Public School Choice School Plan Guide for SAN FERNANDO HIGH SCHOOL - YOUTH POLICY INSTITUTE

Guiding Questions	Explanation	Rationale	Glossary of Terms
Section 1: Vision of the Student • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school?	YPI's vision for SFHS students is that they are: • **Prepared for academic success** in high school and in post-secondary education through challenging classes that meet A-G requirements; • **Prepared for future careers** through a demanding technical component integrated with academics and based on the theme of **biotech-health or digital arts**; Responsible, active participants in the community and lifelong learners. Students will learn skills and knowledge: • To understand industry standards for their career theme; • To prepare them for post-secondary education and/or for a career in a health care or media arts field; • Communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy skills. •	YPI's vision that students are academically successful in high school and prepared for both college and careers when they graduate is based on the belief that students learn best when their education is directly relevant to their future, they are challenged by clear and high expectations, and supported by a caring community. Young people want to make a difference in their families and communities and value experiences that empower them to do so. Learning should both reflect students' lives and expand their understanding to encompass a global perspective. The biotech-health and media arts themes were chosen because they are growing industries that will offer future employment opportunities for students. The two themes fit the local economy and employer base. YPI has established key industry partnerships for both themes in order to integrate industry partners into learning activities like job shadowing and internships.	<u>A-G Requirements</u>: sequence of high school courses required to be considered for admission to a University of California or California State University school. Sequence includes 2 years of history/social science, 4 years of English, 3 years of math, 2 years of laboratory science, 2 years of a language other than English, 1 year of visual/performing arts, and 1 year of a college prep elective. <u>Technical component</u>: career-themed courses that prepare students for future employment opportunities.

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Section 2: Vision of the School • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?	YPI's vision for its two academies is to create centers of learning that academically challenge and empower students to graduate prepared for a full range of options after high school, while becoming active members of a global society. The academies will be small learning communities with a family-like atmosphere focused on learning and personal development. To assure student success, the academies must: • provide students supportive and positive learning environments in which every student will develop communication, technological, leadership and industry skills to foster self-confidence and personal growth; • connect students and their families with wraparound services to support family stability; • demonstrate strong commitments from faculty and staff to improving student achievement; • promote a culture of shared leadership among administrators, teachers, parents and students with a focus on high expectations.	Small Learning Communities (SLCs) promote the development of close and personal student-adult connections, which is important for increasing student achievement and creating a family-like atmosphere at the academies. Research shows that Small Learning Communities and Linked Learning curricula: • Increase high school graduation rates; • Help more students complete the A-G curriculum; • Support "at-risk" students to perform better than their peers; • Pass the CAHSEE at higher rates. Students learn best when they have stable and engaged families who understand how they can support student academic achievement. YPI's Full-Service Community School model provides comprehensive services for families, such as college awareness workshops, adult education and employment assistance, and referrals, that help families support student success.	Small Learning Community: up to 500 students divided into grade-level cohorts organized around industry themes. Full-Service Community School model: the school welcomes students, parents, families, and the community to be part of the school community, while offering a range of education and training services for both students and families in an extended day learning model. Services may include ESL/GED classes, resume and interviewing workshops, and college preparation information.

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Section 3: Where is the School Now? Student Performance • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student's school performance? • How will you address the needs of each subgroup of students?	San Fernando High School has made strong efforts to improve academic achievement, but continues to face persistent challenges. Data collected by YPI indicates that students are not motivated to learn, nor interested in course content. Teachers need more support and professional development to help improve instruction. Data from the CA Dept. of Education and LAUSD's School Report Card show: • API Score in 2012: 677. . The goal for CA public schools is 800. • CST Math in 2011-12: 14.7% of students are at grade level (proficient/advanced). CST English Language Arts in 2011-12: 33.4% of students are at grade level (proficient/advanced). • 2010-11 Graduation Rate: 55%. • Students report that they want more relevant classes, increased parent involvement, and better instruction. They have high aspirations for their futures, but are not adequately prepared for future success at SFHS.	Test scores, graduation rates, and other student achievement data demonstrate that SFHS fails in preparing students for success at SFHS or for college and career opportunities after graduation. SFHS is a persistently lowest achieving school that has been in Program Improvement for five years. This, combined with qualitative data collected by YPI in focus groups, shows that SFHS requires significant change and improvement.	API (Academic Performance Index): a score California gives each school based on student test scores. 200 is the lowest possible score and 1000 is the maximum. 800 is the target API score for public schools. CST (California Standards Test): an annual exam given to students in grades 2-11 to assess their achievement of state content standards. There are five performance levels and the state's goal is for students to score proficient or advanced, the top two levels.

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Section 4: School Plan Priorities To Turnaround Student Performance • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school?	Top priorities to improve student achievement: 1. Make classes relevant for students to increase their motivation to learn; 2. Provide extensive professional development for teachers to help them improve instruction; 3. Provide programs for parents and families that help them better support and engage in their child's education. YPI will address the priorities with these strategies: • Linked Learning through the themes of media arts and biotech-health, which combine rigorous college preparatory curricula with technical coursework. • Blended learning that addresses students' different learning styles and integrates technology; • Comprehensive supportive services through the Full-Service Community School program.	Research on Linked Learning shows that it improves student academic achievement through making coursework more relevant. CA Partnership Academies (similar to Linked Learning model) have a 95% graduation rate, 57% of students pass A-G courses, and although 50% of CPA students enter the program as "at-risk students," they perform better than students at other CA high schools. Linked Learning makes courses relevant for students by incorporating real-world learning (such as job shadowing). By implementing blended learning, YPI will ensure that students learn 21st century computer and technology skills and that all students can learn, no matter what style of learning works best for them. The Full-Service Community School program will provide supplemental academic support to struggling	Linked Learning: courses that combine college preparatory and career technical curricula so students graduate from high school prepared for both postsecondary education and careers. Linked Learning incorporates work-based learning opportunities, support services, and interdisciplinary project-based learning. Blended learning: classroom rotation where students learn (1) from the teacher; (2) in peer collaborations; and (3) through self-paced digital content. Full-Service Community School: wraparound supportive services for students, parents, families, and community members that include: academic tutoring, enrichment, nutrition and physical education, adult education and workforce development, college preparatory workshops, referrals for health/mental health/dental

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		students, enrichment and referrals. The program also provides services to parents and families so that they can support their child's achievement.	services, and community service.