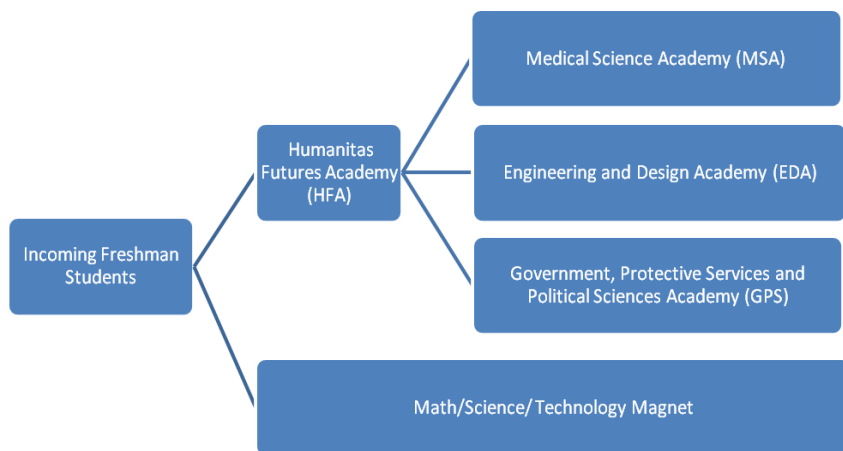
will choose one of these Academies (Diaz-Maggioli, 2004). We will also continue to operate our Math/Science/Technology Magnet School, which was rated "Excellent" according to LAUSD's Academic Performance Meter. All of these entities will be available to English Learners and Special Education students and improved supports for both populations of students are embedded throughout the structure. Each Academy and the Magnet will maintain a high degree of rigor, foster positive character development, and cultivate feelings of connectedness. So as to ensure our success in this undertaking, we will establish a system of professional development that is driven by data.

ACADEMIES AND MAGNET

Humanitas Futures Academy (HFA)

In order to carefully **build systematic, robust transitions for freshman students,** we explored this issue by conducting an extensive survey of students and parents. The survey results indicated widespread agreement with the analysis that the freshmen require relevance in their classes and need structured, intensive support. .

The Humanitas Futures Academy will ensure an effective transition from middle school to high school, one that supports the whole child, educates families and engages parents and guardians in the education of their children. The over-arching purpose of the HFA is to instill a feeling of belonging in the incoming freshmen, and to constantly reinforce that these students have a place here and that they have teachers who are advocates, who respect them, and who expect them to have a successful four years at SFHS. The freshmen will find comfort in knowing that they can rely on a team of teachers who know and support them.

Instruction will be project-based, thematic and interdisciplinary. The curriculum will also be dedicated to grade-level mastery of reading and writing and focused on all students successfully transitioning to one of the other three SFHS Career Academies as they matriculate into tenth grade and graduate from high school within four years.

During the summer, the Academy Leadership will sponsor a Humanitas Futures Academy orientation where critical information regarding graduation and college requirements and the myriad academic, social and health services (see Appendix B), available on and off campus will be presented to ensure each student's success. Each student will have been pre-enrolled in classes and will meet with his/her cohort of team teachers and student mentors on that day.

The HFA teaching cadre will implement a number of strategies that will provide the instructional rigor and personal support required by our freshman students:

- The HFA teaching cadre will commit to staff development in the summer, in partnership with LAEP, for the purpose of training teams of core teachers by cohort, to plan and to develop project-based, thematic, and interdisciplinary units and lessons. This training will continue throughout the school year with the commitment to two hours of PD weekly.

- National Board Certified Teachers and Department Chairpersons, utilizing the "Teachers College of Columbia University Lesson Study Research Group" program, will concurrently assist faculty in calibrating lessons and the successful implementation of "Lesson Study."

- The Master Schedule will be created using the guidelines proposed by the "UC Berkeley Career Academy Support Network" to ensure that all students are programmed properly and that teacher teams are provided with additional planning time.

- The HFA teaching cadre will take the role of onsite adult advocates and will commit to oversight and intervention of their shared students regarding attendance, grades, and discipline.

- Parent updates will be routine. Core cohort faculty will share a daily updated, parent- and student-accessible website listing syllabi, homework, timelines, and contact information.

- Advisory will be a haven for each student, focusing on each student's "Future Plan" and portfolio, serving as evidence of preparation for success in the transition to an upper-level Academy and a post-secondary future.

In sum, students in HFA will have a minimum of four adult advocates prepared to deliver a rigorous, connected curriculum based on mastery of reading and writing, and committed to the success of each student.

When our freshmen complete the rigorous curriculum of the HFA, the will choose from three themed Academies (Gladden, 1998) that are built on **increased instructional relevance and build meaningful connections between students and the school.** Based on surveys and meetings with students and parents, there is considerable interest in the following career areas: medical science, government and protective services, and engineering and design. We also considered the post-secondary implications of our academy selections by consulting the Occupational Outlook Handbook (Bureau of Labor Statistics, 2012) to guarantee that our academies would guide students into growth areas. What follows are descriptions of each of the three Academies designed specifically to meet those interests, as well as the description of our highly rated Math/Science/Technology Magnet program, in which we will continue to offer students the opportunity to enroll.

Engineering and Design Academy (EDA)

The goal of the Engineering and Design Academy (EDA) is to provide a rigorous and relevant curriculum that introduces students to a variety of engineering and design fields. Students will graduate from high school ready to begin careers and prepared to enter post-secondary studies associated with the many domains of engineering and design. Minority groups are currently underrepresented in the engineering/design arenas. The EDA aims to tackle this disparity by training their students in problem solving and inquiry-driven instruction. Students will apply scientific principles to produce practical yet innovative solutions to a number of relevant local, national and global concerns. Solid partnerships with community agencies/businesses and post-secondary institutions will provide our primarily Latino students with additional opportunities beyond the classroom to connect with the engineering and design sphere. Teachers, counselors and administrators within the academy will effectively engage community partners and utilize appropriate professional development aimed at preparing students to enter the high-demand field of engineering and design.

The curriculum of the EDA will focus on sequential Career Technical Education (CTE) and/or Regional Occupational Program (ROP) elective courses linked with core academic courses designed to produce "hands-on"/"real-world" culminating projects. Linked Learning among CTE and core classes has proven to increase math and science competency as measured by standardized tests. Project-based learning also enhances student engagement and improved academic achievement through increased relevance and applicability. The EDA will focus on the following CTE industry sectors: Engineering and Design, Building Trades and Construction, Energy and Utilities, and Transportation. Students will have a choice of elective CTE courses that target the aforementioned industry sectors:

- As sophomores, students may enroll in: Computer Aided Design I (CAD1), Bench Carpentry, Construction Work I, and Auto Mechanics I.

- Junior year offers a continuation into more advanced CTE courses including: CAD2, Carpentry, Construction Work II and Auto Mechanics II.

- Senior year will include the following capstone courses within the three-year CTE pathways: Advanced CAD (3-D Design and Prototyping), Wood Machine Operation, Construction Work III and Auto Mechanic III.

- Students may also choose to enhance their CTE experience with a Robotics course or a "green" themed elective course such as Environmental Science.

Community Service Projects utilizing Architectural Preservation and beautification methodologies will also enhance the student experience in this Academy. Additionally, many leadership activities and skills level events will be maintained by active participation through a school-based SkillsUSA chapter.

Within the San Fernando Valley and the greater Los Angeles areas are a number of active post-secondary partners who currently engage with the San Fernando High School students and staff. The EDA intends to fully utilize and strengthen these existing resources while continuing to expand into new community, business and post-secondary opportunities for our students. Los Angeles Mission Community College (LAMCC) offers community events such as "Noche de Ciencias," where students, parents and other community members are exposed to the college's new STEM (Science, Technology, Engineering and Math) program. LAMCC has already provided a number of outreach and professional development opportunities for the San Fernando High School staff. However, the strength of LAMCC's STEM program lies in its support of incoming students and its prevention of community college disengagement and discontinuation, thus ensuring STEM students transfer to four-year universities. Other post-secondary partners include Pierce Community College, which has teamed with the Los Angeles Unified School District and San Fernando Valley Green Team in offering local area high schools summer enrichment courses in Energy Auditing. EDA students will also be encouraged to further their studies via course offerings at the various Occupation Centers, including Electrician Fundamentals, Photovoltaics, and Automotive Technology.

State and local utilities as well as governmental institutions also have a strong connection to the EDA. The Los Angeles Department of Water and Power (LADWP) provides field trips to their Power Line Training Center while also working with the City of Los Angeles in offering our students paid summer internships. Several Trade Union Apprentice Training Programs also offer summer work programs for students. The state of California Department of Education (CDE) likewise offers support of our students in the form of two California Partnership Academy (CPA) grants that demand linkage among the core academic courses and CTE electives. The two existing CPA grants--Clean and Green, and Transportation--provide additional funding that is used for remediation and enrichment of students as well as professional development of teachers/staff.

Although the EDA has many strong connections to a number of community business, post-secondary, and governmental partners, we aim to increase our connections with the trade unions, municipal utilities, engineering architectural societies and four-year universities to provide our students with comprehensive exposure to the vast opportunities within engineering and design.

Teachers, counselors and administrators in the Engineering and Design Academy will need "refresher" professional development in a variety of instructional and curricular practices, such as interdisciplinary/thematic lesson planning, Linked Learning and Project Based Learning (PBL) The EDA staff will also need specific training in STEM in order to be up to date with

current national standards. As the Common Core Standards are implemented across all school districts, professional development will focus on literacy across curricula. EDA teachers will also employ and thus be trained in additional "technical writing" as it applies to the engineering and design fields.

Government, Protective Services, and Political Science Academy (GPS)

The Government, Protective Services and Political Studies (GPS) Academy will prepare our students to be thoughtful advocates, involved and informed citizens, and stewards of democracy. The teachers, students, staff and partners within GPS will be committed to exploring the concept of justice, bridging students' classroom skills into the community, and fostering success in a career or advanced studies. Through the establishment of rigorous, relevant curriculum and community partnerships, students will gain self-reliance and academic skills to pursue careers in education, counseling, politics, community improvement, law and protective services.

GPS will focus on three career pathways utilizing core classes, thematic electives and community partnerships to support youth in meeting their goals.

The Stewardship Pathway will engage students interested in exploring the fields of teaching, counseling and social work. They will begin in our Careers with Children CTE classes, building a foundation to understand and support the needs of children, and matriculating into advanced classes which mentor and tutor at neighboring elementary and middle schools and supervise community day care. As students progress through their studies, they will participate in psychology classes and advanced ethnic and class studies to investigate the sociological aspects within their respective fields of interest. Whenever possible, these latter classes will partner, via dual enrollment, with community colleges to expose our students to the rigors of college-level work. Teachers within this cohort will capitalize on community partnerships to allow students to develop leadership and academic skills while exploring career options. Our students will have the opportunity to cultivate skills and improve their community by mentoring and tutoring youth at Maclay Middle School in partnership with Friends of the Family; tutoring at San Fernando Middle School in partnership with Beyond the Bell and Los Angeles Education Partnership; working as teaching assistants at O'Melveny Elementary School; as well as providing childcare services at Los Angeles Valley College. Students interested in social work may volunteer and job shadow through local service agencies like El Nido, Friends of the Family, and the Unusual Suspects.

The Political Studies Pathway will engage students who are interested in pursuing careers in politics, governance, and community-organizing. Students within this cohort will be immersed in a curriculum that fosters intellectual growth and prepares them to assume their future roles as thoughtful citizens and compassionate leaders. Teachers will embed within their assignments questions and activities that allow students to explore justice, civic engagement, and principles of democracy. Students will participate in units and classes studying ethnicity and class, urban planning, and ethics. As in the other GPS pathways, this pathway will partner with community colleges to offer dual enrollment. GPS teachers in this academy will incorporate out-of-classroom partnerships with local politicians and community organizing agencies such as Pacoima Beautiful and the HOPE Youth Leadership through Literacy program. They will also provide academy students with volunteer and internship opportunities, as well as the networks to personally evolve, successfully compete for college admission, and affect positive change in their community.

The Justice and Forensics Pathway will engage students interested in protective service careers, in such areas as the military, law enforcement, and jurisprudence. Students in this cohort will be involved in a curriculum that cultivates their skills as critical thinkers and socially minded leaders. By taking courses having to do with law and social justice, students will more likely become more conscientious leaders, able to address problems in a more judicious and rational manner. Teachers will cultivate partnerships with the SFHS Alumni Association, MALDEF, Mission College, and local police departments to provide students with internships, job shadowing opportunities and fluid articulation to college and careers.

To facilitate competitive student learning and to ensure that our students succeed in high school, are prepared for college/careers, and graduate able to wisely pursue long-term goals, academy teachers will incorporate interdisciplinary lessons. Within GPS courses, students will identify, address, and offer solutions to current societal and governmental issues using multiple learning strategies. Teachers will also embed geo-political analysis into their lessons. As GPS prepares students to enter fields of public service, teachers will employ at least one of the following learning projects in the classrooms per term: debates on social issues, mock trials, election analysis and mock political debates, analysis of local and global economies, and letter writing campaign and/or host a City Hall meeting. Furthermore, GPS will house extra-curricular forensics clubs to provide youth with more opportunities to explore their interests.

As the academy empowers youth to become the next generation of community leaders, GPS will have a distinct governance structure to maintain the integrity of career-pathways, distribute leadership, model effective governance to the students, and engage all stakeholders. Partners and parents will be encouraged to attend academy planning meetings and professional development as appropriate. A minimum of three Student Leaders will be elected GPS officers and student advocates to ensure that the academy is responsive to student needs. A head teacher for each career pathway will maintain the integrity of the program and staff and cultivate creative and classroom-embedded partnerships. The GPS lead teacher is responsible for ensuring that academy-wide policies and practices are implemented; arranging professional development training; supporting pathway head teachers and partners; promoting academy distinction, unity and rigor; and planning academy wide events, speakers, programming and culminating events.

Medical Science Academy (MSA)

According to the Bureau of Labor Statistics, healthcare and related industries will add 3.2 million new jobs between now and 2018. They also project that ten out of the twenty fastest growing occupations in the US between now and 2020 will be in similar fields. These jobs vary in terms of the skill levels and amount of post-secondary education required, but the San Fernando High School Medical Science Academy (MSA) will ensure that all students have the necessary tools to succeed in life beyond high school. By instilling elements of collaboration and accountability, along with effective strategies, practices, programs, and policies, MSA will create a powerful learning environment for all students.

MSA will foster scholars who will gain knowledge about all of the fields in Medical Sciences through a rigorous curriculum that facilitates learning in and outside the classroom. Each student will certify in CPR and First Aid, and will be thoroughly versed in medical technology. Students will become advocates for a healthy community while participating in their own education.

The curriculum is designed to offer thematic learning opportunities for all students as they examine the various academic and professional aspects of the medical science field. In addition to their core classes, students in this academy will also be involved in a sequential curriculum that builds from 10th to 12th grade. Sophomores will be enrolled in Medical Terminology and Health Careers, which are both one-semester classes. Juniors will choose between taking Hospital Occupations or Nutrition and Culinary Arts for one year. In their senior year, students will have the opportunity to focus on a more specific aspect of Medical Science, and will pursue taking a path geared toward Patient Care (Physiology), Lab Science (Biotechnology), or Nutrition (Advanced Culinary Arts). The curriculum will familiarize students with an array of opportunities that exist in the field of medical science, while providing them with a well-rounded education.

Students will be encouraged to join Health Occupations Students of America (HOSA), a nationwide Career Tech Student Organization (CTSO) that provides students with experience in leadership and public speaking. Their experiences with HOSA will ensure them with the opportunity to participate within a larger community of students interested in a similar field. At the same time they will sharpen their own skills in becoming effective communicators and critical thinkers by participating in events related to emergency preparedness, leadership, health science, and teamwork.

The Academy will strengthen partnerships with local medical science organizations, such as Valley Community Consortium, Holy Cross Hospital, Kaiser, and UCLA. An on-campus entity, Health Corp, will assist students in organizing an annual Health Fair and increasing student awareness of healthy lifestyles. Our community partners will provide guest speakers to motivate students and to address various topics related to Medical Science. Parents will also be invited to attend workshops designed more specifically for them, such as those that focus on critical thinking, health education, and medical career opportunities. Their feedback will assist in planning future workshops.

Students will also have the opportunity to take college classes, such as nursing, on campus for dual enrollment credit with Los Angeles Valley College. In addition, students will interact with professionals through internships and job shadowing.

MSA will take the lead in offering drug enforcement and accountability education programs such as Narc-Anon, small group interventions offered by the Tarzana Treatment Center, and the Total Family Support program, including special town hall meetings for both students and parents. San Fernando Neighborhood Partnership (SFNP) will provide invaluable support in these endeavors.

Furthermore, guest speakers, many of whom are San Fernando High School graduates serving as critical role models, will forge student identity and provide them with an understanding of the field of Medical Science and how it relates to all of their high school courses. In addition, community partners and HOSA representatives will explain their programs and expectations to the students, faculty and other stakeholders, culminating in a shared vision.

As a result of implementing these strategies, students will graduate from the MSA fully prepared to succeed in both academic and business environments related to the medical field of the 21st century. They will be well prepared to pursue a career, or a course of further study, in medical science and related fields.

Math/Science/Technology Magnet

The SFHS Math/Science/Technology Magnet has served the students and families of our local community for over 2 years, providing a rigorous, college preparatory curriculum. The culture and climate of the Magnet focuses on academics, involvement, belonging, and pride. All students are expected to take an active role in their education, reflect on their progress, and make connections between themselves and the world. All students develop a post secondary plan and are fully prepared for the college experience upon graduation.

There are multiple support mechanisms in place to ensure each student's academic and post secondary success, as the Magnet Coordinator, Magnet Counselor, Magnet Office Assistant, and faculty closely monitor daily attendance and grades. In addition, freshmen experiencing difficulties are partnered with an upper level student mentor. The Magnet liaises directly with the SFHS college center on and off site, comprehensive support concerning college applications, scholarships, and grants. All Magnet students have full access to the many successful sports programs and extra-curricular activities offered at the main school, as well as support from our numerous Community Partnerships (see Appendix).

The following information notes the successes of the Magnet Program:

- CAHSEE first-time pass rate for ELA is 100%, and for math, 99.4%

- The graduation rate is currently 95.2%, and has fluctuated between 92% and 99%.

- Typically 90% of seniors matriculate to college.

- Our CST Proficiency rates are 71.3% for ELA, 35.9% for Math, 60.7% for Science, and 54.6% for Social Studies.

- Our attendance rate is consistently over 98%.

Parents have a strong connection to the Magnet and a desire to play a larger role. The Magnet Coordinator and Magnet teachers will work collaboratively to create a PTA program and invite parents to volunteer on campus.

As new faculty members are added to the Magnet family, they will be paired with veteran teachers to ensure a seamless transition. We envision professional development as an opportunity to engage in long-term planning, reflection and adjustment of existing practices, as well as exploration and execution of ideas to encourage more students to apply to the program. Some of the Magnet interdisciplinary projects include a graphic arts festival and poetry readings. We will expand interdisciplinary lesson planning so that students apply their learning in real life situations. Feedback from students and parents will be solicited and encouraged to aid teachers in improving the program.

INCREASING STUDENT/SCHOOL CONNECTIONS

In order for schools in areas of high crime and poverty to support youth in achieving academic success, they must create systemic approaches that effectively utilize the resources of families, school staff and the community (Carrion, 2011). San Fernando High School teachers and administrators believe that the Community School model affords the best possibility to do so, given that it engages all stakeholders and specialized partners in support of the whole child by focusing on behavioral health, family engagement, character development, and leadership cultivation, as well as by enabling school pride. By partnering community organizations, parents, and businesses with teachers and students, we will ensure that our strategies are aligned

and relevant to student needs. Because it facilitates the creation and expansion of such support networks, the Community School model provides the best opportunity for our students and their families to flourish.

We will begin the process of partnering teachers with area organizations by deepening those associations that already exist. Currently, we enjoy relationships with more than 30 outside organizations that specialize in advising students in such areas as college preparation, character building and leadership development, and which are also able to provide behavioral support and intervention services. By taking advantage of these resources, students, with adult guidance, will have opportunities for character development during and after the school day (see Appendix A and Appendix B).

To provide for the most effective whole-child support, teachers and partners will collaborate to ensure that the resources on campus meet the varied interests and needs of our students. With a wide array of services and activities that we will establish, character development will be cultivated in a number of ways. These include the benefits students will derive from Advisories that have been carefully constructed to suit their needs and from daily interaction with adults who have a better understanding of what those needs are. They will likewise benefit from opportunities to join peer-to-peer mentoring networks that support transitions into high school as well as into college and careers. Differentiated ACE leadership training for specialized populations will also be available during the school day and will include meaningful follow-up activities. Students will also receive assistance in the creation and maintenance of a portfolio that will prepare them to meaningfully participate in mock job interviews conducted by our business partners during their senior year. Preparation for this culminating activity will greatly assist students in understanding how their high school experience relates to their post-secondary goals.

Of course, merely providing students with such opportunities is not enough. It must be accompanied by outreach to and support of students and their families that is deliberate and strategic. It is also critical for adults to be aligned in their vision and practice in order for students to thrive. To that end, all stakeholder groups will collaborate in their efforts to make sure that the academic and character needs of students are met. Such collaboration will be made possible by the establishment of multiple work groups, such as COST and Resource Council. Teacher cohorts will also be created to ensure that the needs of the whole child are addressed.

The role of the Coordination of Services team is to share strategies and resources to support our highest-need students with intensive, personalized intention. Students are often referred to services through this body. Its membership is comprised of LAUSD employees and school partners who provide services under No-Cost MOUs, as well as the "in-kind" services of the District, to include counselors, deans, administrators, nurses, behavioral health providers, community school coordinators, and probation officers.

The **Resource Council** brings together all stakeholders and focuses on providing shared time for community partners to strategize on how to best support the broadest range of students and their families on campus and in the community. Our community partners currently provide a high level of support to over 43% of our students The Council develops strategies for the distribution

of resources and programs, so that the greatest number of students are holistically supported. The Council's coordinator will produce and distribute a monthly newsletter and develop other channels of communication so that faculty, parents and students are well aware of the resources that are available at any given time.

FOCUSED SUPPORT FOR EL AND SPECIAL EDUCATION STUDENTS

In order to **provide effective support for English Learners,** the San Fernando High School community will fully embrace the six guiding principles for educating English Language Learners in the LAUSD English Learner Master Plan (Los Angeles Unified School District, 2012):

- English learners are held to the same high expectations of learning established for all students;
- English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students;
- English learners are taught challenging academic content that enables them to meet performance standards in all content areas, consistent with those for all students;
- English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels;
- English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural background of the students; and
- the academic success of English learners is a responsibility shared by all educators, the family, and the community.

We believe that it is essential for us to challenge our ELs to think critically, and that we give them access to the same curriculum as their proficient English-speaking counterparts. In order to accomplish this, we will provide ELs with purposeful, research-based instructional support. During our Professional Development over time, we will master the fundamentals of the A+RISE Program (Pearson, 2010), which consists of research-based instructional strategies designed for ELs, and which was first introduced to our faculty in 2008. Teachers will thus 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 described include reading and writing techniques, ideas for facilitating cooperative learning, methods for utilizing linguistic and non-linguistic representations, scaffolding techniques, suggestions for teacher modeling, and ways to achieve higher order thinking. In addition, teachers will be trained to work cooperatively in designing lesson plans that address the needs of EL students by incorporating language-development objectives in their approaches to teaching content. EL students will benefit from having teamed teachers who will deliver a rigorous thematic based, interdisciplinary curriculum.

We are also committed to **providing effective support for students receiving Special Education services,** including the following strategies:

- General education faculty will have access to individual IEPs on the first day of the semester to immediately accommodate specific student needs. The Special Ed

department will assist in identifying the maximum number of students capable of mainstreaming into general education classes.

- We will use 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.

- Prior to instruction, Special Ed aides will be familiar with the curriculum so that they are able to better assist Special Ed students in meeting learning objectives.

- Because many of the sheltering techniques that are part of SDAIE methodology also support Special Education students (Marzano, Pickering & Pollack, 2001), all teachers will receive training on those elements and universally apply them in their classrooms.

- We will provide structured support for students to maximize their achievement on standardized tests. We will provide intervention classes in math and English to help students with CAHSEE preparation. Qualified students will be given the CMA (California Modified Assessment) rather than the CST, and accommodations will be provided when warranted. Additionally, to lower students' affective filter, testing of Special E students will take place within the familiar environment of Advisory.

- Special Education students will have increased enrollment in mainstream classes.

EFFECTIVE, DATA-DRIVEN PROFESSIONAL DEVELOPMENT

As the description of these Academies and our intentions with regard to our EL and Special Education populations make plain, we recognize that there is a real need for the San Fernando High School community to increase the rigor of classroom instruction, while at the same time increasing its relevance to students. The successful implementation of interdisciplinary, thematic instruction espoused by each Academy will require that faculty participate in professional development that differs in both quantitative and qualitative terms. One change will require that faculty commit to one additional hour per week of training. Another will be to plan trainings prior to the beginning of the school year and to focus on what we can do in the short term to achieve long-term objectives. More particularly, these trainings will pertain to the development of project- based thematic, interdisciplinary units with lessons keyed to a CTE pathway and supported by community partners. In order to generate increased student engagement, teachers will be provided with staff development on how to connect CTE material with state standards.

Inasmuch as ELA standards will be reinforced in all classes in conjunction with the implementation of the Common Core standards, training faculty in "Lesson Study" will assist them in determining the efficacy of lessons over time, as will instruction related to the collection and interpretation of data. For this instruction to yield the desired results, it is imperative that the data be relevant, valid, and actionable. We will improve the quality of ELA-related data analysis in these regards through a greater reliance upon our school-based ELA benchmark assessments, used in conjunction with the District's Periodic Assessments. We believe these tests are responsible, in part, for our students' improved performance on the ELA sections of the CAHSEE and the CST due to their closer alignment to these two assessments. To ensure that our curriculum is closely aligned to the Common Core standards as they are more widely disseminated, ELA staff will regularly spend a portion of their PD time making revisions to its

benchmark assessments as it deems necessary. It is our intention to apply for a waiver allowing us to substitute our ELA assessments for the District's Periodic Assessments.

Continuous and collaborative faculty reflections on lessons will be part of a rigorous calibration process based on Bloom's Taxonomy and will ensure that instruction is much more rigorous. These measures contrast sharply with past practices. In reviewing the agendas and feedback forms from the last three years of professional development, it is evident that faculty meetings were largely underutilized. This is because a significant portion of the time was devoted to explaining procedures such as the implementation of district- and site-based assessments, as well as in facilitating "sage-on-the-stage" presentations that included little or no discussion of what implications these so-called "best practices" might have on actual practice. A shift to the Professional Learning Community mindset (DuFour, 2004), wherein teachers work in subject- or Academy-alike groups to explore areas of concern and search thoroughly for solutions, will result in establishing a more effective and focused approach to improving instruction. All of this underscores our belief that there is a need for a school-wide cultural shift that focuses on collaborative evidence-based analysis.

This shift in mindset applies to students, as well, and will be of similar benefit to them. The cornerstone of the rigorous Common Core State Standards (Common Core State Standards Initiative, 2012) is textually-driven analysis in support of claims. It is further aligned with the needs of students in the 21st Century (Partnership for 21st Century Skills, 2012). As noted above, students' perceptions of their qualifications for college are often disconnected from the reality presented in other data. By learning to mindfully collect and track their own performance data, they can take ownership of their learning and thereby build the confidence and resilience that they will need to succeed in the future. This data will be stored in portfolios that students will work on throughout their high school years, and which are described in more detail below.

Faculty will also be required to assemble their own portfolios in accordance with the precepts of the Teaching and Learning Framework (TLS, 2012), which identifies planning and preparation, professional responsibilities, classroom environment, and instruction as four essential domains that teachers need to be ever-mindful of. In the development of their portfolios, faculty will be expected to articulate how the artifacts they've collected evince the utilization of ideas developed during PD to improve classroom instruction. Portfolios will be monitored on a regular basis to ensure that school-wide policies and strategies are being implemented in every classroom. So as to ensure that all PD time is devoted exclusively to student achievement, all announcements and mundane matters of business will be communicated via the school website.

Lastly, the Master Schedule will be jointly developed months prior to the school year start by the ASPCS, lead teachers, and department chairs to assure the maximum degree of Academy purity possible is achieved with respect to all faculty/student cohorts, as this is absolutely essential to the success of our school reform plan .

Given the sweeping nature of these institutional changes over a period of years, we fully expect that they will foment a similarly significant and positive transformation of the teaching philosophy at our school, which is critical to its future success. We anticipate that some faculty will be unwilling to adapt to such changes at first, but we are confident that, with the support of their peers and school leadership, they will come to realize that the so-called "tried-and-true" methods of traditional instruction, especially when carried out in isolation, are not effective and are therefore no longer acceptable for our school community. We have faith that all faculty will

dedicate themselves to investing more time, passion, and creativity in collaborating with peers to create the school that we envision. Our Academies will have a rigorous, relevant curriculum, as well as clean cohorts of students and teachers, and each child will have multiple adult advocates on campus to assure their success. As educators, we will be unified in our commitment to continually collaborate in the refinement of our craft, with minds open to novel yet well-researched approaches to achieving better student outcomes, and dedicated to the proposition that each child has the capacity to succeed.

C2 Describe the culture and climate (academic and non-academic) that are central to turning around your schools and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

Central to the turnaround of San Fernando High School is the need to fundamentally change the culture and climate of the school. To fully implement the six principles of our instructional philosophy, it is imperative that we first establish a pervasive and unifying spirit of collaboration. Our faculty members understand that our instructional efforts cannot succeed in isolation, and that we need to involve each other to a much greater degree in making decisions about our students and about the courses we teach. Similarly, administration and faculty recognize that we need to work together more effectively to accomplish our common goals, including having supportive conversations related to continuous classroom observations. We accept that these stakeholder groups should determine comprehensive targets. Moreover, in recognition that subject-specific knowledge must be understood in relation to a wide variety of other academic disciplines for it to be applied in a post-secondary environment, our departments embrace the practice of interdisciplinary collaboration and of establishing a school-wide curriculum that is meaningfully interdisciplinary in nature (Diaz-Maggioli, 2004).

With further regard to the importance of collaboration, we are committed to establishing opportunities for mutual edification. Faculty, administration, and staff acknowledge that vast amounts of valuable practical knowledge exist beyond the gates of the school in the homes and businesses of the community, and that collaboration with these local entities can greatly enhance the effectiveness of classroom instruction (California Department of Education, 2002; Darling-Hammond, 2012). As such, we recognize the need to provide numerous and varied opportunities for family and community involvement. Finally, we have a better appreciation of the need to include the students themselves in the planning and delivery of instruction (California Department of Education, 2002). To achieve these goals, relationships among staff, students, parents, and community partners will be mutually supportive and respectful. In this way, the environment at SFHS will be one in which all parties are welcomed and valued.

A second change that must occur is the development of a mindset among all faculty which values the insights that quantitative and empirically based data provide in addressing student needs. SFHS staff recognizes the importance of data analysis as a highly valuable complement to the more traditional qualitative measures which many of us have primarily relied upon in the past (Darling-Hammond, 2012). We understand the value of utilizing a wide range of data types and of knowing the purpose of using specific data. We understand that reflection is necessary for us to benefit from data collected, and therefore, we will engage in data analysis on a regular and continuous basis and involve all stakeholders. All faculty members will have a clear

understanding of how critical it is that students be given regular opportunities to exhibit their knowledge and understanding in ways that develop their speaking and writing skills, and that encourage their utilization of academic vocabulary (California Department of Education, 2002). Teachers of math and science, for example, embrace the principle that students need opportunities to speak and write meaningfully about the material they learn in those fields. All SFHS teachers correspondingly appreciate the importance of providing students with opportunities to speak, read and write "across the curriculum."

SFHS faculty are also more mindful of our responsibility to serve not merely as imparters of subject-specific information, but as mentors and guides who enable students to take advantage of opportunities that exist beyond their secondary school experience. All faculty members appreciate the importance of providing meaningful feedback in a timely fashion, as well as in helping students set goals for their personal development. We are cognizant, as well, of the importance of keeping current with the many meaningful career and post-secondary educational opportunities available to our graduates and of imparting the necessary skills to students so that they are successful in their post-high school endeavors. SFHS faculty better understand the importance to students of acquiring hands-on, project-based learning experience in preparation for their entry into the workplace and higher education, and appreciate how community partnerships can meaningfully supplement the instruction that students receive in the classroom. We also understand how important it is that we model and foster an attitude that emphasizes the benefits and satisfaction that can be derived from learning. Teachers here are cognizant, moreover, of the need to model traits that are required of those employed in the 21st century workplace or enrolled at post-secondary educational institutions. We will thus be mindful of the importance of modeling clear norms of behavior, such as being well prepared, punctual, thorough, and appropriate in terms of one's interpersonal relationships. We are also aware of how important it is to model our commitment to performing our professional and civic responsibilities.

All of these acknowledgements reflect the importance we lay upon a culture that puts students first. Such a culture is one that seeks to accurately assess their interests and needs in a timely manner and to address them in caring and creative ways. We are especially committed to reengaging students who become disengaged. The culture we seek to establish, moreover, is one that provides students with suitable options, such as those that facilitate enrichment, that engage them in decision-making, and that continually provide them with guidance and support: all of which must be done while keeping the needs of each student at the forefront. The culture we envision is one that challenges students at a high cognitive level in culturally relevant and differentiated ways. It promotes student self-regulation that abides by societal norms, as well as risk-taking that is appropriate in an academic environment. It is a highly personalized one where teachers know their students very well and genuinely prepare them for their future success. SFHS faculty will accordingly have high expectations, both in terms of their students' performance as well as their own. Finally, the culture we intend to establish is one that promotes curiosity and inquiry into the various facets of our heterogeneous and democratic society.

C3. How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

First and foremost, in order for all stakeholder groups – consisting of faculty, staff, students, parents and the school community at large – to effectively implement the various elements of our instructional philosophy and turnaround plan, we must ensure that our plans are well understood and accepted. We will do so by making sure that all parties fully comprehend that the primary purpose of the plan is to fundamentally reform our collective approach to educating students to more fully meet their needs. We will then familiarize all of our stakeholders with the basic elements of the plan, the rationale behind it, and the specific approaches it entails, which we believe will result in vital improvements being made once fully implemented. Additionally, we must ensure that members of the various stakeholder groups are made to genuinely feel that they are equal partners in this enterprise. Toward that end, all parties will work collaboratively in a process that will establish and maintain effective communication links among them and their various counterparts. It is important to note that this process has actually already begun, as individuals representing each of the above-mentioned groups have actively participated in the creation of our PSC 4.0 plan. These participants will continue to play a key role in disseminating information and generating enthusiasm for our school turn-around plan.

It is also worth noting that one hundred percent of our faculty members provided authentic input at each phase of our plan's development and that they regularly convened after school to do so. All faculty members received regular feedback, in turn, with respect to how the plan was evolving and have agreed to support its implementation. Individuals representing staff, students, parents, and community partners also provided regular input that has been incorporated into our plan. With respect to parents, in particular, in order to ensure that all of the members of this important stakeholder group feel valued as equal partners, we will invite them to attend regularly scheduled grade-level meetings where they will be introduced to strategies that will enable them to provide home-based educational support for their children. They will also be introduced to school-based personnel with whom they may correspond or visit in person to obtain support particular to the needs of their child. To further ensure that parents actively participate at school and in their children's education, we will do everything possible to make parents feel welcome on campus, beginning with the simple requirement that all personnel cordially and respectfully greet our parents upon their arrival. We will also take care to inform them about upcoming important events and to provide them with regular training that both enhances their parenting skills and makes them feel invested in the school as equal partners. To bolster our prospects for success in this area, we will train our school personnel to make parent concerns a priority and to work with parents as equal partners.

With further respect to personnel training, we will provide our faculty with weekly extended Professional Development sessions designed to equip them with the pedagogical and methodological knowledge required to fully and successfully implement our plan. Moreover, faculty and staff will be mutually supportive by virtue of the daily collaboration expected of them, which will in turn facilitate improved and more frequent communication among stakeholder groups, which is vital for our plan to succeed. For their part, administration will share instructional leadership and consistently and effectively facilitate the implementation of our school plan by faculty and staff. They will be prepared to embrace change and have a full understanding of the implementation process.

As for our students, we will convene them by grade-level to make sure that they understand our plan and how it reflects the goal of the entire school community that they achieve academic, social, emotional and behavioral success so that they graduate from high school in four years,

prepared to pursue their college or career goals. Once they have been so apprised, all students will recommit to their own education, reflecting our own commitment that our students feel empowered about their education, hopeful about their future, and eager about facing their challenges.

As with our other stakeholder groups, our School Community partners have meaningfully and continuously contributed to the creation of our school plan and have committed to assist with various specifics of its implementation. We will create new partnerships with neighboring businesses and organizations in addition to expanding those that exist so as to secure the resources our students and their families need to be successful. More particularly, we will form partnerships with such outside entities that engage in activities related to the themes of our Academies. These partnerships will help us establish internship and job opportunities for our students.

Immediately before the full implementation of our school plan, we will hold a massive celebration to commemorate the re-launch of San Fernando High School. It will be preceded by a re-launch countdown, and will include a contest that rewards the best student designs for Academy logos. We will arrange for the local city newspaper, *The Sun*, to announce the date of the celebration as well as to cover the event so that the community at large will be well informed about the official start of our plan's implementation. The event will be a festival open to the entire community, with stations established throughout the school to provide stakeholders with specific information about the implementation of our plans for bringing about the school's transformation. Students, teachers, staff, parents, administration, and our community partners will utilize a variety of media to facilitate understanding of our plan, particularly with respect to our instructional philosophy and the respective components of our plan that each stakeholder group will be responsible for implementing. The event will celebrate *Tiger Pride and Excellence* in order to ignite passionate support for what should be regarded as nothing less than a fundamental reimagining of San Fernando High School and its potential to successfully educate its children.

D1. How will you monitor the implementation of your proposed turnaround efforts?

Academy Lead Teachers will ensure that the master schedule is as pure as possible months prior to the opening of the school year, with team-teacher cohorts sharing specific cohorts of students, as this is critical to our success. We will monitor the implementation of our Professional Development by reviewing the evaluations that teachers complete after each PD session. Per such teacher feedback, we will modify our PD to align with the evolving needs of our teaching staff. In addition, Administrators, Department Chairpersons, Academy Lead Teachers, the Bilingual Coordinator, the Math Coach, and parents will conduct regular classroom visitations to ensure each Academy is making acceptable progress in the implementation of its strategies. The data collected on the visitation form, which will be approved by all stakeholders, will be regularly reviewed to monitor whether teachers are implementing elements of the reform plan, particularly with respect to our school-wide instructional practices. Teachers who are not making progress will be provided with specific support systems, including modeling by master teachers, and will be subject to the Peer Assistance and Review program. Moreover, administration will regularly meet with teachers to monitor their progress in completing their teaching portfolios and to provide necessary supports so that each teacher realizes growth in all

four instructional areas. By the end of the 2013-2014 school year, all faculty members will have completed full training on interdisciplinary lesson planning, as well as mastered a full complement of SDAIE techniques. In the spring, we will commence the calibration of the lessons developed by teacher teams responsible for constructing themed unit plans. Since Lesson Study involves long-range analysis, we will engage in that activity beginning in the fall of the 2014-2015 school year in order to identify which of the lesson-construction strategies that were implemented in all classrooms proved to be the most effective.

HFA faculty teams will measure the success of our 9th Grade Humanitas Futures Academy by closely monitoring student performance on relevant and real-time formal and informal assessments and on the 1st, 2nd, and 3rd progress reports each semester. They will diligently work with those students who earn D's and F's to improve their performance (Marzano, 2003). This will involve collaboration among teachers, parents, students and our school community partners to ensure that all underperforming students receive special assistance, such as After-School Tutoring, in order to achieve proficiency as determined by state and district standards with respect to the material they are studying. Toward the same end, we will monitor student performance on school-based benchmark assessments and will similarly provide intervention services, including group tutoring focused on specific strands identified by the students' actual classroom teacher as areas needing special attention. Such intervention programs in English Language Arts, mathematics, and science will allow for the re-teaching of material that students with below-basic and far-below-basic skills may have difficulty comprehending. We will also monitor 9th grade attendance on a monthly basis and refer students with excessive absences to specific school-based personnel who will provide one-on-one support to them and their families.

At the beginning of the 2013-2014 school year, we will have a master schedule that establishes cohorts of team teachers and students that are as pure as possible. The Lead Teacher of each Academy, together with administration, will monitor the products of staff development to ensure that we are maintaining steady progress, and if necessary, to identify when and where to intercede. In addition, it is our intention to monitor the progress of our Academies and our Magnet program by closely reviewing and responding to student survey inquiries related to their overall academic experience. Questions will include whether their classes are challenging and whether their Academy prepares them for their post-secondary goals. Each Academy and the Magnet program will make modifications to their program based on such feedback. Each of these entities will also monitor student grades, attendance data, and suspension data and will adopt Academy- and Magnet-specific student programs for improvement in identifiably deficient areas. We will sponsor school-wide competitions involving our various Academies and the Magnet program to promote improvement within a specific area, such as attendance. At the end of each semester, students will also have the opportunity to evaluate their teachers' overall performance. Teachers, in turn, will reflect upon such student feedback and make any adjustments to their instructional practices deemed necessary and appropriate.

A variety of teacher-accountability measures will be established, including the careful review of Professional Development attendance records. These will be accompanied by continued emphasis on active participation at PD meetings, as well as implementation of proven teaching strategies that were presented. The leadership of the school will utilize the LAUSD Teaching and Learning classroom visitation rubric to monitor the consistent quality of instruction in each classroom. Administration will provide support to teachers deemed to be making insufficient progress in this regard.

Administration will be monitored as well, with respect to the frequency of classroom observations and the support they provide to teachers who need additional assistance to improve their instruction. Teachers thus will be regularly asked to rate the level of administrative support provided, in terms of both operational and instructional assistance. Administration will review teacher feedback and will collaboratively make modifications to their daily practice.

We will monitor the level of accountability of students by reviewing student attendance records and providing one-on-one intervention with students who exhibit at-risk attendance patterns. We will monitor the engagement of students during class (using the classroom observation forms) and will work with teachers so they are able to implement strategies that engage all students. Further, individual teachers will regularly monitor student benchmark results, completion rates of classwork, projects and homework. Teachers will reach out to the parents of students who are not engaged in class (as determined by how often they fail to complete assignments) so that student engagement will increase.

We will assess the progress students make in terms of developing more positive character traits by monitoring their attendance, suspension rates, involvement in school-affiliated extracurricular activities, participation in recommended after-school tutoring services, as well as by keeping track of the "work habits" and "cooperation" marks posted on their progress reports. We will also reach out to our students' parents so that they attend parent trainings related to the specific character traits research suggests will ensure that their children succeed in high school and beyond (Search Institute, 2012). Student portfolios also will be checked regularly to determine if students are experiencing growth in the development of such traits. Parents will also be provided with the opportunity to provide feedback on student portfolios and will participate in portfolio exhibitions (Wasley and Leer 2000). Students not making progress toward the completion of their portfolio will receive guidance from a student mentor, counselor, coordinator, or administrator.

D2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, programs, policies, etc. identified for turning around your school?

The creation of a Master Plan to meet the individual needs of each of our students may pose a significant challenge in implementing our school turn-around plan. We anticipate a variety of competing needs related to scheduling as a result of our plan to include all ninth grade students in the Humanitas Futures Academy, as well as our intention to program 10th, 11th and 12th grade students into one of our three Academies according to individual preferences. Complicating the latter arrangement is the concern that, for continuous and collaborative interdisciplinary planning to be effective, each Academy cohort will need to be pure, while at the same time meeting the programming needs of our Special Education students and our English Learners. To ensure that we meet all programming needs, we will provide scheduling training to our Department Chairpersons and our Academy Lead Teachers so that they will be able to work collaboratively with our assistant principal of secondary counseling services and with our counselors to create an effective master schedule well before the start of our implementation year.

The implementation of differentiated, high-quality professional development both by Department and by specific Academy may also be challenging. We will support the needs of each Department and Academy by having our Department Chairs and Academy Lead Teachers

collaboratively plan annual and long-term professional development goals during the summer before we begin implementing the turn-around plan. Further, Department members and teachers from each Academy will attend trainings, workshops, and conferences during the summer and throughout the school year. Each Academy will partner with community businesses and organizations to facilitate teacher acquisition of knowledge or skills related to Academy themes so that our teachers are qualified to advise students on how to prepare for educational and career opportunities pertaining to those themes.

Another challenge will be to ensure that all school personnel are prepared to inculcate positive character traits in the students with whom they associate. School personnel will be provided access to the Character Counts program and the seven traits it espouses. In this way, adults will effectively teach and model the character traits we want to instill in students. Additionally, faculty, staff, and administration must consistently hold students accountable to behavioral expectations described in school policies. We will also take advantage of the partnerships we establish with community businesses to develop a motivational program that rewards students who regularly exhibit these target traits in order to encourage all students to develop them for themselves.

E1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plans?

Mindful of the culture and needs of our San Fernando High School Community, faculty overwhelmingly approved the Expanded School Based Management Governance Model (ESBMM) as the best structure to serve our students and the broader school community. Utilizing the guidelines for the establishment of a themed curriculum and the development of CTE lesson plans provided by the "Career Academy Support Network" at UC Berkeley, we intend to act diligently in establishing fully developed and thematically based Career Academies. Because we intend to expand class offerings to more closely approximate the range of CTE-based courses recognized by the University of California, it will be necessary to obtain certain autonomies.

Over the previous five months, we have convened several staff meetings to study the various Governance Models offered through PSC 4.0. Our site quickly determined that the ESBMM and LIS plans offered the structures that could best complement our reform plan. Prioritizing student needs over any adult agendas, and considering the input of students, parents and the community, the design team concluded that ESBMM would provide us with the best opportunity to realize our plans to successfully address these student needs. On October 17, all faculty members were informed that they would be able to vote on the model selected by the Design Team on October 25 and October 26. Of the 86% of the faculty who voted, 100% unanimously approved the ESBMM governance model.

SFHS has had shared, collaborative leadership in place since becoming a SBM school. At all of our Leadership Council meetings and School Site Council meetings, we strive for consensus, rather than a simple majority. We intend that the extant councils will continue to maintain their

current culture of shared leadership and decision-making that is focused on high student performance.

E2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

The following autonomies will facilitate the full implementation of San Fernando High School's turnaround plan:

1) Methods of improving pedagogy: This will allow us to implement school-based after school tutoring programs, interventions during the school day for students who are at risk of failing or who have Far Below Basic/Below Basic scores in their CST English or CST Math; Saturday interventions for students who score Far Below Basic/Below Basic in their CST English or CST Math.

2) Curriculum: This will allow us to implement CTE themes throughout our Academies and thereby increase rigor and relevance.

3) Assessments: This will allow us to implement our own school based periodic benchmarks in English Language Arts, Science, and Social Studies. We will use these benchmarks to regularly monitor student progress.

4) Scheduling: This will allow us to maximum flexibility to extend weekly professional development and common planning time by one hour a week.

5) Internal organization: This will allow us to fully implement our three themed Academies, our Humanitas Futures Academy for incoming 9th grade students and our Magnet program as well as implement school-wide Professional Learning Communities.

6) Professional Development: This will allow us maximum flexibility to differentiate professional development based on the needs of individual departments and Academies, develop and implement extensive weekly professional development that includes Lesson Study, calibration of student work, interdisciplinary lesson planning and collaborative lesson planning by Academy and by department; professional development will be aligned with our school's Single Plan for Student Achievement.

F1. Who are the members of your planning team?

The co-leaders of the San Fernando High School 4.0 Team are Flora Mendoza and Robert Stromoski. Flora and Robert have worked at the school site for fifteen and eighteen years, respectively, and have always been committed to meeting the needs of the students enrolled at San Fernando High School. Both have had extensive experience in working collaboratively with faculty, staff, students, parents and community partners at San Fernando High School and are well respected at the school-site. Flora and Bob, as is true of each of the planning team members, are devoted to the full implementation of our school turn-around plan, and to making the necessary changes it requires, because of their deep-seated belief that student needs – not adult agendas – should be the school's focus.   Flora Mendoza is the Title I Coordinator/Instructional Specialist at the school site. She has a Social Studies Teaching Credential, an Administrative Credential and a Law Degree from UCLA. Robert Stromoski is the UTLA Chapter Chair at SFHS. He has a Master's Degree in Art and teaches ceramics.

The planning team consists of 14 outstanding faculty members and our San Fernando Neighborhood Partnership Community School Coordinator. All of the planning team members understand the urgency of making changes to the operation of our school and are leaders representing some of the most important groups at our school site: that is, our departments of English, math, science, social studies, and Technical Education; our English Learner and Special Education programs; our Math/Science/Technology Magnet School. These individuals were invited to be a part of the planning team by Ms. Mendoza and Mr. Stromoski based on the unique qualifications that each possesses. The planning team met every Tuesday, on one of the furlough days, and on several weekends to generate and decide upon strategies for turning the school around. When they were not meeting as a group, members of the planning team regularly communicated with each other via email and telephone throughout the writing process. As one would expect, the planning team members are fully committed to implementing all aspects of our plan.

All of our faculty and staff members were invited to four Public School Choice 4.0 strategizing sessions that took place during the summer break. Two former students also provided feedback on ideas that were generated at these brainstorming meetings. All faculty and staff were provided with the minutes of each meeting, which enabled all personnel to keep abreast of the developments in the shaping of the turn-around plan as they were happening. 100% of our faculty members have provided input on our school plan from the beginning of the 2012-2013 school year and there is a widespread desire to dedicate more time to effective, collaborative Professional Development. During these extended Professional Development days, moreover, sixteen student mentors regularly provided their input on our school turn-around plan. It also should be noted that all of our students took an Academies Survey as we wanted their opinions on which Academies we should adopt as a school.

Credentials of planning team members—

Alka Amar, Mathematics Teacher—Alka attended the Delhi School of Economics at the California State University of Northridge. She holds a single-subject clear credential in mathematics and is a National Board Certified Teacher.

Gloria Araya, English as a Second Language Teacher—Gloria attended the Universidad de la Serena in Chile. She holds a single-subject clear credential in English and a BCLAD with an emphasis in Spanish. Gloria has extensive experience with English Learners in her former position as a Bilingual Coordinator and as an ESL teacher.

Jennifer Bower, Science Teacher—Jennifer attended Columbia University. She holds a chemistry and biology single-subject clear teaching credential and has a Masters Degree in Education.

Jeska Cardoso, Science Teacher—Jeska attended the University of California, Davis. She holds a single subject clear teaching credential in physical sciences and was a National Board National Teacher from 2001-2011.

Yinka Dallas, Special Education Teacher and Special Education Department Chairperson—Yinka attended National University. She holds a teaching credential in Education Specialist Level II and also holds an administrative credential.

Jared Dozal, Mathematics Teacher—Jared attended the California State University of Northridge. He holds a single-subject clear credential in mathematics and is a National Board Certified Teacher.

Jerry Kazdoy, English Language Arts Teacher, former Career Technical Education Coordinator—Jerry attended the California State University of Northridge. He holds a single-subject clear credential in English.

Stephanie Marron, San Fernando Neighborhood Partnership Coordinator—Stephanie attended the Pacific Lutheran University. As Community School Coordinator, she secures resources both on campus and within the community for our students and their families.

Robert Martin, English Language Arts Teacher and English Language Arts Department Chair—Robert attended the University of Utah. He holds a single-subject clear teaching credential in English. He has a Masters Degree in Linguistics and a Masters in Public Administration.

Flora Mendoza, Instructional Specialist—Flora attended the University of California, Los Angeles. She has a single-subject clear teaching credential in social studies, an administrative degree and a Law Degree from the University of California, Los Angeles.

Dr. Brian Muller, Science Teacher and UTLA Co-Chairperson—Brian holds a doctorate in Educational Leadership from the University of California, Los Angeles. He holds single subject clear teaching credentials in English, Physics, and Foundational Mathematics, and is National Board Certified.

Robert Stromoski, Ceramics Teacher and UTLA Chairperson—Robert attended the Otis Institute and the California State University, Northridge. He holds a single-subject clear teaching credential in art and has a Masters Degree in Art.

Lori Uebersax, English Language Arts Teacher—Lori attended the California State University of Northridge. She holds a single-subject clear credential in English and has a Masters Degree in English Literature.

Kimberly Wyneken, English Language Arts Teacher—Kim attended the California State University of Northridge. She holds a single-subject credential in English.

F2. In what ways did you engage parents in the development of your plan?

Flora Mendoza regularly met with parent groups, also part of the planning team, to solicit their authentic and meaningful input. Parents met both as a whole group and in smaller, collaborative groups every two weeks for 1 1/2 to two hours at a time to share their opinions about each section of the school plan. The minutes of these meetings were typed and shared with the faculty/staff planning team, as well as with all faculty members. Because they have such a good understanding of what resources are available in the community and of overall student needs, parents were invited to several meetings to work collaboratively with the faculty planning team. There, they contributed many valuable ideas related to the direction of our school. The faculty planning team thoroughly reviewed these parent recommendations and incorporated them into the plan. Because the experience has been so positive, both faculty and parent planning team members are enthusiastic about continuing to work together as equal partners.

SAN FERNANDO HIGH SCHOOL ONSITE
SERVICE PARTNERS

	Organization	**Description of Services**
1	Beyond the Bell	Funds afterschool programming
2	California State University Northridge	Provides tutors, guest speakers, college preparation, field trips, engineering projects, and teacher credentialing
3	EduCare Foundation	Afterschool programs coordinator, ACE leadership facilitators
4	Education Talent Search	College Preparation Services. Targets 2.0 and above students
5	El Centro de Amistad	Behavioral Health Provider
6	El Nido Family Services	Provides family counseling and gang intervention supports
7	Friends of the Family	Sponsors the 4R's program where high schoolers mentoring Maclay Middle Students, field trips, family counseling
8	HealthCorp	Provides classroom lessons on nutrition, fitness, and mental strength. Day and afterschool wellness clubs/activities, leadership development, volunteer opportunities
9	Hispanics Organized for Political Equality	Latina leadership program, college supports
10	Los Angeles Education Partnership	Funds Community School Coordinator Aligns and coordinates community partner efforts with the school Cultivates resource networks Provides Professional Development Coordinates high school to middle school mentor programming
11	Los Angeles Valley College	Provides dual enrollment college classes on site, hosts PGLA summer institutes CTE Child Development Partner for summer employment and education
12	Mt. Saint Mary's College	College Ambassadors, assist in college center and PGLA
13	NBC/Universal	Provides monthly guest speakers
14	NEVCH	Teen clinic, behavior and physical health supports on campus
15	O'Melveny Elementary	CTE Child Development partner, hosts high school tutors and Teachers' Assistance
16	Pacoima Beautiful	Empowers the Pacoima community through programs that provide environmental education, advocacy and local leadership in order to foster a healthy and safe environment. Offers internships, community organization opportunities, student leadership, college preparation

	Organization	**Description of Services**
17	Penny Lane	Behavioral health provider
18	Probation Department	On-site officer attends to the needs of probation students. Department works with school to streamline reentry support for students returning from the juvenile justice system
19	Project GRAD Los Angeles	College preparation services, tutoring, summer institutes, job skill preparation, provides scholarships, internships and employment. Targets 3.0 students
20	Public Works, Inc	Survey and Data analysis
21	San Fernando Alumni Association	Provides scholarships, college prep, career and social networking
22	Skills USA	Afterschool mechanical arts program
23	The Unusual Suspects	Afterschool Theatre program, student internships, supports high-risk students
24	Total Family Support	Drug Intervention Counseling Afterschool
25	UCLA AP Readiness	Monthly Saturday classes at UCLA to further explore advanced math and science concepts
26	UCLA EAOP	College Preparation services
27	Upward Bound	College Preparation Services, Tutoring, summer institutes, provide scholarships, internships, and employment. Target 2.8 and above first-generation college goers
28	Valley Community Care Consortium	Provides summer internships at area health clinics
29	Youth Speak Collective	For youth by Youth nonprofit. facilitates Speak Up! youth council and SAT Prep on campus Has various community programs including, Youth development and leadership, community gardens, and Community murals
30	YWCA	Provides childcare for parenting teens so they may attend school

SAN FERNANDO HIGH SCHOOL NETWORK SUPPORTS

	Organization	Description of Services
1	ABC7	Provides summer internships
2	Galpin Honda	Supports autoshop and provides incentives for campus campaigns
3	Heroes of Life	Music recording and industry opportunities, gang intervention
4	Local Politicians	Funding for field trips, busses, community engagement
5	Los Angeles Police Department	Supports project-based learning for students interested in criminal justice
6	MALDEF	College preparation, summer internships, legal support, scholarships
7	MEND	Social services, food bank, volunteer opportunities
8	Neighborhood Land Trust	Engages youth in community environmental action
9	NorthEast Valley Occupation Center	Credit Recovery
10	Nutrition Network	Monthly food and nutrition program
11	Pacoima Community Initiative	Area network and community organizing body
12	Providence Hospital	Volunteer opportunities, health fairs
13	San Fernando Police Department	Provides law enforcement and youth activities
14	Tia Chucha's	Provides cultural awareness, arts workshops, and youth activities
15	Tree People	Provides environmental workshops, donates trees for beautification
16	Van Nuys Drug and Alcohol Treatment	Behavioral Health
17	Worksource	Family and Youth job readiness
18	Yo-Valley	Youth Job Readiness, high-risk intervention, clubs and activities, internships and jobs

Timeline for Implementation

Adopted innovations, once in place, are continued from year to year. Once teachers are expected to attain proficiency in an area, subsequent years of Professional Development will include continued refinement and collaborative sharing of discoveries and promising practices.

SY 2012-2013	
Leadership	- Administrators, department chairs, and teacher leaders will create a bell schedule to maximize usage of instructional time. - Administrators and UTLA Representatives will develop the process for the assignment of faculty to Academies. - Administrators, department chairs, and teacher leaders will create the EL support classes described in the EL Master Plan.
Adopted Innovations	Creation and adoption of the PSC 4.0 School Plan.
Professional Development	- Teachers will begin using the Teaching and Learning Framework to evaluate their own practice. - Teachers will understand the requirements and goals of the LAUSD English Learner Master Plan. - Teachers will understand the roles and responsibilities of membership in a Professional Learning Community (PLC). - Teachers will understand how instructional goals are impacted by the implementation of the Common Core Standards. - Administrators will begin using the School Leadership Framework to evaluate their own practice.
Summer 2013	
Leadership	- Administrators, department chairs, and teacher leaders will create student cohorts for an effective master schedule. - Administrators, department chairs, and teacher leaders will analyze student outcome data, with an emphasis on freshmen, EL, and SpEd students. - Administrators, department chairs, and teacher leaders will create a timetable of professional development for the upcoming year.
Adopted Innovations	- Creation of student grad-year cohorts. - Creation of Academies. - Establishment of rigorous, relevant Professional Development based on student and teacher needs.
Professional Development	- Teachers will collaborate within their Academies to establish guidelines for practice within their respective PLCs, in alignment with school-wide high expectations. - Teachers will begin development of assignments that bring together the Common Core and their Academy's focus, and explore how assignments can cross curricular lines.
SY 2013-2014	
Leadership	- Administrators, department chairs, and teacher leaders will analyze student outcome data, with an emphasis on freshmen, EL, and SpEd students. - Administrators, department chairs, and teacher leaders will conduct classroom observations and provide feedback, with a focus on SDAIE methodology. - Administrators, department chairs, and teacher leaders will lead and support the

	implementation of student and staff portfolios.
	• Administrators, department chairs, and teacher leaders will create and strengthen community partnerships with a focus on themed Academy connections. This includes job shadowing, internships, and post-secondary matriculation.
	• Administrators, department chairs, and teacher leaders will establish a summer bridge program that engages parents and students and which supports an effective transition to high school.
	• Administrators, department chairs, and teacher leaders will work with parents to develop processes for effective home/school communication, with a focus on available resources and student performance.
Adopted Innovations	• Students will create and maintain portfolios of products that demonstrate their growth in the three pillars: critical thinking, effective communication, and character development.
	• Students and teachers will engage in the revised Advisory program, and provide feedback for further improvements.
	• Students and parents will increasingly utilize the programs and services provided by the school and its community partners.
	• English Learners and students receiving Special Education services will have increased access to a rigorous curriculum.
Professional Development	• Teachers will become proficient and consistent users of SDAIE methodology.
	• Teachers will become proficient with the use of MyDATA to identify students who 1) are English Learners 2) carry an IEP, and 3) exhibit "at-risk" behaviors.
	• General Education and Special Education teachers will collaborate to provide appropriate student supports and develop effective co-teaching strategies.
	• Teachers will understand the requirements of Project-Based Learning and Interdisciplinary Instruction, and begin creating units that increase the connection between coursework and Academy foci.
	• Teachers will create a portfolio that 1) uses the Teaching and Learning Framework to identify areas of personal growth, and 2) includes appropriate, relevant data to support advancement in those areas.
	• Administrators will create a portfolio that 1) uses the School Leadership Framework to identify areas of personal growth, and 2) includes appropriate, relevant data to support advancement in those areas.
	• Teachers will understand the importance of regular communication with parents, and build an array of successful strategies, including on-line.
	• Teachers will understand the importance of systematic character development for students, and incorporate that into their pedagogy.
	Summer 2014
Leadership	• Administrators, department chairs, and teacher leaders will analyze student outcome data, with an emphasis on freshmen, EL, and SpEd students.
	• Administrators, department chairs, and teacher leaders will analyze survey data, with an emphasis on student connection, engagement, and challenge.
	• Administrators, department chairs, and teacher leaders will create student cohorts for an effective master schedule.
	• Administrators, department chairs, and teacher leaders will review student input about Advisories and facilitate improvements.
	• Administrators, department chairs, and teacher leaders will create a timetable of professional development for the upcoming year.
Adopted	• Freshman students will participate in a summer bridge program that effects a

Innovations	successful transition to high school.
SY 2014-2015	
Leadership	• Administrators, department chairs, and teacher leaders will analyze student outcome data, with an emphasis on freshmen, EL, and SpEd students. • Administrators, department chairs, and teacher leaders will conduct classroom observations and provide feedback, with a focus on SDAIE methodology. • Administrators, department chairs, and teacher leaders will create and strengthen community partnerships with a focus on themed Academy connections. This includes job shadowing, internships, and post-secondary matriculation. • Administrators, department chairs, and teacher leaders will refine the summer bridge program to more effectively engage parents and students. • Administrators, department chairs, and teacher leaders will work with parents to improve processes for effective home/school communication. • Administrators, department chairs, and teacher leaders will create new courses that are UC/CSU approved and support the strengthening of the Academies' purposes.
Adopted Innovations	• Academies will develop and begin using common assessments that align with the Common Core standards. • Academies will begin using Lesson Study to evaluate the effectiveness of instruction and to improve pedagogy. • Academies will have significantly developed project-based, interdisciplinary course curricula.
Professional Development	• Teachers will become proficient in Project-Based Learning and Interdisciplinary Instruction, and create units that increase the connection between coursework and Academy foci. • Teachers will understand the process and promise of Lesson Study as a tool for improving instruction, and will begin using it within their cohorts. • Teachers will be proficient at home/school communication, and choose effective strategies to engage with parents/guardians.

Public School Choice 4.0
Waiver/Autonomy Checklist

School Site: _San Fernando High School_

Proposed School/Design Team Name: _San Fernando High School_

Proposed Governance Model (mark all that apply):

☐ Traditional ☐ Pilot ☒ Expanded School Based Management

☐ Local Initiative School ☐ Affiliated Charter ☐ Technical Assistance Partner

☐ Limited Network Partner ☐ Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

☒ **Methods of improving pedagogy.** Rationale on page(s): _p. 4_

School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

☒ **Curriculum.** Rationale on page(s): _p. 8_

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

☒ **Assessments.** Rationale on page(s): _p. 19_

Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.

☒ **Scheduling.** Rationale on page(s): _p. 18_

Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

☒ **Internal organization.** Rationale on page(s): _p. 8_

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

☒ **Professional development.** Rationale on page(s): _Pgs. 18-20_

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

☐ **Budgeting control.** Rationale on page(s): _____

   General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

☐ **Mutual consent requirement for employees.** Rationale on page(s): _____

   A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

☐ **Teacher assignments.** Rationale on page(s): _____

   Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

☐ **Staff appointments (e.g., department chairs).** Rationale on page(s): _____

   Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

☐ **Discipline & codes of conduct.** Rationale on page(s): _____

   School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

☐ **Health and safety.** Rationale on page(s): _____

   School's health/safety matters, aligned with District-wide health/safety mandates.

☐ **Additional Waivers**: (list waivers requested) _____

   _____

   Applicants selecting "Additional Waivers" must provide a rational the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

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