



LOS ANGELES UNIFIED SCHOOL DISTRICT

GROVER CLEVELAND CHARTER HIGH SCHOOL

MARCH 7, 2013

8140 VANALDEN AVENUE

RESEDA, CALIFORNIA 91335-1136

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES

Grover Cleveland Charter High School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. Education Code Section 47605(d)(1)]
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend Grover Cleveland Charter High School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend Grover Cleveland Charter High School nor any employee to work at Grover Cleveland Charter High School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves Grover Cleveland Charter High School without graduation or completing the school year for any reason, Grover Cleveland Charter High School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

The address of the Charter School is 8140 Vanalden Avenue, Reseda, CA 91335

The phone number of the Charter School is (818) 885-2300

The contact person for the Charter School is Cindy Duong

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is 9 through 12

The number of students in the first year will be 3,172

The grade level(s) of the students the first year will be: 9 through 12

The scheduled opening date of the Charter School is: August 12, 2013

The operational capacity will be: 3,757

The instructional calendar will be: LAUSD Single Track Instructional School Calendar

The bell schedule for the Charter School will be: See page 50

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE

Cleveland Goals

The primary goal of Grover Cleveland Charter High School (CHS) is to increase student achievement at optimum levels. The greater flexibility offered by an affiliated charter affords the opportunity to achieve this goal.

We envision a learning environment where leaders in the school, in consultation with stakeholders, are empowered to make decisions that will improve learning and streamline operational procedures. We welcome the entire school community to have a voice in key decisions that determine and direct resources to foster greater creativity in the design, operation, and support of our programs. We believe that local empowerment motivates ownership, ownership fosters investment, and investment ensures success.

School

Cleveland strives to be the instructional centerpiece of educational reform and advancement. To that end, our curriculum is cutting-edge, creative, rigorous, personalized, and standards-based; our programs are goal-focused, tied to the real world, and inclusive - all at once. In 2010, *Newsweek* magazine named Cleveland one of the “Best High Schools in America” and singled us out as being in the top 3% of public high schools. For the past three years, *U.S. News and World Report* has awarded Cleveland a Silver Medal distinction, placing us in the top 4% of public high schools in the nation. In 2013, our Humanities Magnet was designated as a “School of Excellence” by the Magnet Schools of America for demonstrating a high commitment to academic standards, curriculum innovation, desegregation and diversity efforts, specialized teaching staffs, and parent and community involvement.

The programs developed within each department and each small learning community offer students opportunities for self-exploration, and ultimately, the prospects of becoming more knowledgeable, skilled and self-reliant individuals who enter the post-secondary educational setting and workforce with the ability to contribute significantly to both.

Students

Cleveland High School offers a comprehensive educational program for grades nine through twelve in both our residential and humanities magnet programs. Our students live as close as across the street and as far away as 35 miles; many have opted to commute an hour each way, which is proof positive that students and parents will travel the distance to be a part of the Cleveland experience. For our student body, “community” means more than a neighborhood: it means productive global citizenship.

Students have the opportunity to develop personal interests and showcase skills and talents, while meeting the student learning outcomes. Through the 38 boys and girls athletic teams and various co-curricular programs such as Academic Decathlon and Student Government, students develop self-esteem and positive identity, set goals, and appreciate individual differences. Through programs such as journalism and yearbook, students integrate information from a variety of sources, establish goals, and apply technology to create original works for the student body.

Students may expand their interests outside of the classroom and demonstrate mastery of the student learning outcomes through involvement in the over 50 clubs and organizations available on campus. Organizations such as Earthbound, PANDA, and Habitat for Humanity help students learn to respect the environment and find ways to conserve it; Key Club, Junior Optimist Club, and Amnesty International offer occasions for students to develop civic responsibility and improve the quality of life in their community; Junior Statesmen of America, Gay-Straight Alliance, and Be the Conscious Change engage students in dialogue about contemporary political and social issues to generate solutions accordingly; Scholars in Action, Breaking Boundaries, and International Student Leadership Association develop peer-mentoring opportunities to help students explore resources beyond the classroom; MEChA, Black Student Union, and Korean Club host activities to promote cultural awareness; and Robotics Club, The

Writer's Block, and Ukulele Club bring together students with common interests to continue lifelong learning pursuits.

Demographics

Our student population is 5.4% African-American, 0.5% American Indian, 16.2% Asian, 62.7% Hispanic, 0.3% Pacific Islander, and 14.9% White. More than 40 languages are spoken in our students' homes. Approximately 66% of the students qualify for the federal meal program. Of our special needs students, 30% are identified Gifted and Talented Education (GATE); 10% are considered Students with Disabilities; 15% are English Learners; and, 40% are Reclassified Fluent English Proficient (RFEP).

Our combined student enrollment is 3,401: There are 2,573 students in the residential program or 76% of the total enrollment and 828 in the magnet or 24% of the total enrollment.

Our students, on average, consistently outperform other test-takers within the District and state. Cleveland's graduation rate is 17.5% higher than the District average and 2.3% higher than the state average. Ninety-three percent of these graduates enroll in a two or four-year institution of higher education. The Education Trust-West report, "Dispelling the Myth in California," acknowledged Cleveland for being a high poverty, high minority school where students are achieving at high levels on state assessments. In fact, in 2010, we achieved the highest growth on our Academic Performance Index of any comprehensive Title I high school in the Los Angeles Unified School District (LAUSD).

Academic Achievement Data

Our 2012 Academic Performance Index (API) is 783, which represents a 35-point increase above the previous year. All of our subgroups met their API growth targets. Our students' proficient or advanced performance level in English-language arts (ELA), mathematics, and Algebra 1 are significantly higher than the District's: we scored 15% higher in ELA, 31% higher in mathematics, and 18% higher in Algebra 1.

In 2012, our 10th grade California High School Exit Exam (CAHSEE) pass rate was 85% in ELA and 90% in mathematics. Our ELA pass rate is 9% higher than the District and 2% higher than the state. Our mathematics pass rate is 13% higher than the District and 6% higher than the state.

MISSION AND VISION

CHS has a clearly stated mission and vision that underscore our beliefs, values, and commitment to education. Student achievement is the foundation on which we build a learning environment where all students can succeed at high levels. We are dedicated to providing a consistent curricular program through rigorous course offerings and strong academic expectations. Our school purpose is defined in our mission statement, reflected through our vision, and measured through our student learning outcomes.

Mission Statement

- To ensure all students a rigorous, relevant and coherent standards-based curriculum
- To implement activities that monitor and focus on all students achieving the student learning outcomes and academic standards
- To employ current research on effective professional development as a means to raise student achievement
- To allocate resources and utilize strategies to help students succeed
- To promote parental and community involvement
- To provide support systems that meet student academic and emotional needs
- To collaborate with students in establishing learning plans that explore educational and career goals

Vision Statement

CHS fosters academic and personal success in a safe, educational environment that teaches young adults the skills necessary to thrive in a changing world.

Student Learning Outcomes

Educated Young Adults who

- Analyze, interpret, synthesize, evaluate, and use information from a variety of sources
- Apply technology to research and produce original works
- Read, write, listen, and speak critically and reflectively

Self-sufficient Individuals who

- Generate solutions and adapt to change
- Develop self-esteem and positive identity
- Explore resources beyond school to enhance learning

Long-range Planners who

- Contribute time, energy and talents to improve the quality of life in their community
- Establish meaningful personal, academic, and career goals
- Continue life-long learning pursuits

Respectful Citizens who

- Acquire knowledge of a variety of cultures and languages, and appreciate individual differences
- Demonstrate personal integrity and assume responsibility for decisions and actions
- Respect and conserve the environment

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

To be educated in the 21st century requires students to learn and hone a variety of knowledge and skills. Rather than replace 20th century learning, Cleveland fosters an environment that adapts to meet the needs and mindset of a new generation, born and cultivated in a digital, electronic age. Students still must have a strong basis in critical reflection, empirical reasoning, collective intelligence, and metacognition (Cookson, Jr., 2009). Additional research shows that collaboration - student-to-student, teacher-to-teacher, and student-to-teacher—promotes sustained learning (Darling-Hammond et al., 2008; Johnson & Johnson, 1989).

Nevertheless, we must help students develop skills necessary to become members of a productive, global society. According to the Partnership for 21st Century Skills, these student learning outcomes include: life and career skills; learning and innovation skills; and information, media, and technology skills.

As Cleveland moves toward a focus on what it means to be a 21st century learner, our students must have real-world opportunities to engage in serious, authentic learning that creates new ideas, delves into in-depth understanding, and develops products for real-world application (Newmann, Bryk, & Nagaoka, 2001).

At Cleveland, our students will:

- Think critically
- Engage in active learning
- Read, write, and communicate
- Synthesize, analyze, evaluate, and apply
- Explore, gather, interpret information and facts
- Apply knowledge in order to solve a variety of complex problems
- Process and apply information across content areas

- Analyze the validity and reliability of information
- Become self-directed scholars who practice inquiry
- Pursue knowledge independently
- Generate new ideas and content
- Gain new understanding
- Create new products
- Utilize technology to
 - find information independently
 - further knowledge
 - communicate
 - solve real-world issues
 - design projects
 - connect with a global society
- Write clearly and persuasively
- Practice research skills across subject areas
- Apply advanced research skills
- Understand mathematical fundamentals
- Participate in scientific reasoning
- Read a variety of texts in different disciplines
- Master a world language
- Evaluate and appreciate the arts
- Engage in project-based learning
- Be flexible and adaptable to society
- Ask and answer questions
- Interconnect with society
- Acknowledge and adapt to constant and rapid change
- Use information to enhance personal life
- Cultivate humanitarian ideas
- Work together cooperatively
- Possess the requisite social skills to lead
- Develop a strong work ethic
- Acquire a sound ethical and moral character
- Contribute meaningfully to society

HOW LEARNING BEST OCCURS

At Cleveland High School, we believe that learning best occurs when there is active engagement and participation of *all* stakeholders: students, parents, school, and community (Coughlin, Garcia, and Reifsneider, 2009; Dweck, 2007; Zimmerman, Bonner and Kovach, 1996).

In the classroom, teachers foster student learning by acknowledging and addressing multiple modalities and intelligences. Students are required to use both creativity and

critical thinking as they embrace new technologies to help advance their knowledge and skill sets. As learning becomes more relevant to students, so too are their abilities to master more complex concepts, develop more multifaceted perspectives, and solve more complex issues.

We believe that learning best occurs when students:

- Make connections through curricula that contain real-world applications, thematic units, and interdisciplinary topics
- Recognize recurring patterns and solve complex problems
- See historical, cultural, and thematic connections
- Develop analytical skills and apply creativity
- Synthesize, analyze, and persuade
- Acquire knowledge about local and global issues
- Volunteer for internships
- Mirror the type of work done by professionals
- Understand how skills apply to real-world situations
- Access technology to enhance classroom learning
- Create projects and assignments using technology
- Use social media to help each other
- Have the freedom to learn and focus on topics of their own interest
- Extend knowledge of a subject area
- Gather and apply information
- Formulate ideas relating to multiculturalism and globalization
- Interpret informational texts
- Make mistakes, understand the reasons why, and correct errors
- Consider curriculum relevant, interesting, and challenging
- Discover through inquiry
- Formulate their own opinions
- Take ownership of their education and find intrinsic motivation
- Engage in self-reflection
- Teach someone else and learn from peers and mentors
- Utilize different modalities: visual, aural, verbal, physical, logical, interpersonal, and intrapersonal
- Receive timely feedback
- Gain knowledge in an environment that is non-threatening and supportive
- Practice what they learn
- Work collaboratively on projects
- Participate in hands-on, project-based activities
- Perform experiments to test hypotheses
- Collect, analyze, redefine, evaluate, and synthesize data
- Conduct research

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

Cleveland is a professional learning community where stakeholders convene to discuss curriculum and instructional delivery strategies with the goal of helping students meet academic standards and learning outcomes.

There is a schoolwide effort to assist students as they develop their critical thinking skills. To this end, students will have the opportunity to explore and create as they actively participate in a research-driven, student-centered instructional program that is in-depth, integrated, and/or interdisciplinary. The varied programs at the school address students' interests, experiences, and talents.

In order to prepare students to live, work, and succeed in a global society, Cleveland proposes the following schoolwide outcomes:

Proposed Schoolwide Outcomes

Grover Cleveland Charter High School will increase student achievement, improve staff practices, allocate resources, collaborate with parents, and determine and address school needs.

Vision, Purpose, Governance – *Grover Cleveland Charter High School would provide opportunities to:*

- Align the school's vision with current research and practices.
- Meet regularly to analyze student achievement data and make decisions based on a shared vision that focuses on student achievement of academic standards.
- Engage in ongoing professional development activities focused on student achievement of academic standards.
- Make decisions on the use of human, material, and financial resources focused on student achievement.
- Provide training on data analysis and use the results to drive instruction.
- Collaborate and engage in professional development focused on helping students meet the academic standards.
- Monitor schoolwide action plans.

Curriculum - *Grover Cleveland Charter High School would provide opportunities to:*

- Offer a variety of programs that meet graduation and university requirements, and assist students in exploring post-secondary schooling and accessing career pathways.
- Engage in a rigorous and relevant, research-based course of study that focuses on student achievement and academic standards.

- Assist students in developing personal learning plans that meet academic requirements, explore co-curricular interests, and guide career goals.
- Monitor achievement of the academic standards.
- Align curriculum in all departments and small learning communities.
- Embed culturally relevant and responsive education into curricular programs.
- Create programs, electives, and partnerships with community organizations and businesses that offer school-to-career pathways and post-secondary options.

Instruction - *Grover Cleveland Charter High School would provide opportunities to:*

- Establish research-based instructional programs to meet the academic standards.
- Utilize a variety of instructional approaches in and beyond the classroom.
- Offer students opportunities to analyze, interpret, synthesize, evaluate, and use information from multiple sources.
- Use technology in and beyond the classrooms to enhance students' learning experiences.
- Provide opportunities for students to monitor their own learning and provide feedback to teachers.
- Integrate career technical education into academic coursework.
- Embed culturally relevant and responsive instructional strategies in all classrooms.

Assessment and Accountability - *Grover Cleveland Charter High School would provide opportunities to:*

- Design formal and informal assessments to gauge student achievement of academic standards.
- Utilize a wide range of assessments to assist students in analyzing, interpreting, synthesizing, evaluating, and using information to make the learning process meaningful and relevant.
- Integrate assessments into the schoolwide monitoring system to improve instructional practices that lead to student accomplishment of academic standards.
- Use assessment results to monitor student progress and provide appropriate academic and personal intervention support services.
- Develop departmental and small learning community standards-based assessments and benchmarks.
- Seek support from District data specialists on interpreting norm and criterion-reference tests results to identify key findings that address areas of critical academic need.
- Offer opportunities for students to utilize assessments to evaluate, reflect, and modify individual learning plans.
- Provide assistance for parents in understanding and interpreting assessment results.

School Culture and Support - *Grover Cleveland Charter High School would provide opportunities to:*

- Establish channels to communicate with parents and community members to engage them in helping students meet the academic standards.
- Create a variety of academic programs, intervention resources, and proactive strategies to support student achievement.
- Promote activities that encourage respect for individual differences.
- Create co-curricular programs and extracurricular activities to support student growth.
- Focus on continuous self-improvement to ensure student achievement of academic standards.
- Develop means to communicate with parents in languages other than English and Spanish.
- Provide additional support during the school day for academic and personal interventions.
- Encourage and support the enrollment of underrepresented students in higher-level classes.
- Inform students and staff about available on-campus and off-campus resources to support students.
- Utilize community outreach to provide services that help students meet the academic standards.

To achieve our school goals, Cleveland will

- Create and implement policies to decentralize District decision-making by providing school site administrators and teachers with greater budgeting authority including the allocation of fiscal, personnel, and other resources at the school site.
- Increase the school funding via per pupil spending.
- Develop procedures to increase teacher involvement in decision-making.
- Select new teachers, administrators, and classified staff.
- Determine the roles and functions of teachers, administrators, and classified employees at the school site.
- Choose curricular areas for improvement.
- Coordinate curriculum and instruction across grade levels, in small learning communities, and within departments at the school site level.
- Decentralize District decision-making procedures for enrollment timelines, as necessary.
- Design and conduct staff development programs and policies.
- Construct activities calendar and bell schedules.
- Identify problems and develop appropriate policies and interventions, which may include before school, during the day, after school, weekend, intersession, and summer school learning opportunities.

- Establish pupil discipline policies.
- Organize the school for effective instruction, including placement of students in appropriate classes and programs.
- Make purchases with vendors outside LAUSD.

DESCRIBE A TYPICAL DAY

“Any Given Day”

It is 6:45 a.m. Students are already arriving from all parts of Los Angeles. They endure the long commute and the early hour to attend Cleveland High School - “The Land.”

Some head off to 7 o'clock classes to fit more courses into their packed schedules. Others meet classmates to go over homework assignments or to put the finishing touches on group projects. Some athletic teams are already in the pool or on the mat perfecting their skills. Teachers are in the workroom making copies, attending early morning meetings, tutoring students, or preparing their classrooms for the incoming students. The office staff has already been at work for over an hour, welcoming and assisting students, staff, and parents to ensure that the day will run smoothly.

The buildings-and-grounds staff has worked late into the night, preparing the campus for the new school day. Freshly waxed floors with red C-H-S tiles greet students, staff, and visitors as they walk into the Administration Building. With each step in the hallway, the Cavalier history unfolds in the forms of plaques that recognize significant contributions and achievements. Honorary stars pay homage to educators whose indelible marks are ever-present examples of dedicated service and educational excellence. The walls display a historic portrait gallery of past and present Associated Student Body presidents who chronicle the rich tradition and enduring pride of Cleveland High.

In its place of prominence, a display case list the names of administrators, counselors, coordinators, support staff, and student body officers whose leadership and service make Cleveland a thriving school-community. Hanging signs direct visitors to offices where friendly personnel are ready to offer assistance. Mementos of Cleveland’s award-winning teams and programs are showcased on trophies, plaques, and certificates. Banners and flyers posted on walls and doors advertise future events and opportunities for student involvement.

As first period approaches, the activity level steadily increases. Students hurry to their classes, ready to learn. So rich is the school pride that Cavaliers have exchanged the latest fashion for “Cleveland Gear.” Red, black, and white apparel can be seen throughout every hallway and courtyard. T-shirts and sweatshirts representing the many clubs, organizations, academic programs, and sports teams announce that Cleveland is “in the house.”

The official school day starts with the 7:57 bell. Chemistry students head to the lab to begin the day's experiment, physics students design electrical circuits, while biology students view their own DNA. In Spanish, Korean, and French classes, students communicate in multiple languages and prepare projects for media presentations. Humanities Magnet students study and review for their Interdisciplinary (History, Philosophy, Art, Literature) Unit Exams (IUEs). In the A-building, art students work on designs in Printmaking and projects in specialized artistic mediums. The School for Advanced Studies (SAS) ninth-graders begins their first rotation for Honors World History and Honors English. On the service road, the Drill team prepares for upcoming competitions.

Between passing periods, administrators, deans, support staff, and school security are highly visible to greet students, to offer assistance, and to ensure that Cavaliers smoothly transition to their classes. Second period homeroom begins with the Pledge of Allegiance and morning announcements - unless it's Friday - when KCAV, Cleveland's very own student-run television station, broadcasts its much-anticipated live weekly news program. Students delight in seeing themselves and their peers featured on KCAV News and urge their teachers to allow them to be the live studio audience.

Throughout the day, a myriad of guest speakers arrive on campus to visit classes to disseminate pertinent first-hand information. In physical education and health classes, students set fitness and nutrition goals. In math classes, students solve algebraic equations and find the slopes of lines. Special education teachers provide individualized instruction to meet students' learning objectives in their core curriculum. Academy of Arts and Technology (AOAT) students are preparing for the real world by creating résumés and business cards for their career portfolios. Counselors assist students, parents, and teachers.

When the bell rings for nutrition, students congregate on the Quad or in one of Cleveland's botanical areas - the Poetry Garden, Reading Garden, Science Garden, or Art Garden - to socialize with friends, study, listen to music, or just relax and enjoy the surroundings. Others gather at the J-buildings, adjacent to the California History and Social Science Courtyard. Many students stay in classrooms, taking advantage of the opportunity to get extra help or tutoring from their teachers. Still others can be seen filming or rehearsing for video projects, class presentations, or dance performances.

Music, transmitted over the school's P.A. system, alerts everyone that the third period tardy bell will soon ring. Ninth grade AVID students learn organizational and study skills, such as Cornell note-taking. Twelfth graders in Education 1: Foundations of Education (Careers with Children) begin their third-fourth period block by assisting the teacher in Cleveland's preschool program. Those enrolled in one of the 18 Advanced Placement classes offered throughout the day challenge themselves to take learning to an even higher level.

By fourth period, Cleveland's Leadership students are hard at work planning and preparing for the next school event. Students with disabilities engage in a Resource

Specialist Program (RSP) collaborative in English and mathematics. Twelfth grade Interdisciplinary Studies (IS) students are in their Ceramics class designing artistic projects related to their current thematic unit.

At lunch, students head to the covered eating area and food carts. Some go to the Student Store to purchase tickets for events, pay for the PSAT, and buy school supplies and clothing, while others visit the library to study, read, do assignments, check-out and return books, research, or utilize the available technology. This midday break provides an ideal opportunity for students to participate in Cleveland's many clubs and organizations. Numerous teachers host club activities in their classrooms that reflect the great diversity of ethnicities, cultures, and interests of the student body; other instructors offer remediation and enrichment for students.

Lunch is also the time for pep rallies, CST academic carnivals, school elections, spirit contests, and featured club and community activities on the Quad.

Fifth period, Senior Board is busy planning and preparing for Cleveland's numerous "12th grade only" events and activities. Advanced EL students begin their two-hour block. College Peer Counselors assist other seniors with college and financial aid applications. Juniors and seniors are engrossed in their Latin American Studies elective. Forensics students study fingerprints and blood splatter patterns used in crime scene investigations, while JROTC students practice drills and prepare for the Academic Achievement Test.

By sixth period, academic instruction is still going strong as co-curricular activities rev into high gear. The cheerleaders choreograph and practice their routines, and athletic teams get ready for games, matches, and competitions. The yearbook students take photos of Cleveland activities to include in the design of their award-winning layouts. The journalism class writes articles about school and world events. In the Multipurpose Room, drama students rehearse plays and design sets for their upcoming performances.

Although the school day officially ends at 3:04, Cleveland is still bustling with action. Pierce College offers after school courses to Cleveland students, giving them the opportunity to earn college credits while still enrolled in high school. After school and on weekends, students participate in tutoring, intervention, credit recovery, test preparation classes, athletics, film projects, plays, and dance rehearsals.

On weeknights, the campus is still in action with College Nights, school council meetings, parent organization meetings, Café Nights, parent informational meetings, sporting events, local civic activities, and small learning community functions.

On Saturdays, The Land comes alive with community events, campus beautification projects, theatrical productions, and student award banquets. It is safe to say that Cleveland never sleeps.

There is a reason why we call this place The Land: it is the landscape where opportunities are vast and activities abound - on any given day.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework

Grover Cleveland High School fosters a learning environment where all students have an opportunity to participate in a challenging standards-based educational program that is both meaningful and appropriate to their individual needs.

Our mission and vision incorporate California curriculum frameworks and educational research on 21st century learning. Our professional learning community also utilizes pedagogy on small learning communities, educating the whole child, and assisting students with special needs.

We adhere to District mandates on professional development, closing the achievement gap, and culturally relevant and responsive education. In accordance with this, we have integrated our student learning outcomes into the development and modification of rich and relevant curricula that promote high student engagement and higher student achievement.

Our goal is to help students develop into educated young adults who practice self-sufficiency, understand how to plan for the future, and who respect the people, ideas, and environment around them.

Delineation of the Core Subjects

DEPARTMENTS

- Art
- Career and Technical Education
- English-Language Arts
- English Language Development
- Health
- Humanities Magnet
- Mathematics
- Physical Education
- Science
- Social Studies
- Special Education
- World Languages

SMALL LEARNING COMMUNITIES

Using current research on creating personalized learning environments, Cleveland continues to support the development and success of small learning communities. These specialized programs generate higher student engagement in learning. Having students work with a core group of teachers over multiple years raises the level of accountability: students are more likely to function better in a learning environment when they know there are adults who care about their educational, social, and personal success.

To meet the needs of our diverse population and to personalize learning for students, Cleveland has several small learning communities and academic programs:

Academy of Art and Technology (AOAT)

AOAT, a California Partnership Academy and California Lighthouse Academy, offers an art-centered, technology-based education that integrates classroom learning with real-world applications. AOAT's curriculum focuses on essential skills needed for success: critical thinking, communication, teamwork, problem solving, and time management.

Students are educated and trained in graphic design, web design, and illustration. AOAT has developed partnerships with various institutions of higher education, organizations, and businesses. They include the following: California State University, Northridge; Art Center School of Design; Art in Education Aid Council; Museum of Contemporary Art; Getty Education; and Continental Art Supplies.

Advancement Via Individual Determination (AVID)

The primary purpose of the Advancement Via Individual Determination (AVID) program is to provide a college preparatory experience for students "in the middle" who are often economically disadvantaged and underachieving. The program enables students to succeed in rigorous curricula and increase their opportunities to enroll in four-year colleges.

Preparation & Readiness Exploratory Program (PREP)

The program assists ninth grade students with the transition from middle school to high school with the aim of preparing them for academic, social, and personal success.

Students will rotate through four introductory courses that provide students with meaningful, rigorous, and relevant standards-based coursework that integrates literacy strategies, math reinforcement, scientific investigation, and media literacy. Our students will develop the necessary skills to help them throughout high school and their post-secondary choices.

Humanities Magnet

The Magnet provides a solid foundation for Humanities education through an interdisciplinary approach to learning. The integrated curriculum explores the history and modern expressions of diverse ideas, multicultural perspectives, and the function of the arts through the ages. Through the use of Socratic inquiry, thematic instruction, and whole-child development, students receive a rigorous and transformative learning experience.

Interdisciplinary Studies (IS)

Interdisciplinary Studies provides residential students with curriculum that is interdisciplinary, thematic, and writing-based. The curriculum encourages students to view the world as an interrelated whole and to make relevant connections between multiple disciplines. Teachers collaborate to develop themes, activities, and interdisciplinary essays that incorporate English-language arts, social science, art, computer graphics, and film.

Media Academy

Media communication impacts the global community. The Media Academy makes prospective filmmakers aware of this power, and their responsibility to use it thoughtfully. Through film production and animation, students have the opportunity to learn from and work alongside industry representatives. As future professionals in the entertainment industry, students learn technical, intellectual, and artistic skills. Media Academy students will become artists, visual historians, storytellers, and craftspeople who lead with imagination, compassion, and courage.

School for Advanced Studies

The School for Advanced Studies provides state-identified gifted, highly gifted, and high achieving students with a rigorous program of study that challenges and builds on their intellectual and academic potential. Through differentiated instructional models and multiple intelligence methodologies, students have the opportunity to pursue individual interests and talents as they delve into a variety of content-specific courses that fuse technology, creativity, and critical thinking.

Science, Technology, Engineering, and Mathematics (STEM) Academy

The STEM academy provides students with the opportunity to become investigators, inventors, and innovators in the fields of science, technology, engineering, and mathematics. Students will engage in real-world, problem-solving, project-based learning as they develop the 21st century skills necessary to become part of a competitive global workforce.

As Cleveland seeks to meet the educational needs of the 21st century learner, we will continue to design and implement innovative programs that reflect the interests of students and the challenges of a global society.

CENTER FOR TEACHING AND LEARNING (CTL)

A highly effective school structure offers “continuity of focus on core instruction” and “heavy investments in highly targeted professional development for teachers and principals in the fundamentals of strong classroom instruction” (Elmore, “Building a New Structure for School Leadership” in *School Reform from the Inside Out: Policy, Practice, and Performance*, 2004). Moreover, “Effective teachers are not only well-prepared; they are also continually learning.... Expertise in teaching—as in many other fields—comes from a process of sharing, attempting new ideas, reflecting on practice, and developing new approaches. Good teachers learn from one another, and they need time to do it” (Darling-Hammond, *Redesigning High Schools: What Matters and What Works*, 2002).

To achieve this, Cleveland proposes to establish an onsite teaching and learning laboratory that will provide continuing professional development for our educators. Our CTL will be available to all stakeholders. The main purposes of the CTL are to focus on curricular and instructional improvement and advancement, the development and implementation of school-designed formative assessments, and the selection and use of targeted student intervention programs.

The center will offer workshops and seminars facilitated by Cleveland faculty, staff, and administrators on effective pedagogy. Additionally, the CTL will host an ongoing series of lesson study and best practice demonstrations to provide further training for educators. Some of the topics will include enhancing Cleveland’s understanding of what Darling-Hammond delineates as characteristics of successful small schools: high standards and performance-based assessment; authentic curriculum; adaptive pedagogy; multicultural and anti-racist teaching. As needed, the CTL will also offer educational manipulatives and technology resources and instructional support.

Moreover, the CTL would provide specific research-reflected workshops to:

- Train staff on how to analyze data and use the results to drive instruction.
- Develop common assessments and benchmarks in all departments and small learning communities that are aligned to academic standards and Common Core State Standards.
- Identify essential standards in all content areas and grade levels.
- Review and modify a curriculum-mapping process for all content areas and grade levels to ensure alignment with academic standards.
- Create additional strategies to help students utilize assessments to evaluate, reflect, and modify individual learning plans.
- Hone skills and practices in designing rigorous, standards-based lessons and activities that address the needs of all students.

- Incorporate more teacher-led workshops on differentiated instruction and integrating technology into the curricular program.
- Offer additional opportunities to share best practices and engage in lesson study with colleagues working within and outside the department and small learning community.
- Provide teachers with additional support in helping students monitor their own learning and communicating academic needs.

Ongoing Innovations

EXTENDED LEARNING OPPORTUNITIES

When funds become available, Cleveland will look at opportunities to establish an in-house intervention, credit recovery, and enrichment program after school, during winter intersession, and summer. These additional courses would allow for student learning outcomes to be met through remediation of skills or exploration of interests.

TEACHING METHODOLOGIES

Schoolwide Academic Instruction and Methodology

Academic instruction is aligned with District, state, and national standards and meets the a-g University of California and California State University entrance requirements. The programs developed within each department and small learning community offer students opportunities for self-exploration, and ultimately, the prospect of becoming more knowledgeable, skilled, and self-reliant individuals who enter the post-secondary educational setting and workforce with the ability to contribute significantly to both.

Cleveland High School is a professional learning community where educators convene to discuss curriculum content and focus on instructional delivery with the goal of helping students meet academic standards and the student learning outcomes. Meaningful, relevant, culturally responsive, and varied teaching strategies are used to address different learning styles and student needs.

In accordance with research-based studies on how learning best occurs, 21st century skills are embedded throughout our many departments and programs.

21st Century Learning Skills

- Make connections through curricula that contain real-world applications, thematic units, and interdisciplinary topics
- Recognize recurring patterns and solve complex problems
- See historical, cultural, and thematic connections

Sample Evidence

Students have multiple opportunities to engage in real-world activities through simulations, debates, and fairs. Social studies classes organize Constitution Day lessons and activities for the school community. All US History classes engage in service learning projects that focus on social issues and solutions. In some economics classes, the students participate in a simulated economy in which they choose jobs and pay rent. They must then prepare budgets and formulate decisions based on economic parameters. Some classes also participate in an online stock market game and make investments over a 10-week period. Government classes produce political interest group brochures to encourage political literacy and civic engagement. Students also reenact the Constitutional Convention and participate in mock Congress and Supreme Court cases to gain a more complete understanding of the functions of government.

In English classes, students engage in debates on social and literary themes and issues. In science classes, students apply their knowledge of environmental issues by volunteering for Tree People and Heal the Bay.

Additionally, students have opportunities to integrate learning among disciplines. Physical education students use mathematics to calculate basal heart rates and target heart rates; students also learn about anatomy and explore how their bodies function and improve through regular physical activity.

In some biology classes, students use mathematics for chi-squared analysis of scientific data. In chemistry classes, students apply mathematics to balance equations and determine the pH value of acids and bases, while physics students apply algebraic expressions to solve concepts of circular motion.

English classes integrate technology to publish anthologies and magazines, and create films. Mathematics students use geometry theorems and postulates to solve problems found in the real world.

Students in 10th grade IS visit the Getty Villa as part of a thematic unit on antiquities, while 12th grade IS students participate in a Metro Subway trip during a unit entitled “The Self.” Students in special education collaborate with neighboring Miller Career and Transitional Center to develop holiday projects for community agencies and businesses.

Spanish language students research Spanish-speaking countries and present their findings through poster displays. Some classes write scripts and film them. Others participate in “Star Search” activities that require them to learn a Spanish song and present it to the class. In Korean classes, students create music videos and organize fashion shows to illustrate the culture. They also choreograph and perform traditional dances for the Korean Parents Association Teacher Appreciation Luncheon. In French classes, students create family trees to demonstrate knowledge of vocabulary and develop autobiographical presentations to demonstrate mastery of verb tenses and moods.

21st Century Learning Skills

- Develop analytical skills and apply creativity
- Synthesize, analyze, and persuade
- Acquire knowledge about local and global issues

Sample Evidence

In some School for Advanced Studies classes, students in the 9th grade author literary terms dictionaries and poetry anthologies. Other students conduct mock trials using literary characters. In the 10th grade, students compose portfolios that address each writing standard. They also engage in debates based on informational text. In the 11th grade, students create literary magazines based on novels they have read. Each semester, in conjunction with the Get Lit organization, students also perform classic poetry and write their own literary responses.

The Media Academy, through its Teen International Media Exchange (TIME) program, offers students opportunities to videoconference with other film students around the world to develop scripts and projects. On several occasions, students have traveled abroad to South Korea, Belize, and Serbia to collaborate on original video productions.

Oftentimes, instructional strategies require students to engage in projects that have benefited the school and community.

- Media Academy students create public service announcements on teen issues.
- School for Advanced Studies 10th grade English classes produce documentaries on Cleveland programs and schoolwide assessment goals.
- Ceramics classes design beautification projects for our school walkways and hallways.
- Art classes create projects for exhibition in galleries throughout the San Fernando Valley and online.
- AP English Language students collaborate in the development of the school's vision and mission statements for WASC Accreditation.
- Leadership students plan schoolwide blood drives.
- AOAT students participate in an annual community Día de los Muertos festival.
- Junior magnet students create artwork and murals for outdoor campus areas.
- Film students write and produce pieces showcased at local film festivals.

Moreover, curricular field trips provide students with applied knowledge and hands-on activities that inform classroom learning:

- A field trip to the Getty Villa supports IS and 10th grade Magnet units on Greco-Roman art and architecture.
- A trip to the Los Angeles Museum of Contemporary Art provides an occasion to view and discuss artwork using visual thinking strategies.
- A visit to the Museum of Tolerance enhances an understanding of Holocaust units in 10th grade English and world history classes.

- A career exploration visit to design-related firms provides AOAT students with opportunities to observe and interact with industry professionals.
- Tours of the Norton Simon Museum and Getty Center examine how art serves as political commentaries and reinforces societal issues throughout history.
- A tour of LA Trade Tech introduces students in Special Education classes to vocational programs.
- A visit to El Pueblo de Los Angeles State Park gives students the chance to explore Latin American art and culture.
- A walk through downtown Los Angeles and Skid Row reinforces the concepts of social and economic disparities learned in 11th grade Magnet classes.
- A trip to the Los Angeles Zoo provides real-world application of statistical and algebraic concepts.
- A visit to the UCLA Fowler Museum to experience Haitian Art reinforces concepts presented during a 9th grade Magnet unit on Africa and Mexico.
- Live theater performances further language acquisition development for EL students.

21st Century Learning Skills

- Volunteer for internships
- Mirror the type of work done by professionals
- Understand how skills apply to real-world situations

Sample Evidence

As a senior project, AOAT students participate in a six-week summer work experience internship, while Media Academy students script, direct, produce and broadcast a weekly news show for the Cleveland community. They also produce film shorts and animated shorts for festivals, conferences, and businesses.

AVID elective students create parent and student newsletters that provide information on scholarships, grants, and tips on succeeding in high school. Leadership students plan and execute social events that bring together the school and community. They also organize service-learning projects including blood drives and recycling programs.

Other specialized electives provide opportunities to apply real-world experiences. Students in ceramics class designed and created benches for two of the school walkways. Drama students learn the elements of set, lighting, and costume design. In choreography/dance class, students create and perform original routines at sporting and school events that meet visual/performing arts standards. They also use editing software to mix their own music soundtracks.

In yearbook class, students develop a theme, design layouts, write copy, take photographs, incorporate business practices, and use computer technology to publish a 200 plus page album. Journalism students report on school, local, and national topics, write articles and edit copy, sell ads and employ marketing strategies, and publish a monthly newspaper. In the JROTC program, students develop leadership and

organizational skills and participate in community service at school events and local parades.

Regional Occupation Program (ROP) courses allow students to apply classroom learning to real-world settings:

- In Education 1: Foundations of Education (Careers with Children) courses, students develop lesson plans to teach pre-school students and gain project-based experiences in child development.
- In the Graphic Design: Digital Imaging class, students create multimedia projects that mirror the work of professionals in the art and design fields.
- Students enrolled in Retail Merchandising intern at local businesses.
- In video production classes, students script, edit, direct, and produce film shorts, public service announcements, and other media projects.

21st Century Learning Skills

- Access technology to enhance classroom learning
- Create projects and assignments using technology
- Use social media to help each other

Sample Evidence

Teachers integrate technology into their instructional programs as a means to engage students in learning activities designed to meet academic standards and the student learning outcomes. Many teachers use blogs, wikis, podcasts, social media, Google Drive, Apple Apps, and PowerPoint to augment lessons. Moreover, many instructors employ the use of laptops, smart boards, digital document readers, LCD projectors, and video equipment:

- In English classes, students use computer carts to write essays and access the Vantage and Turnitin.com online software to obtain immediate feedback on writing skills.
- Algebra students can review class notes online for further clarification of materials.
- In some special education classes, students use the Natural Reader software text-to-speech function.
- Science classes watch online videos on recent geological events and bioethical issues to reinforce points presented in class.
- Photography, digital imaging, and graphic design classes use industry-standard software to create and enhance images for projects.
- World languages classes use movie-making software to create videos that demonstrate oral proficiency in the target language.
- Mathematics, English, social studies, science, art, and world language classes utilize the Internet to expand and enrich course content.

- English, social studies, and science classes integrate film regularly into their instructional delivery to enhance student understanding.

In addition to using primary source documents, when possible, many teachers use videos, DVDs, CDs, and tape recordings to reinforce ideas or offer students first-hand information to supplement classroom learning with real-world examples.

Several senior art classes study popular culture and develop film projects. Digital imaging students learn the fundamentals of design and branding as they create brochures, movie posters, logos, CD and DVD covers, packaging labels, and menus.

Painting courses allow students to explore basic to advanced techniques using art history as the guiding principle. Students also create books that are illustrated based on the students' cultural backgrounds and experiences.

Media Academy students also complete projects incorporating film, comic strips, animation, portraits, and pictures. Other students experience the art of Native American ceramics through an outdoor pit firing.

Moreover, business and service organization representatives frequently serve as presenters and advisers. As part of the Cleveland Science Initiative, scientists from research institutes and universities share their insight with students on current topics such as stem cell research and regenerative medicine.

Representatives from the Fashion Institute of Design and Merchandising (FIDM) speak to Spanish classes about Latin American history and culture, and they talk with world history students about apparel as symbols of class system distinctions in 18th century France. English and social studies teachers have Holocaust survivors speak to students after the classes have read nonfiction accounts of historical events.

Filmmakers and scriptwriters regularly provide input on Media Academy student projects. AOAT organizes a career fair where industry professional share their experiences with students.

Individuals from local clinics speak to health classes about various health issues. A victim of drunk driving offers health students advice on the consequences of operating a car while intoxicated.

21st Century Learning Skills

- Have the freedom to learn and focus on topics of their own interest
- Extend knowledge of a subject area
- Gather and apply information

Sample Evidence

English students often attend drama performances to enhance understanding of particular literary genres or authors. Teachers have supplemented the study of literature

by exposing students to live performances of Shakespearean plays, *The Belle of Amherst*, and the works of other playwrights.

In specialized programs and small learning communities, theoretical and experiential learning are interconnected. The Humanities Magnet, AOAT, and IS programs emphasize an interdisciplinary approach to learning. Students must be able to integrate English, social studies, and art concepts. Mastery is demonstrated through essays, research papers, and art projects.

Students in 10th grade IS classes produce propaganda documentaries for mock elections in their Media Academy classes that integrate English and world history standards. Additionally, after reading *Kite Runner* as part of a unit on intolerance, students design coat-of-arm kites to illustrate and relate to human rights issues portrayed in the book.

21st Century Learning Skills

- Formulate ideas relating to multiculturalism and globalization
- Interpret informational texts
- Make mistakes, understand the reasons why, and correct errors

Sample Evidence

World history students research the contributions of various cultures. They also deliver oral presentations on topics such as the influence of propaganda and totalitarian dictatorships. Through US history classes, students develop service-learning projects that explore social issues. In 11th grade AOAT classes, students create websites and computer-designed brochures on American Heroes.

In the 9th grade Magnet English classes, students read about different societies around the world. In their humanities course, they then study the cultural and historical aspects of each society. The unit culminates with a student conference and a yearlong research project that focus on global political issues including water conservation and the sustainability of natural resources. In 10th grade Magnet classes, students perform dances and songs, conduct mock trials, create games and cartoons, or make films that demonstrate knowledge of western civilization. Students in the 11th grade Magnet complete an extensive study of Downtown Los Angeles. They research services available to the residents of Skid Row and create presentations informing other students on how to get involved in the fight to end homelessness. Many Magnet seniors study philosophy where they are encouraged to question ideas and challenge common assumptions.

21st Century Learning Skills

- Consider curriculum relevant, interesting, and challenging
- Discover through inquiry
- Formulate their own opinions

Sample Evidence

Some AP English Literature students develop a modern interpretation of *Hamlet* using video and other media. Students in the resource collaborative read *Night* or *Of Mice and Men* during a unit on tolerance. They then research different forms of bias and participate in Socratic seminars. Many English classes write poetry and engage in readings with professional poets. In Magnet 11th grade English classes, students read *The Great Gatsby*, write scripts based on the novel, and design plate settings based on symbols and themes from the book.

Students may also explore intellectual interests, experience academic enrichment, or earn extra credits by enrolling in college classes on campus after school or online. Courses range from Introduction to Sociology to Psychology and Civil Rights and the Law.

Additionally, students use the resources available in the library to conduct independent research. Students may access the Digital Library to make use of thousands of current articles from both magazine and newspaper sources.

21st Century Learning Skills

- Take ownership of their education and find intrinsic motivation
- Engage in self-reflection
- Teach someone else and learn from peers and mentors

Sample Evidence

Health students design reproductive system posters and make brochures on topics such as drugs and sexually transmitted diseases. They deliver their ideas through PowerPoint presentations and pamphlets.

PE students research and develop 20-week personal fitness plans. They also complete a dietary study of their own caloric intake and metabolic activities during the course of a semester.

Academy of Art and Technology seniors compile a career and academic portfolio that incorporates interdisciplinary projects from their English, social studies, and Digital Imaging Production classes.

Through senior English classes, all students complete a career portfolio where they assess their own attainment of the student learning outcomes.

21st Century Learning Skills

- Utilize different modalities: visual, aural, verbal, physical, logical, interpersonal, and intrapersonal
- Receive timely feedback
- Gain knowledge in an environment that is non-threatening and supportive

Sample Evidence

Many classes afford students opportunities to create projects involving multiple media: visual, audio, oral, and written. English classes analyze contemporary and historical speeches, and write and deliver their own. In some American Literature classes, students read the poem “We Wear the Mask” and create mask projects. In AP English Language, students read *The Scarlet Letter* and conduct a mock trial to defend characters accused of sin in 17th century Boston. Several School for Advanced Studies English classes script, edit, and direct shorts and documentaries at annual film festivals.

In special education classes, students study World War I, create propaganda posters, and present their ideas. Students in English study persuasion: they engage in debates on contemporary issues and write essays to examine these topics. In economics, after studying a unit on fiscal responsibility, students open their own bank accounts and develop their own businesses.

The World Language and ELD Departments use a variety of teaching strategies and tools such as total physical response (TPR), storytelling, think-pair-share, and realia to introduce new information. This is then followed by guided practice such as games, group activities, puzzles, drawings, and cooperative learning to reinforce the lesson presented. Students then have an opportunity to further their understanding of the target language through project-based activities such as family history presentations.

In all levels of ELD, teachers maintain portfolios of writing samples that demonstrate student mastery of the standards and periodically, engage in student-led conferences. In advanced ELD classes, students examine social issues and write research papers. Students also conduct oral presentations based on literature they have read.

Additionally, displays of student work that are evaluated using standards-aligned rubrics are evident in many classrooms and serve as models for learners. These include portfolios, art projects, scientific laboratory displays, mathematical concept posters, poetry notebooks, and traditional writing assignments such as essays and reports.

A team planning and team teaching approach underscores the instructional programs of the RSP collaboratives in mathematics and English. In the RSP collaboratives, special education students are mainstreamed into general education courses. In this setting, students receive whole group and one-on-one instruction.

In the Magnet, English, 9th grade science, social studies, and art teachers collaborate and share resources to teach thematic units. In IS, the English, social studies, media, and art teachers integrate standards across the disciplines. AOAT teachers coordinate projects that are art-themed and technology-based.

21st Century Learning Skills

- Practice what they learn
- Work collaboratively on projects
- Participate in hands-on, project-based activities

Sample Evidence

In mathematics, students grasp the concept of operations with negative numbers by using a human number line and participating in TPR demonstrations. To understand the concept of slopes, students in algebra calculate the angles of staircases and ramps. While studying similar triangles in geometry, students measure shadows to estimate the heights of tall objects. Students also create posters to visualize concepts such as Laws of Logarithms and trigonometric identities. Many mathematics students also apply their skills by filling out mock income tax returns. Others use literature to analyze ratios of geometric solids. To visualize analytic geometry concepts such as parabola, ellipse, and hyperbola, students create their own conic sections by using string art.

In the Media Academy, film students collaborate on multiple projects and develop live-action animated features that showcase various aspects of film production and animation, and that underscore the visual/performing arts standards.

21st Century Learning Skills

- Perform experiments to test hypotheses
- Collect, analyze, redefine, evaluate, and synthesize data
- Conduct research

Sample Evidence

In integrated coordinated science classes, students analyze seismographs and design earthquake models. Chemistry students make scientific hypotheses and conduct lab experiments to test their theories. Some biology students participate in virtual experiments, while others create models to demonstrate understanding of evolutionary theories and adaptations. Several biology classes also design replica DNA models to demonstrate understanding of nucleic acid structure and analyze nutritional information on food labels to study the body's use of macromolecules.

Science classrooms use the Internet to engage students in simulated experiments and dissections. In physiology classes, students participate in actual dissections of preserved animals. Students also conduct laboratory experiments both in and out of the classroom to help them access and comprehend complex principles. Some use biotechnology equipment such as gel electrophoresis and micro pipetting to conduct transformation labs and DNA fingerprinting.

SCOPE AND SEQUENCE AND DIFFERENT SUBJECTS THE SCHOOL PLANS TO TEACH

We provide students at Cleveland High School with the resources and support mechanisms necessary to ensure their academic and personal success and to help them become self-sufficient individuals. The construction of the master schedule is a collaborative effort that involves administrators, counselors, and the Curriculum Council of department chairpersons, small learning community coordinators, and academic program coordinators. During the meetings, each instructional program representative has an opportunity to voice concerns to ensure that the master schedule provides equity and access to meet all students' academic needs.

Our Cleveland counseling staff meets with students to develop and update individualized learning plans; over the four years, the counselors review student records regularly to ensure that students are meeting the academic requirements necessary to graduate and move on to their post-secondary endeavors.

Each semester, counselors also conduct presentations by grade levels and in classrooms regarding academic expectations. They review student grades, go over career and college planning options, and discuss - when necessary - intervention opportunities. Moreover, each January, the counseling staff coordinates a 9th and 10th grade evening session with students and parents to go over individual graduation plans, discuss a-g and testing requirements, and talk about resources available on campus to help students. During junior year, students meet individually with their counselors to review high school requirements and post-secondary options.

Grover Cleveland Charter High School
a-g REQUIREMENTS and COURSE OFFERINGS

Credits required for UC and CAL STATE eligibility. A minimum of a C is required in all classes.

<p style="text-align: center;">A. SOCIAL STUDIES (20 credits)</p> <p>Twenty credits of history/social science, including one year of World History, Cultures and Geography; and one year of US History or one-half year of American Government/Civics 30 CREDITS REQUIRED FOR GRADUATION</p>	<p style="text-align: center;">B. ENGLISH (40 credits)</p> <p>Forty credits of college preparatory English. Students may only receive credit for one 1 year of ESL/ELD English</p>	<p style="text-align: center;">C. MATHEMATICS (30 credits)</p> <p>Thirty credits of college preparatory mathematics; Algebra 1AB, Geometry AB, Algebra 2AB. Advanced level courses will validate this math requirement</p>
<p style="text-align: center;">WORLD HISTORY AB H. WORLD HISTORY AB AP WORLD HISTORY AB US HISTORY AB H. US HISTORY AB AP US HISTORY AB PRIN AM DEMOCRACY H. PRIN AM DEMONCRACY AP GOVT & POL AP EUR HISTORY AB GEOGRAPHY AB LATIN AMERICAN STUDIES MEXICAN AMERICAN STUDIES</p>	<p style="text-align: center;">ESL or ELD 3 ESL or ELD 4 or ENGLISH 9 AB H. ENGLISH 9 AB ENGLISH 10 AB H ENGLISH 10 AB AMERICAN LIT / CONT COMP H. AMERICAN LIT / CONT COMP EXPOS COMP H. EXPOS COMP WORLD LIT H WORLD LIT WRIT SEMINAR AB HUMANITIES AB ADV COMP H. ADV COMP AP ENG LANG AND COMP AP ENG LIT AND COMP</p>	<p style="text-align: center;">ALGEBRA 1 GEOMETRY AB H. GEOMETRY AB ALGEBRA 2AB H ALGEBRA 2AB MATH ANALYSIS AB H. MATH ANALY AB TRI/MATH AN AB AP STATISTICS AP CALCULUS AB AP CALCULUS BC</p>

<p>D. SCIENCE (20 credits)</p> <p>Twenty credits of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics</p>	<p>E. WORLD LANGUAGES (20 credits)</p> <p>Twenty credits of the same language other than English for UC/CS</p>	<p>F. VISUAL & PERFORMING ARTS (10 credits)</p> <p>Ten credits required for UC/CS and graduation</p>	<p>G. COLLEGE PREP ELECTIVE (10 credits)</p> <p>Ten credits from selected A-F courses plus the following:</p>
<p>BIOLOGY AB H. BIOLOGY AB AP BIOLOGY AB CHEMISTRY AB H. CHEMISTRY AB AP CHEMISTRY AB PHYSICS AB H. PHYSICS AB AP PHYSICS AB PHYSIOLOGY AB H. PHYSIOLOGY AB GENETICS INT/COOR SCIENCE 1AB INTRO TO BIO TECH AB PHYSICAL ANTHROPOLOGY</p>	<p>KOREAN 1AB KOREAN 2AB KOREAN 3AB KOREAN 4AB FRENCH 1AB FRENCH 2AB FRENCH 3AB AP FRENCH LANG AND CULT SPANISH 1 AB SPANISH 2 AB SPANISH 3 AB SPANISH 4 AB AP SPAN LANG AB AP SPAN LIT AB</p>	<p>ADV BAND AB ART HISTORY AND ANALYSIS AB AP ART HISTORY AB AP STUDIO ART 2-D DESIGN BEG DANCE CHOR AND PROD CARTOON ANIM AB CERAMICS 1 AB CERAMICS 2 AB DIGITAL IMAGING AB DIGITAL IMAGING PROD AB DIGITAL IMAGING SH 2AB DOCUMENTARY STUD AND PROD DRAWING AB FILMMAKING 1 AB FILMMAKING 2AB FILMMAKING PROD AB MUSIC HISTORY, LIT, AND AN AB PAINTING 1 AB PAINTING 2 AB PHOTOGRAPHY 1AB PHOTOGRAPHY 2AB PHOTOGRAPHY PROD AB SCULPTURE 1AB SCULPTURE 2AB STAGE DESIGN AB THEATER APP AB THEATRE INTRO SH THEATRE PRODUCTION</p>	<p>COLLEGE PREP SEM AB CREAT WRITING ECONOMICS H. ECONOMICS AP HUMAN GEOGRAPHY AP MACROECONOMICS AP MICROECONOMICS APPLIED ECONOMICS AVID SENIOR SEMINAR AB CREATIVE WRITING GOV LAB: POLICIES/PROCEDURES INT/COOR SCIENCE 1AB INTERNATIONAL RELATIONS JOURNALISM 1AB JOURNALISM 2AB</p>

**Additional Courses and Requirements
for Graduates of Cleveland High School**

Required for Graduation Technical Arts (10 credits)	Required for Graduation	Courses that Count for Credit Toward Graduation	Additional Non-Course Requirements for Graduation
Exp Comp Sci AB Comp Prog 1AB Web Development and Prod Graphic Design Dig Imaging Video Production 1 and 2 Sales Clerk/Retail Video Prod Animation 1 Child Dev/1 Foundations Child Dev/2 Curriculum Education/1 Foundations of Education Office Tech Exploratory Health Careers Digital Imagery 1AB Digital Imagery 2AB Digital Imagery Production Cartoon/Animation AB Filmmaking 2 AB Stage Design AB Advertising Design 2AB Biomed Tech AB	Physical Education (20 credits) Health (5 credits)	JROTC AVID Life Skills Yearbook Peer Counseling Peer Tutoring Leadership Tutor Library Practice Academic Decathlon	CAHSEE ELA and Math Service Learning Portfolio Computer Literacy

Graduation Requirements 2014 and 2015

Los Angeles Unified School District

2014 and 2015 Graduation Requirements and Minimum College Admission “a-g” Requirements

Subject	High School Graduation	University of California	California State University	Private Colleges	Community Colleges
	<i>Students must be enrolled in “a-g” course requirements 230 Credits needed to Graduate</i>	<i>“a-g” Requirements Grades of C or better</i>	<i>“a-g” Requirements Grades of C or better</i>	<i>Grades of C or better</i>	<i>Grades of C or better</i>
Social Studies “A” Requirement	30 Credits World History and Geography: Modern World US History Principles of American Democracy Economics (G)	2 Years: World History, US History, or Principles of American Democracy AP courses are recommended	2 Years: World History, US History, or Principles of American Democracy AP courses are recommended	2-3 Years: World History, US History, Principles of American Democracy, and College preparatory electives recommended AP courses are recommended	No Subject Requirements Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English “B” Requirement	40 Credits English 9, English 10 American Literature & Contemporary Composition 12 th grade Composition & an English Literature elective	4 Years: English AP/additional courses are recommended	4 Years: English AP/additional courses are recommended	4 Years: English AP/additional courses are recommended	
Mathematics “C” Requirement	20 Credits College Preparatory Math: Algebra 1, Geometry, Algebra 2 or higher levels (Must enroll in math 9-11 th) Adv. App. Math (12 th grade) If Geometry is not met Additional courses are recommended	3 Years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended	3 Years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended	3-4 Years: College preparatory Math each year AP/additional courses are recommended	Please note: <i>Students are most successful when they continue to take the college preparatory courses suggested for each semester.</i> <i>Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses.</i>
Lab Science “D” Requirement	20 credits total 10 credits Biological Science (Biology) 10 credits Physics Science (Chemistry or Physics, ICS1)	2 Years: Lab Science – including at least 2 of the three foundational subjects of Biology, Chemistry, and Physics 3-4 courses are recommended	2 Years: Lab Science 3-4 courses are recommended	3-4 Years: Lab Science	

Graduation Requirements 2014 and 2015

Los Angeles Unified School District

2014 and 2015 Graduation Requirements and Minimum College Admission “a-g” Requirements

World Languages “E” Requirement (Language Other Than English)		2 Years: Same World Language AP and 3-4 courses are recommended	2 Years: Same World Language AP and 3-4 courses are recommended	3-4 Years: Same World Language AP courses are recommended	
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Graduation Requirements 2016

Los Angeles Unified School District

2016 Minimum Graduation Requirements and Minimum College Admission “a-g” Requirements

SUBJECT	LAUSD GRADUATION REQUIREMENTS Grades 9 – 12 <i>Students must be enrolled in and pass “A-G” course requirements</i> 210 minimum credits needed to graduate	UNIVERSITY OF CALIFORNIA “a-g” Requirements <i>Grades of C or better</i>	CALIFORNIA STATE UNIVERSITY “a-g” Requirements <i>Grades of C or better</i>	PRIVATE COLLEGES <i>Grades of C or better</i>	COMMUNITY COLLEGES <i>Grades of C or better</i>
Social Studies <i>“A” Requirement</i>	20 credits World History and Geography: Modern World US History 20 th Century (If these classes are passed, Principles of American Democracy may count forward the “G” requirement. Economics is a “G” elective.)	2 years: World History and US History or World History and 1 sem. US Hist and 1 sem. Principles of American Democracy AP courses are recommended	2 years: World History, and US History, or 1 sem. US Hist and 1 sem. Principles of American Democracy and 1 yr. hist/social sci from “A” or “G” AP courses are recommended	2-3 years: World History, US History, Principles of American Democracy, and electives recommended AP courses are recommended	No subject requirements Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English <i>“B” Requirement</i>	40 credits English 9 (or ESL ADV 3&4) English 10 American Literature & Contemporary Composition 12 th grade Composition & English Literature elective	4 years: English AP/additional courses are recommended	4 years: English AP/additional courses are recommended	4 years: English AP/additional courses are recommended	
Mathematics <i>“C” Requirement</i>	30 credits College Preparatory Math: Algebra 1 Geometry Algebra 2 or higher	3 years: Algebra 1 Geometry Algebra 2	3 years: Algebra 1 Geometry Algebra 2	3-4 years: College preparatory Math each year	Please note: <i>Students are most successful when they continue to take the college preparatory courses suggested for each semester.</i>

Graduation Requirements 2016

Los Angeles Unified School District

2016 Minimum Graduation Requirements and Minimum College Admission “a-g” Requirements

	levels “Must enroll in math 9-11) Additional courses are recommended	AP/additional courses are recommended	AP/additional courses are recommended	AP/additional courses are recommended	<i>Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses.</i>
Lab Science “D” Requirement	20 credits 10 credits Biological Science (Biology) 10 credits Physical Science (Chemistry, Physics, ICS 1 or ICS 3)	2 years: Lab Science – including at least 2 of the 3 foundational subjects of Biology, Chemistry, and Physics 3-4 courses are recommended	2 years: Lab Science – including 1 biological and 1 physical; One from “D” and one from “D” or “G” 3-4 courses are recommended	3-4 years: Lab Science	
World Languages “E” Requirement (Language Other Than English)	20 credits Same World Language 3-4 courses are recommended	2 years: Same World Language AP and 3-4 courses are recommended	2 years: Same World Language AP and 3-4 courses are recommended	3-4 years: Same World Language AP courses are recommended	

HOW THE CURRICULUM ADDRESSES CALIFORNIA CONTENT STANDARDS

Grover Cleveland Charter High School adheres to the California curriculum frameworks. The state content standards are reinforced through our student learning outcomes.

Common Core:

Grover Cleveland Charter High School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

Cleveland makes a concerted effort to use a variety of instructional strategies to meet the needs of our targeted student populations. Differentiated instructional strategies include the following methodologies:

- Academic language
- AVID strategies
- Case studies
- Choral readings
- Class discussions
- Collaborative groups
- Culturally relevant and responsive education
- Curricular trips
- Debates
- Dramatization, skits, and plays
- Film projects
- Fish bowl conversations
- Four-corner activities
- Gaming and simulations
- Internships
- Lab demonstrations
- Lectures
- Mock trials
- Modeling
- Multimedia presentations
- Panel discussions
- Peer editing
- Peer teaching
- Quick writes
- Realia
- Reflections

- Research papers
- Role playing
- SDAIE strategies
- Service learning projects
- Socratic seminars
- Student-directed lessons
- Symposiums
- Think-pair-share
- Thinking maps and other graphic organizers
- Timed readings
- Writing circles

Moreover, we provide many instructional programs that meet the needs, interests, and talents of our targeted populations:

- Academy of Art and Technology
- Autism
- AVID
- English Learner Multicultural Academy
- Preparation & Readiness Exploratory Program (PREP)
- Humanities Magnet
- Intellectually Disabled
- Interdisciplinary Studies Program
- Media Academy
- Resource Specialist Program
- School for Advanced Studies
- Science, Technology, Engineering, and Mathematics (STEM) Academy
- Special Day Program

We shall continue to investigate the feasibility of offering other vocational and Career Technical Education pathways, including a Green Power Academy.

**RESEARCHED-BASED EVIDENCE THAT THE PROPOSED INSTRUCTIONAL PROGRAM
HAS BEEN SUCCESSFUL WITH SIMILAR STUDENT POPULATIONS
AND/OR WILL BE SUCCESSFUL WITH THE CHARTER'S TARGETED POPULATION**

At Cleveland, we believe that students with varied learning abilities must have access to quality instruction and curricula that nurture each child's academic and personal development. Our affiliated charter's proposed instructional program reflects the work of educational psychologist Robert Glaser. He contends that 21st century learning must be more adaptive—taking into consideration community-based knowledge, abilities for self-regulation, and beliefs about effort and fixed ability (“Education for all: access to learning and achieving usable knowledge,” 1998).

Further, brain-based studies and research on effective schools inform the intent and purpose of our instructional program. In *Redesigning High Schools: What Matters and What Works* (2002), Darling-Hammond describes ten features of good small schools.

- Personalization
- Continuous relationships
- High standards and performance-based assessment
- Authentic curriculum
- Adaptive pedagogy
- Multi-cultural and anti-racist teaching
- Knowledgeable and skilled teachers
- Collaborative planning and professional development
- Family and community connections
- Democratic decision-making

We also believe that it is essential that our proposed instructional program fosters academic success and social awareness so all students will have the knowledge necessary to comprehend the complex issues facing our society and the skills required to solve these problems. We believe curricula that integrate critical thinking and creativity as well as self-development and self-reflection will provide academic rigor, high retention of knowledge, and strong student achievement (Marzano, *The Highly Engaged Classroom*, 2010).

THE TEXTBOOKS OR OTHER INSTRUCTIONAL RESOURCES TO BE USED

<p>English-Language Arts</p> <ul style="list-style-type: none"> • <i>Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Edition</i> • <i>Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum Edition</i> • <i>Prentice Hall Literature: Timeless Voices, Timeless Themes, The American Experience</i> • <i>World Literature</i> • Supplemental novels (approximately 10 per grade) • College-Board Approved Texts for Advanced Placement Courses 	<p>English as a Second Language</p> <ul style="list-style-type: none"> • <i>High Point: Success in Language, Literature, Content (Level A)</i> • <i>High Point: Success in Language, Literature, Content (Level B)</i> • <i>High Point: Success in Language, Literature, Content (Level C)</i> • <i>High Point: Success in Language, Literature, Content (The Basics)</i> 	<p>Mathematics</p> <ul style="list-style-type: none"> • <i>Algebra 1</i> • <i>Algebra and Trigonometry: Structure and Methods</i> • <i>Geometry</i> • <i>Pre-calculus</i> • <i>Prentice Hall Algebra 1</i> • <i>Prentice Hall Algebra 2 with Trigonometry</i> • <i>Single Variable Calculus</i>
<p>Science</p> <ul style="list-style-type: none"> • <i>Biology, AP Edition</i> • <i>Chemistry, Advanced Placement</i> • <i>College Physics, Enhanced Edition</i> • <i>Essentials of Human Anatomy and Physiology</i> • <i>Forensic Science: An Introduction</i> • <i>Holt Biology</i> • <i>Holt California Chemistry</i> • <i>Holt Physics</i> • <i>Integrated Coordinated Science for the 21st Century</i> • College-Board Approved Texts for Advanced Placement Courses 	<p>Social Studies</p> <ul style="list-style-type: none"> • <i>American Government: Institutions and Policies</i> • <i>Economics</i> • <i>Economics: Principles, Problems and Policies</i> • <i>Human Geography: People, Place and Culture</i> • <i>Magruder's American Government</i> • <i>Prentice Hall World History: The Modern World</i> • <i>The American Pageant: A History of the Republic</i> • <i>The American Vision: Modern Times</i> • <i>The Western Experience</i> • <i>Traditions and Encounters: A Global Perspective on the Past</i> • College-Board Approved Texts for Advanced Placement Courses 	<p>World Languages</p> <ul style="list-style-type: none"> • <i>C'est à toi, Level 1</i> • <i>C'est à toi, Level 2</i> • <i>C'est à toi, Level 3</i> • <i>Dynamic Korean</i> • <i>Prentice Hall Realidades, Level 1</i> • <i>Prentice Hall Realidades, Level 2</i> • <i>Prentice Hall Realidades, Level 3</i> • College-Board Approved Texts for Advanced Placement Courses
<p>Health</p> <ul style="list-style-type: none"> • <i>Holt Lifetime Health</i> 		

**HOW THE SCHOOL WILL PROVIDE ONGOING
PROFESSIONAL DEVELOPMENT TO ENSURE THAT TEACHERS HAVE THE
SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM**

Cleveland Charter High School participates in all LAUSD mandated training.

Professional Development

Professional development (PD) has always been an integral component of our effort to improve student achievement and the learning environment. Each year, the District requires 14 early dismissal PD days. We will also use banked time to establish additional professional development sessions throughout the year. Cleveland has a PD Committee that addresses District concerns, delineates school needs, provides teacher trainings, shares instructional practices, and organizes teacher workshops.

In addition, departments will continue to examine California curriculum frameworks and Common Core State Standards to identify essential standards in content areas. Teachers will reach consensus on proficiency levels for mastery, determine appropriate instructional materials, design assessment tools, and analyze student work in accordance with District and department-established rubrics.

Additionally, the Art, English, Magnet, Math, Science, and Social Studies Departments along with small learning communities will continue to meet weekly, monthly, after school, Saturdays, and summers to assess and align curricula, share best practices, analyze data, attend technology seminars, and train on computer-driven management software.

Departments continue to analyze and refine instructional practices:

- The English Department has meetings where teachers share best practices, engage in lesson study, and design curriculum for differentiated instruction.
- The Art Department collaborates and holds intra-departmental sessions.
- Grade-level magnet teachers meet weekly, on Saturdays, and during the summer to develop, plan and map curricula and to assess student achievement.
- Media Academy teachers align courses with state visual arts standards.
- AOAT project-based approach enables English, art, and history classes to examine topics from varied viewpoints and content standards.

Departments further meet to examine rubrics and assessments to evaluate student progress:

- The ELD Department uses District rubrics for writing assessments, and portfolio rubrics to evaluate student mastery of standards.
- The World Languages Department designs assessment tools, uses a uniform rubric, and compares assessment results.
- The Magnet has a writing workshop so that all teachers can use standardized writing techniques across their curricula.

- Math, English, Science, and Social Studies Departments examine state and District assessment results in MyData and modify their instruction as appropriate.
- The English Department has aligned its core literature to content standards. Additionally, members of the department have participated in Periodic Assessment scoring sessions to assess reader-rater reliability.

The departments will continue to map content standards across grade levels to achieve continuity of instruction:

- The English Department develops core literature lists based on identified essential standards. Additionally, the department is developing curricula to address the Program Improvement Plan and Common Core State Standards.
- The Mathematics Department uses a pacing plan and conducts “vertical alignment” team meetings.
- The Physical Education Department uses state assessment data and rubrics to determine fitness goals and to assess student skill levels.
- The Social Studies Department uses uniform rubrics and maps its curriculum chronologically and/or thematically.
- The Science Department uses a pacing plan and maps its curriculum according to Periodic Assessment schedules.
- The Magnet uses vertical alignment across grade levels to develop thematic units, focus on key ideas, and integrate Common Core State Standards.

In addition, Grover Cleveland Charter High School will participate in all LAUSD mandated trainings.

THE SCHOOL'S ACADEMIC CALENDAR AND SAMPLE DAILY SCHEDULE

Academic Calendar

Cleveland's academic calendar will be consistent with LAUSD. We will offer, at minimum, the number of minutes of instruction set forth in Education Code §47612.5.

Students in grades 9-11 are required to take a minimum of six classes, with the option of an additional morning or afternoon class. Seniors must take a minimum of four classes. Students attend their classes according to the below bell schedules.

Bell Schedules

Regular Schedule	Minimum Day	Professional Development	Shortened Day
0 7:00 - 7:50	0 7:00 - 7:50	0 7:00 - 7:50	0 7:00 - 7:50
1 7:57 - 8:54	1 7:57 - 8:33	1 7:57 - 8:39	1 7:57 - 8:43
2 9:00 - 10:02	2 8:39 - 9:19	2 8:45 - 9:33	2 8:49 - 9:41
Nutrition 10:02 - 10:22	3 9:25 - 10:00	Nutrition 9:33 - 9:53	Nutrition 9:41 - 10:01
3 10:28 - 11:25	Brunch 10:00 - 10:30	3 9:59 - 10:41	3 10:07 - 10:53
4 11:31 - 12:28	4 10:36 - 11:11	4 10:47 - 11:29	4 10:59 - 11:45
Lunch 12:28 - 12:58	5 11:17 - 11:52	Lunch 11:29 - 11:59	Lunch 11:45 - 12:15
5 1:04 - 2:01	6 11:58 - 12:34	5 12:05 - 12:47	5 12:21 - 1:07
6 2:07 - 3:04		6 12:53 - 1:34	6 1:13 - 1:59

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

English Learners

As a District affiliated charter school, Grover Cleveland Charter High School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

Our ELD program offers a rigorous course of study where students simultaneously acquire fluency in English and develop academic proficiency in content areas. Students have the opportunity to take specialized electives to supplement fundamental skills in mathematics, science, English-language arts, and CAHSEE prep.

Socioeconomically Disadvantaged Students

Grover Cleveland Charter High School shall continue to serve the needs of socioeconomically disadvantaged students enrolled in the affiliated charter in the same manner as at any other public school of the District, and shall be responsible for meeting all the goals of our Single Plan for Student Achievement and our Program Improvement Plan. The affiliated charter will follow the guidelines, policies, and procedures set forth in federal Title I of No Child Left Behind legislation as well as state compliance statutes.

Gifted Students

Grover Cleveland Charter High School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If Grover Cleveland Charter High School students participate in the Saturday Conservatory of Fine Arts, the Charter School will reimburse on a fee-for-service basis.

At Cleveland, more than 1,000 students have been identified as gifted or high achieving. The residential school offers a School for Advanced Studies (SAS) program, which targets gifted, high achieving, and talented students. In addition to SAS courses, our magnet and residential schools' honors classes seek to challenge this population. Honors and AP courses have differentiated curricula where students experience great depth and complexity. Specialized training and workshops are required for the instructors of the gifted, high achieving, and talented.

Students Achieving Below Grade Level

Our Single Plan for Student Achievement and Program Improvement Plan address the needs of our students achieving below grade level (see Attachments for Element 1). Specifically, we have developed an extensive intervention program that includes the following:

- An intervention coordinator
- Before, during, after school, and Saturday tutoring
- After school and Saturday CST and CAHSEE boot camps
- Elective courses such as Essential Standards English and Essential Standards Mathematics
- Professional development for teachers
- Parent workshops on how to assist students with their academic goals
- Motivational assemblies and guest speakers
- Curricular trips that extend classroom experiences
- Computer software and a dedicated computer lab
- Audio visual equipment
- Credit recovery classes
- Additional counselors to support student academic and personal needs
- Class-size reduction teachers to provide for additional instructional support
- Peer mentoring programs
- Boys and Girls Club College-Bound program
- School psychologist and nurse to address various health needs
- Attendance Dean to monitor student progress
- Learning lab for Resource Specialist Program students

Our instructional program is proactive and addresses the needs of those achieving below grade level or those who are not performing at ability level.

To meet the needs of students transitioning from middle to high school, Cleveland will offer ninth graders a yearlong course that introduces them to the different small learning communities and each program's offerings and expectations. In this class, highly trained instructors provide students with an opportunity to review fundamental skills in literacy, computer literacy, scientific reasoning, and mathematics.

Moreover, Cleveland recognizes that through literacy development students will acquire the skills necessary to analyze, interpret, synthesize, evaluate, and use information from a variety of sources. To achieve this end, we have implemented a program to assist those who are underachieving in this area.

We have established the Developing Readers and Writers Course. The class uses Read 180, a reading intervention program that targets students scoring at the below basic and far below basic levels on state ELA assessments. The program utilizes a series of teacher-guided small group instruction, one-on-one learning, and computer-aided technology activities.

Students struggling with introductory mathematics are enrolled in a two-hour Algebra block. In this course, fundamental skills are reinforced to ensure mastery of basic concepts. There is a math tutorial component that allows students to receive immediate intervention and allows additional time for mastering concepts.

Our Advancement Via Individual Determination (AVID) program helps average and underachieving students with high academic potential prepare for entrance to colleges and universities. AVID features a rigorous academic elective course that students take each of their four years. The course has a sequential curriculum that focuses on writing, inquiry, and collaboration as methodologies to accelerate student progress. There is a tutorial component supported by college students. Many small learning community faculty members, including those in AOAT and IS, have also been AVID-trained and integrate the concepts of the program into their instructional programs.

The Magnet offers a specialized college prep seminar elective to address the needs of underperforming ninth and tenth grade students. It endeavors to help students improve their own academic performance and develop intervention strategies to support achievement of the student learning outcomes.

Special Education

The District shall continue to serve the needs of special education students enrolled in District Affiliated Charter Schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the

District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law if there is a change in the supports and services set forth in the transfer student's IEP.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized

testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District Affiliated Charter Schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action

is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements -**

All District Affiliated Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified

Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District Affiliated Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

The MCD requires all District authorized schools, including District Affiliated Charter Schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

DESCRIPTION OF THE IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM

Our action steps emerged from schoolwide discussions and focus group meetings that occurred throughout the course of the affiliated charter writing process. The approach was collaborative; all stakeholders were represented in the process. Key planners met to compile, organize, and formulate action steps that reflect our identified critical needs. This plan will guide our reform efforts for the next five years.

Our implementation plan contains four major goals: focus on student achievement in all academic content areas; focus on student outcomes for English Learners; focus on student outcomes for Students with Disabilities; and, focus on post-secondary opportunities for all underrepresented students. Both the school vision and the student learning outcomes results were addressed in the development of the implementation plan.

To monitor the progress of the implementation plan, an annual evaluation will be conducted each August. In addition, the Cleveland Governance Council, in conjunction with the School Site Council, the WASC Accreditation Executive Team, and the Curriculum Council will oversee the follow-up procedures, which will become a permanent item on its monthly agenda. The process will ensure and facilitate ongoing implementation of the plan. Both the evaluation and follow-up process will review the goals and activities addressed in the current year, as well as modify strategies to achieve the areas of growth identified in the charter petition.

**THE IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM,
INCLUDING A TIMELINE
FOR IMPLEMENTATION OF VARIOUS COMPONENTS OF THE PLAN**

(See Attachments for Element 1 for details and implementation steps)

Grover Cleveland Charter High School Implementation Plan, 2013-2018

Goal 1:	Focus on student achievement in all academic content areas.
Critical Need:	There is a need to increase student outcomes in English, social studies, mathematics, and science, especially in introductory mathematics and science courses.
Growth Target:	<ul style="list-style-type: none">• All subgroups will meet annual state-determined API growth targets.• Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance bands, especially on the General Math, Algebra I, Integrated Coordinated Science, World History, and US History assessments.

Goal 2:	Focus on student outcomes for English Learners.
Critical Need:	There is a need to increase student outcomes for English Learners.
Growth Target:	<ul style="list-style-type: none">• English Learners will meet annual state-determined API growth target.• Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance levels.

Goal 3:	Focus on student outcomes for Students with Disabilities.
Critical Need:	There is a need to increase student outcomes for Students with Disabilities.
Growth Target:	<ul style="list-style-type: none">• Students with Disabilities will meet annual state-determined API growth target.• Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance levels.

Goal 4:	Focus on post-secondary opportunities for all underrepresented students.
Critical Need:	There is a need to increase the percentage of underrepresented students fulfilling graduation requirements, completing the minimum a-g required courses, and enrolling in higher level classes.
Growth Target:	<ul style="list-style-type: none"> • Increase percentage of underrepresented students graduating high school by 2% annually. • Increase percentage of underrepresented students completing UC/CSU requirements upon graduation by 10% annually. • Increase percentage of underrepresented students enrolling in honors and AP classes by 15% annually.

Yearly Monitoring of Implementation Plan

The Cleveland Governance Council, working with the administration, Accreditation Leadership Team, Curriculum Council, and School Site Council routinely reviews the implementation plan, using it to monitor, evaluate, and sustain overall program effectiveness.

Schoolwide, where possible, we have merged our implementation with the WASC action plan, Single Plan for Student Achievement (SPSA), and SPSA Program Improvement Plan that reflect District, schoolwide, department wide, and small learning community beliefs about holding rigorous academic standards and high expectations for all students.

The uniform plan includes our school profile and achievement data from local, District, state, and national assessments to determine benchmarks for student performance. From this, an implementation plan formulates. Budgetary, curricular, and professional development decisions derive from this plan.

Follow-Up Process Summary

The follow-up process has two elements that are designed to ensure that the goals and growth needs of the implementation plan are achieved. They are as follows:

1. Development of a systematic plan for monitoring the implementation of the plan.
2. Establishment of a process for the ongoing evaluation of student achievement indicators and profile data as a basis for making changes in instructional practices, curriculum development, and student support services.

Procedure:

To achieve the two goals of the follow-up process, Cleveland structured a clear process for schoolwide decision-making that is inclusive of all stakeholders. The Cleveland Governance Council:

- Monitors the implementation of the plan.
- Recommends modifications for schoolwide improvement.
- Updates school profile data for continuing analysis.
- Analyzes data collected in the school's accountability report.
- Implements methods for data collection and assessment that document student achievement of the student learning outcomes and California content standards.
- Uses data to present professional development topics that guide curricular decisions.
- Establishes a professional development plan for teacher training in methodology and technology.
- Reviews student support services.
- Shares findings to stakeholder groups.
- Revisits and promotes the school mission and vision.

Timeline • Implementation Plan for the Instructional Program

July-August

- Review and Assess Student Achievement Data
- Present Principal's Report: State of the Land

August

- Conduct Priority Needs Assessment of Implementation Plan Based on Achievement Data
- Revisit Implementation Plan
- Modify Implementation Plan, as needed

August-December

- Begin Implementation Plan Process
- Design Professional Development in Accordance with Implementation Plan Goals

January-May

- Review and Assess Additional Student Achievement Data
- Revisit Implementation Plan
- Modify Implementation Plan and Profession Development Plan, as needed
- Present Plan Modifications, as needed
- Implement Plan Modifications, as needed

June

- Present Principal's Report: "State of The Land"

HIGH SCHOOLS ONLY:

Grover Cleveland Charter High School is accredited by the Western Association of Schools and Colleges (WASC) and offers a-g course requirements for UC and CSU. As an affiliated charter school, we will maintain accreditation from WASC and offer courses that meet the a-g university requirements. We will continue to work with the UC staff to refine our course list and apply to the UC Board on Admissions and Relations with Schools Committee for new course approval.

All parents and students are notified that Grover Cleveland Charter High School is WASC accredited and offers a-g college requirements in the following ways: summer mailing, school brochures and handbook, school web site, articulation fair and visits, freshmen and new student orientations, grade level meetings, parent organization meetings, Individualized Graduation Plan meetings, and college awareness meetings.

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school.” “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

Grover Cleveland Charter High School will adhere to all national and state mandated testing windows and assessments. In accordance with LAUSD policy, Cleveland Humanities Magnet, as an alternative learning site, will implement periodic assessments four times per year preceding the Interdisciplinary Unit Exams (IUE). Implementation of assessments will meet or exceed the District standard for implementing Periodic Assessments.

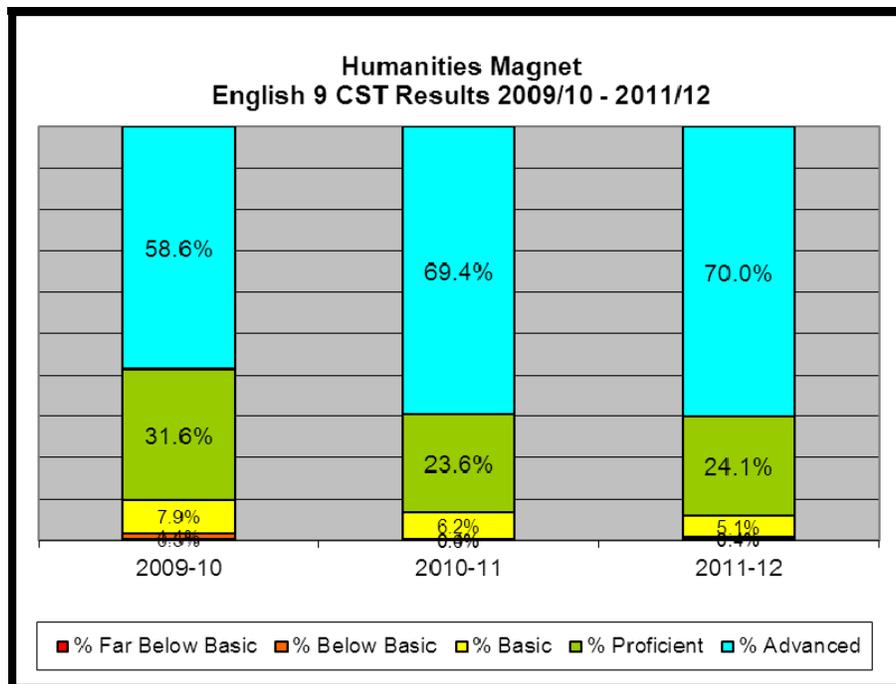
In accordance with LAUSD policy, periodic assessments will be administered to all Magnet students enrolled in English 9, English 10, and World History. The assessments are formative in that the data are “employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment” (Crooks, 2001).

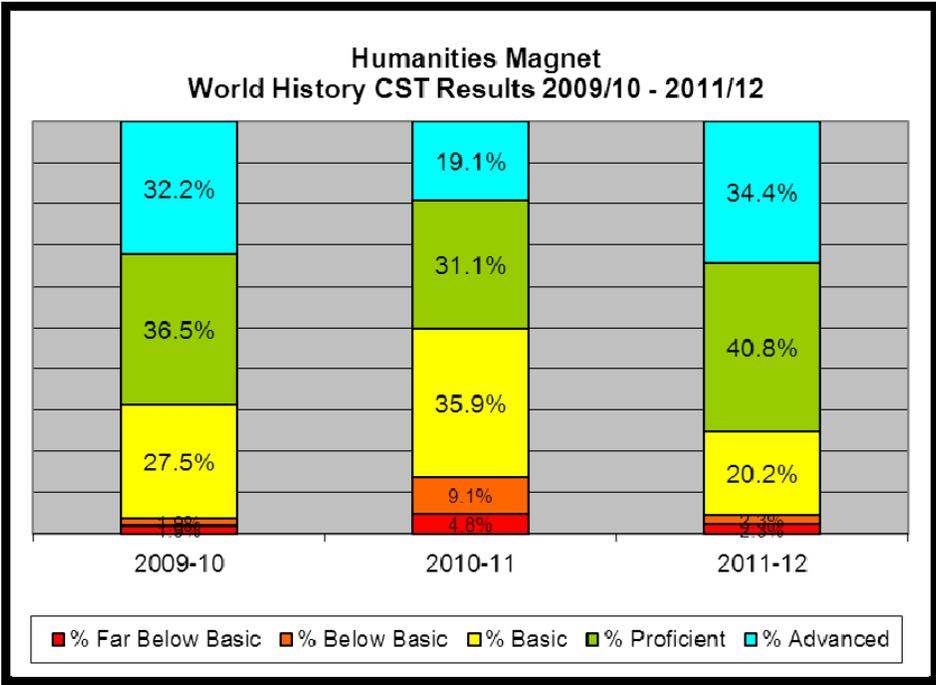
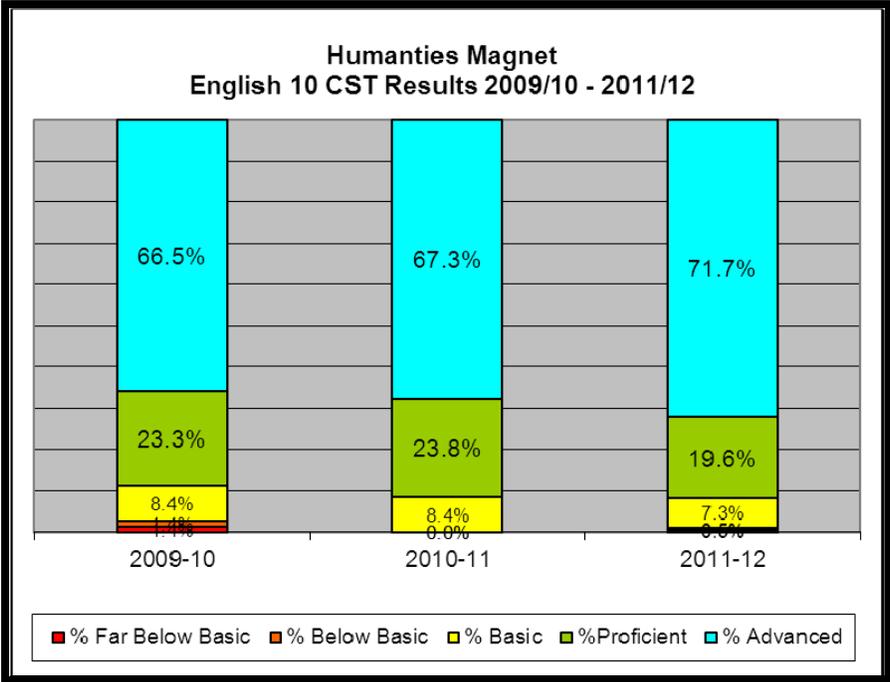
These assessments measure areas of student strength and weakness on the standards covered in the instructional units. The units are sequenced according to the interdisciplinary, thematic curricular plan of each grade level. The data informs instructional practices and facilitates targeted professional development and strategic support for students and teachers.

1. Periodic Assessments are standards-aligned, valid, reliable, and cover the content of each thematic unit.
2. A process is in place for data collection, sharing, and analysis.
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce and share results.
 - i. Assessments are graded based on interdisciplinary, thematic grade-level rubrics.
 - ii. Following each assessment, grade-level teams meet to discuss how the data reflects instruction and determines students’ strengths and weaknesses prior to the administration of the IUE.

- c. Assessments are administered four times a year in English 9, English 10, and World History.
3. Professional development is provided to staff on the formative assessment process.
 - a. Grade-level teams meet regularly to discuss assessments and to determine reader-rater reliability through the use of anchor papers.
 - b. Grade-level teams meet regularly to analyze student data to modify instruction, as necessary.
 4. Evidence of implementation is available and ready for use during Performance Dialogue with Instructional Directors.
 5. The process to determine effectiveness of the assessments includes the following: analysis of student participation; teacher participation in professional development and scoring sessions; use of data result to revise curricula, as needed.

The CST results of the Magnet students who participate in the IU Exams evidence the successes of the program.





ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS

Cleveland students will gain the skills and knowledge outlined in the following:

- California curriculum frameworks
- Common Core State Standards for English Language Arts Literacy in History/Social Sciences, Science, and Technical Subjects
- Common Core State Standards for Mathematics

Additionally, Cleveland has specific student learning outcomes. These include the ability to

- Analyze, interpret, synthesize, evaluate, and use information from a variety of sources
- Apply technology to research and produce original works
- Read, write, listen, and speak critically and reflectively
- Generate solutions and adapt to change
- Develop self-esteem and positive identity
- Explore resources beyond school to enhance learning
- Contribute time, energy and talents to improve the quality of life in their community
- Establish meaningful personal, academic, and career goals
- Continue life-long learning pursuits
- Acquire knowledge of a variety of cultures and languages, and appreciate individual differences
- Demonstrate personal integrity and assume responsibility for decisions and actions
- Respect and conserve the environment

We also recognize the need for our students to develop the skills and knowledge that are delineated in the Partnership for 21st Century Skills' framework:

- Global Awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy
- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Information, media, and technology skills
- Information literacy
- Media literacy
- Information, communication, and technology literacy

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

SPECIFIC, MEASURABLE AND REALISTIC STUDENT ACHIEVEMENT TARGETS FOR THE ANTICIPATED STUDENT POPULATION

Grover Cleveland Charter High School has set the following student achievement targets:

- All subgroups will meet annual state-determined API growth targets.
- All subgroups will meet their AYP annual measurable outcomes.
- Each year, Cleveland will meet District Performance Meter objectives.
- Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance bands, especially on the General Math, Algebra I, Integrated Coordinated Science, World History, and US History assessments.
- CAHSEE pass rates will continue to exceed the District and state ELA and mathematics rates annually.
- Overall graduation rates will increase by at least 1% each year.
- Our participation rate on the District Periodic assessments or school-designed assessments will be at least 95%. Each year, at least 10% of students will move from their current performance bands on the Periodic Assessments to higher performance levels.

WHEN AND HOW OFTEN STUDENT OUTCOMES WILL BE ASSESSED

Student outcomes are assessed throughout the year in a variety of ways:

- API—annually
- AYP AMOs—annually
- California Standards Test (CST)—annually
- Spanish California Standards Test (SCST)—annually
- California High School Exit Exam (CAHSEE)—multiple times a year
- California Modified Assessment (CMA) —annually
- California Alternate Performance Assessment (CAPA) —annually
- California English Language Development Test (CELDT)—multiple times a year
- Communication and Observation Matrix (COM)—multiple times a year
- Graduation rates—annually
- Periodic Assessments—three times a year

- Advanced Placement rates—annually
- Marks Analysis—eight times a year

Outcomes are also embedded in the instructional programs of departments and small learning communities. Cleveland will continue to develop innovative approaches that include informal, formal, and authentic assessments:

- Career Portfolios—completed during senior year
- Service Learning Projects—completed during junior year
- Department finals and end-of-course examinations
- Fitness Gram—annually
- Interdisciplinary Unit Exams—quarterly
- Diagnostic and placement exams—annually
- Film Projects—multiple times a year
- Online essays using Vantage and Turnitin.com software—multiple times a year
- Research projects—multiple times a year
- Thematic essays—multiple times a year
- Classroom presentations—multiple times a year
- Panel discussions—multiple times a year
- Career fairs—annually
- Student leadership conferences—annually

See Attachments for Element 2.

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Grover Cleveland Charter High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Grover Cleveland Charter High School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

METHODS OF ASSESSING ATTAINMENT OF STUDENT OUTCOMES AND HOW THESE ASSESSMENT MEASURES ARE CONSISTENT WITH THE SCHOOL’S PROPOSED INSTRUCTIONAL PROGRAM AND USE A VARIETY OF ASSESSMENT TOOLS

Grover Cleveland Charter High School uses a variety of assessments to measure student mastery of academic standards and student learner outcomes:

- Advanced Placement (AP) exams
- California Standards Test (CST)
- Spanish California Standards Test (SCST)
- California High School Exit Exam (CAHSEE)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)
- Communication and Observation Matrix (COM)
- Fitness Gram
- End-of-Course Exams
- Periodic Assessments
- School Experience Survey

The state provides the School Accountability Report Card (SARC) and the District issues the Performance Meter to give an overview of the school. These indicators include data on student achievement and demographics such as graduation rates, dropout rates, and a-g completion rates for all subgroups.

Teachers use results from national and state assessments to evaluate student learning and modify the teaching/learning process to increase student outcomes. Each fall, the Educational Testing Service (ETS) sends Advanced Placement teachers an analysis of student performance on the exam administered the previous May. The data reveals the

skills and objectives that students have mastered and provides areas for improvement. Teachers use this information to modify their curriculum and instructional strategies.

The College Counselor reviews the results of the Preliminary Scholastic Aptitude Test (PSAT) with students and parents and uses the results to help students understand their strengths and areas for improvement.

Moreover, academic counselors use the results from marks analysis, CSTs and End-of-Course examinations to assess student strengths and to recommend students for higher-level classes who may not traditionally enroll in those classes.

Departments examine the results of CST class reports and compare mastery of standards. Areas of strengths and weakness are discussed and used to reevaluate instructional practices. This also provides an opportunity to share best practices.

Additionally, teachers use department meetings for grade-level articulation. Teachers discuss class and individual student academic needs and use that information to plan their curricula accordingly.

The Physical Education Department uses the results from Fitness Grams to assess its progress in helping all students' master key components that are optimal for good health. Results are used to develop strategies to increase student mastery in the areas tested. This includes aerobic capacity, body composition, muscular strength, endurance, and flexibility.

The LAUSD requires all high schools to use Periodic Assessments in English 9AB, English 10AB, Algebra 1 AB, Geometry AB, World History, Biology AB, and Chemistry AB to gauge student mastery of content standards. Periodic Assessment results are also used by the departments to assess student progress and to inform instruction.

In 9th and 10th grade English, students take these formative assessments in three writing strands: persuasion, exposition, and literary analysis. Each assessment includes objective multiple-choice questions and short constructive responses. The 9th grade persuasion and literacy analysis assessments also include extended constructive response essays; likewise, the 10th grade assessment includes an extended constructive response essay for the exposition assessment.

After students take the assessment, the department chair collects the multiple-choice responses and sends them to Core K12 to be scanned and scored. The data is disaggregated by individual student and standards assessed. The department then examines the results, and they modify instructional practices based on student performance.

The Mathematics Department gives three Periodic Assessments and an End-of-Course exam each year to assess Algebra I and geometry students' mastery of standards for the courses. Teachers use the results to modify lessons and drive the instructional

program. Many mathematics teachers develop departmental remediation forms for students to help them review fundamental skills and vocabulary tested in that particular Periodic Assessment.

In biology and chemistry, students take three Periodic Assessments. The department members use the results to modify course-specific pacing plans and enhance instructional practices.

The Humanities Magnet uses its own District-approved alternative periodic assessment for grades 9-12. The Interdisciplinary Unit Exam is a quarterly, two-hour assessment that requires students to integrate skills and knowledge acquired through their “Core” magnet classes. Teachers meet regularly to reevaluate writing prompts based on student mastery of academic standards. Data is used to determine if students require tutoring or other academic support services.

ADDITIONAL “IN-HOUSE” BENCHMARK ASSESSMENTS TO BE USED BY THE SCHOOL TO ASSESS STUDENT PROGRESS ON AN ONGOING BASIS AND THE FREQUENCY THE ASSESSMENTS WILL BE ADMINISTERED

While some assessments are mandated by the state and District, throughout the year, the school uses a variety of assessments to monitor student achievement. Administrators and program coordinators work with department chairpersons to review assessments and make instructional program decisions based on the results.

Furthermore, teachers use a wide range of strategies developed by departments, small learning communities, and individual teachers. Throughout the year, instructors evaluate student mastery of standards and the student learning outcomes. Teachers gather data through traditional assessments such as exams, quizzes, and essays. They also use alternative assessments such as end-of-unit, end-of-semester, and end-of-course portfolios and projects.

Classroom teachers use daily assessments to monitor student achievement of academic standards and student learner outcomes. There is a systematic approach to help students move into, through, and beyond lessons. Warm-up activities, dispatches, and other similar strategies assess prior knowledge. Assessment strategies such as laboratory experiments, scientific investigations, graphing, discussions, oral quizzes, Socratic seminars, cooperative learning, reciprocal teaching, and the writing process monitor student comprehension of materials. To gauge student mastery of concepts taught, students are asked to analyze, interpret, synthesize, evaluate, and use what they have learned to produce original works.

Using these assessments, instructors reteach skills and concepts based on student outcomes. Educators also have the opportunity to share their knowledge and expertise on teaching practices, and they are given the opportunity to share their best practices with their colleagues, which helps improve student achievement.

In-house schoolwide assessments include the following:

- Career Portfolio
- Service Learning Project

Department and Small Learning Community assessments include the following:

- Career fairs
- Department finals and end-of-course examinations
- Diagnostic and placement exams
- Film projects
- Thematic essays and Interdisciplinary Unit Exams (IUEs)
- Online essays using Vantage and Turnitin.com software
- Panel discussions
- Research projects
- Interdisciplinary design projects

Individual teacher assessments include the following:

- “Activity before Content”
- Classroom discussions
- Daily student presentations
- Document-based question responses and essays
- Interactive reading journals
- Lab experiments
- Magazine projects
- Multimedia presentations
- Pamphlets and brochures
- Research papers
- Scholastic Reading Inventory
- Standards-based portfolios
- Student reflections
- Survey, Question, Read, Recite, Review (SQ3R) protocol
- Tests and quizzes
- Unit projects
- Writing process

Additionally, the Counseling Department programs students according to their needs. Counselors review student data, monitor student grades, and advises students and parents accordingly. Counselors use individual graduation plans, academic progress reports, attendance reports, classroom observations, and test scores to evaluate student needs and to inform students about academic and career goals. If academic or personal support is needed, counselors refer students to the appropriate intervention program.

Counselors also use weekly progress reports to monitor student achievement; students must circulate the report among their teachers and share the information with parents.

Moreover, counselors meet individually with their counselees to develop an academic or behavior plan or may request the assistance of the Student Success Team (SST). The SST consists of an administrator, coordinator, academic counselor, teachers, parents, and the student. The team meets to evaluate the issues that inhibit student learning and then develops an intervention plan that may include referrals to the school psychologist, placement in intervention programs, or recommendation for a 504 Accommodation Plan or IEP.

**HOW ASSESSMENT DATA WILL BE USED TO INFORM INSTRUCTION,
IMPROVE THE EDUCATIONAL PROGRAM,
AND INFORM PROFESSIONAL DEVELOPMENT ON AN ONGOING BASIS**

On a yearly basis, our review of assessment data, including the elements of the District's Performance Meter, will continue to inform instruction, improve the educational program, and inform professional development.

Our comprehensive curriculum offers a strong, standards-aligned program for all students. Monthly, the Curriculum Council, comprising department chairpersons, small learning community coordinators, and administrators meet to discuss curricular issues and implementation of standards-based instruction. As a school, the faculty convenes regularly to discuss student learning outcomes and the instructional strategies needed to support students in meeting those goals.

Departments and small learning communities receive extensive data regarding overall student mastery of the standards and disaggregated subgroup performance results on formalized assessments such as the CSTs, CAHSEE, and Periodic Assessments in English, mathematics, science, and social science. Student work and results from multiple classroom assessments are also reviewed. This data informs the curriculum mapping process that occurs annually within each department and small learning community. During the school year, modifications are made to support student learning.

National, state, District, and classroom on-demand and curriculum-embedded writing tasks focused on standards are administered regularly in content areas. Colleagues in English, ELD, mathematics, and science meet regularly to review student work, sample lessons, and share best practices that are aligned to the standards and the student learning outcomes. In these departments, established rubrics and departmental assessments assist colleagues in developing consistent expectations and standards for all students. Additionally, District Periodic Assessments in English, mathematics, science, and social sciences offer opportunities to analyze, reflect, and modify lessons to help students meet proficient levels.

In World Languages, teachers meet monthly to discuss best practices, refine curriculum pacing, and develop assessment-grading policies. Common assessments on final exams and projects support the achievement of academic standards and the student learning outcomes.

Art teachers create curriculum and share best practices that will involve students in learning. This includes the development of lessons that are culturally relevant, engaging, and based on real-world applications.

Health teachers create lessons, units, and assessments that are linked to District standards.

Magnet teachers meet weekly to assess student achievement of course objectives and to revise their curricula to ensure student mastery.

In the Physical Education Department, teachers participate in District workshops to align state standards with course curriculum. The department, in conjunction with the Athletic Director, sponsors two assemblies each year to share behavioral expectations and disseminate information on good sportsmanship through the program, "Pursuing Victory with Honor." Additionally, teachers prepare students to meet state standards by engaging them in daily exercise. Warm-ups consist of stretching, core strengthening activities, and cardiovascular components that are assessed on the Fitness Gram. Students participate in team sports, which allow them to collaborate and assume responsibilities for group outcomes.

In the ELD Department, CELDT, COM, and CST scores assist teachers with planning standards-based lessons. English learners keep portfolios as evidence of their progress toward meeting the standards and student learning outcomes. Additional academic electives are available when students need support to meet specific standards.

The Science Department reviews Periodic Assessment and CST data to measure student proficiency on content standards. Science teachers then develop common lessons and share best practices to focus on key concepts.

Social studies teachers meet monthly to review and revise curricula based on student assessment results and to develop departmental exams. They also convene in course-specific content areas to analyze CST scores, discuss student strengths and weaknesses, and share best practices.

The Mathematics Department uses a semester pacing plan to ensure standards are taught; quarterly exams provide feedback on mastery of standards. The department also develops remediation skill sets for students to help them strengthen areas of weakness.

Special Education teachers meet regularly with each other and with general education teachers to discuss student achievement of IEP goals and to review strategies to help

students meet academic standards and student learning outcomes. Students are provided additional assistance in core content classes through a learning lab setting.

Common planning time in the Humanities Magnet program provides opportunities to integrate learning among disciplines and to evaluate student assessments. Additionally, AOAT convenes during and after school to analyze student work, plan interdisciplinary curricula, and to discuss student performance. This process enhances instruction and offers opportunities for the incorporation of research-based intervention strategies and teaching practices, and the implementation of a monitoring system that focuses on student progress towards meeting the standards.

As funds become available, we propose to allocate resources to implement the following student intervention strategies and professional development opportunities:

Student Intervention

- Provide extended learning opportunities, including tutoring, credit recovery and enrichment classes, academic support electives, and remediation electives, before, during, and after school as well as Saturdays and summer.
- Make available additional counselors, deans, and Impact-trained faculty to provide for more student support and to monitor student progress.
- Offer educational resource aides and peer tutors to assist with students not meeting proficiency.
- Have coordinators identify at-risk students and monitor and assist with the students' progress.
- Develop, provide, and communicate additional support services, including school psychologist and nurse, on campus and in the community to assist with individual needs that may hinder student achievement.
- Offer and fund assemblies, guest speakers, and workshops as additional outreach opportunities.
- Purchase and utilize supplemental materials, equipment, and software to assist students not meeting graduation requirements (e.g., Revolution Prep, Vantage, Turnitin.com).
- Develop additional outreach programs with, and fund curricular trips to, post-secondary institutions, community organizations, cultural and artistic centers, and local businesses to extend learning opportunities for students and promote career-college readiness.
- Develop additional parent workshops on how to support student achievement.
- Communicate and expand a-g course offerings in the master schedule to address student needs.
- Offer and design materials to increase faculty, student, and parent awareness of a-g course offerings.
- Provide after school, during school, Saturday, and summer classes to prepare students for the CAHSEE.

- Offer counselor, coordinator, and teacher-led meetings for students and parents to communicate the importance of the CAHSEE.
- Have period-by-period assemblies for students to convey the importance of the CAHSEE.
- Establish and staff intervention support room to supplement classroom instruction with additional CAHSEE prep materials.
- Develop supplemental curricula to target students who have not achieved proficiency and provide training, as needed.
- Provide English workshops for students who need additional support with key content standards.
- Offer college nights and faculty-led workshops to assist students with the college admission and financial aid processes.
- Provide a forum for college students to fulfill service learning projects by mentoring and tutoring Cleveland students.
- Select and provide training for teachers to implement CST prep classes.
- Support and expand peer-tutoring clubs such as Scholars in Action and AVID tutoring.
- Identify—and if necessary, hire—qualified teachers to instruct struggling PRP and RFEP students.
- Continue with the Multicultural Academy orientation, organized by the Bilingual Coordinator.
- Support the efforts of the Village Nation to provide motivational assemblies to our target students.
- Support and expand student organizations that seek to raise social awareness, including Black Student Union, Breaking Boundaries, Gay-Straight Alliance, WITS, MEChA, and International Students Leadership Association (ISLA).
- Encourage and support assemblies that promote multicultural activities, such as the Black-Brown Love Assembly.
- Purchase and use supplemental materials, equipment, and software to assist students not meeting language proficiency benchmarks (e.g., audio books, library books, educational videos, document readers).
- Offer additional Read 180 sections and provide necessary supplemental materials and technology to support struggling readers.

Professional Development

- Provide teachers, administrators, and other staff with training on differentiated instruction through the use of thinking maps and other graphic organizers, AVID strategies, GLAD, GATE instruction, academic language, accessing prior knowledge, CRRE, SDAIE methodologies, cooperative learning, and integrating technology to meet the needs of targeted students and to increase student interest and motivation.

- Fund conference attendance for teachers, counselors, coordinators, and administrators to acquire differentiated and research-based strategies to support student achievement and motivation, including conferences sponsored by ASCD, College Board, Central Cities, CATE, NCTM, and various local, state, and national educational organizations.
- Provide training on Teaching and Learning Frameworks, Common Core State Standards, and Smarter Balanced Assessments.
- Offer time for teachers to share best practices and conduct lesson studies based on effective strategies to meet the needs of all learners.
- Share best practices on effective implementation of Common Core State Standards.
- Offer professional development on writing across-the-curriculum.
- Allow teachers and administrators time to share best practices and conduct lesson studies based on effective differentiated instructional strategies.
- Use PD time to revise curricula to address specific standards that students did not master.
- Have Math Coach work with the mathematics teachers to revise curricula to address specific standards that students did not master.
- Review Periodic Assessments and develop other departmental assessments.
- Collaborate and further learning by implementing established effective writing strategies and writing rubrics to align with Common Core State Standards.
- Develop plans within all departments to expose 9th and 10th grade students to CAHSEE standards and related materials.
- Design departmental lessons and supplemental activities to further student understanding of CAHSEE standards.
- Provide time to share best practices and conduct lesson studies based on CAHSEE standards.
- Train staff on Master Plan.
- Allow teachers and administrators time to share best practices and conduct lesson studies based on effective EL strategies.
- Offer teachers opportunities to collaborate and further their learning by implementing commonly established effective writing strategies and writing rubrics to meet the needs of EL.
- Have teachers and administrators review Periodic Assessments and develop other departmental assessments that align to the curriculum to meet the academic needs of ELs.
- Allow teachers and administrators time to share best practices to meet the needs of EL students and to comply with Master Plan and CRRE mandates.
- Allocate time to train classified staff and faculty on identification and monitoring of student data, including attendance, discipline, and marks analysis.
- Design counselor-led workshops to enhance faculty and staff understanding of a-g requirements.
- Provide teachers and counselors with additional training in the use of MyData to review current and former student performance on specific CST and Periodic Assessment standards to inform instruction.

- Train teachers on the use of ConnectEd, the school website, and email to communicate regularly with parents.
- Design articulation opportunities for SLCs, departments, staff, and administration to reinforce schoolwide goals.
- Offer in-service on tolerance and sensitivity training.

ELEMENT 4—GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

GROVER CLEVELAND CHARTER HIGH SCHOOL GOVERNANCE

Expanded School-Based Management Model Assurances

The Los Angeles Unified School District (LAUSD) and the United Teachers of Los Angeles (UTLA) sponsored the establishment of the Expanded School-Based Management Model (ESBMM) within LAUSD.

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010, The purpose is to enhance flexibility, accountability, and local control for participating schools to promote academic excellence and full engagement by the school community. The parties seek to improve dramatically the educational learning environment and thereby improve student performance through ESBMM as a voluntary model among the options for LAUSD schools. ESBMM schools will be open to students in accordance with the LAUSD student assignment plan.

Cleveland High School will retain its ESBMM governance model as approved by LAUSD and the School Board. The term of Cleveland High School’s ESBMM agreement began in August 10, 2011 and is effective through the end of the 2015-2016 academic school year.

Rights of ESBMM Schools Per Expanded School-Based Management Model Agreement Between LAUSD and UTLA

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010, All ESBMM Schools shall base their proposals on the six elements of School Based Management. These six elements support success because the ESBMM school will have, to the maximum extent permitted by law:

1. Funding to the local school site based on the State ADA and categorical funding framework
2. Control over its financial resources (per pupil funding)
3. Control over the selection of administrative, certificated, and classified employees, subject to number 1 below.
4. Control over curriculum
5. Control over professional development

6. Control over bell schedules, in accordance with District requirements for minimum instructional minutes

Governance Council Functions and Composition Per LAUSD and UTLA Agreement

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010, Governance functions include but are not limited to the following tasks: set the school vision, approve the annual budget, and the selection of the school leader.

1. ESBMM Schools shall form a School Leadership Council and the School Leadership Council will function according to Article XXVII, Sections 2.0-2.9 of the LAUSD-UTLA collective bargaining agreement, unless otherwise provided for herein. The council will participate in shared decision-making on all of the matters provided in section 2.4.
2. To the extent permitted by applicable laws, regulations, and collective bargaining agreements, members of the School Leadership Council will be actively involved in selection of personnel, evaluations of teacher and administrator performance, and design and conduct of professional development.
3. The School Leadership Council shall establish a committee comprised of the school principal, chapter chair, teachers, parents, classified staff for the purpose of selecting personnel in accordance with District Staffing policies and procedures. All members of this committee shall sign a Non-Disclosure agreement regarding applicant information. For the purpose of selecting the school principal, the Superintendent/designee shall appoint a representative to serve on the selection committee. The committee shall select personnel by consensus.

Cleveland Governance Structure

The CHS Governance Council (CGC) will ensure that a collaborative decision-making process is in place. Members of the CGC will be elected in accordance with Article XXVII of the UTLA contract.

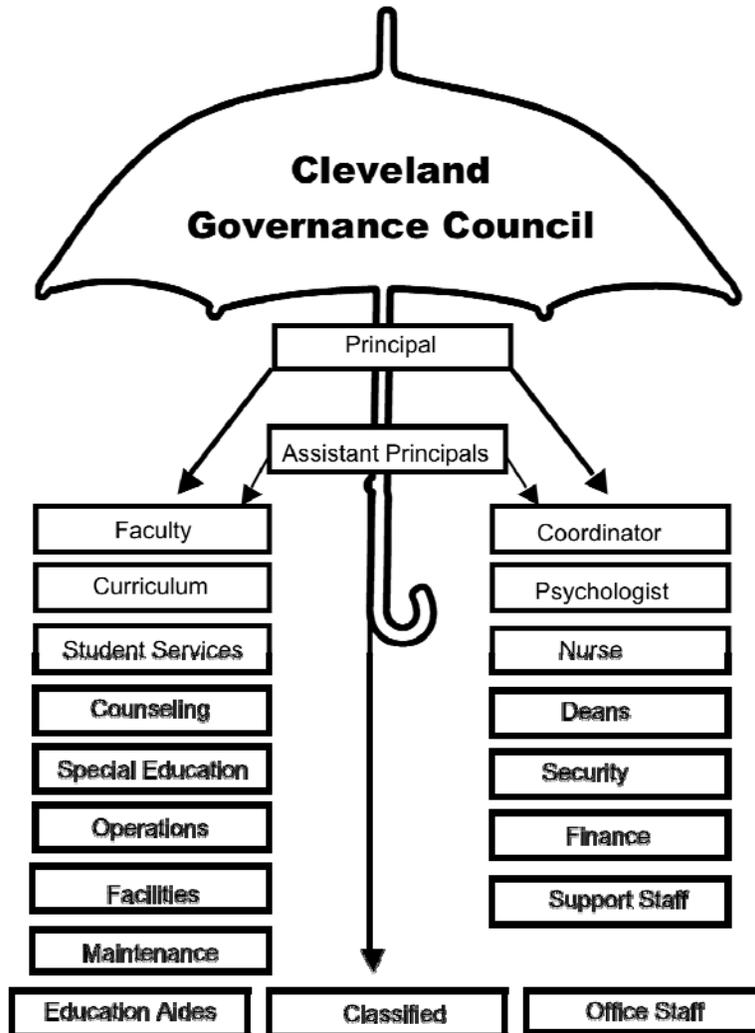
The CGC will serve as the primary decision-making body for CHS. It will replace the School Leadership Council and take on the functions and responsibilities as outlined in Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement.

Consistent with Article XXVII, Section 2.4 of the LAUSD-UTLA collective bargaining agreement, the CGC will assume the following responsibilities:

1. Personnel
2. Curriculum, Instruction, Assessment, and Intervention
3. Budgets
4. Professional Development
5. School Discipline
6. Scheduling
7. Campus Facilities
8. Use of School Equipment
9. Staffing Procedures

Cleveland's governance model shall maintain a system of checks and balances. In order to carry out its responsibilities, the CGC shall work in consultation with parents, students, faculty, staff, administrators, the School Site Council (SSC), the Curriculum Council (CC), and all federal and state mandated advisory councils. These councils shall advise, make recommendations, and when appropriate, act on behalf of the CGC with regard to the CGC's stated responsibilities. Additionally, the CGC shall create any ad hoc committees or new standing committees as deemed necessary.

- SSC will function as outlined in District Bulletin BUL-5797.1 and in federal and state law.
- SSC will oversee categorical budgets including Title I and Title III funding. It will approve and monitor the Single Plan for Student Achievement and the Program Improvement Plan. All election and composition rules that currently apply to the SSC will remain in place.
- CC, a permanent subcommittee of CGC, is composed of administrators, department chairpersons, small learning community coordinators, and academic program coordinators. The CC will oversee curricular and instructional issues, including professional development, assessment, intervention, and master schedule.
- English Learners Advisory Committee (ELAC) will follow all appropriate state and federal guidelines and will advise the CGC on issues impacting EL students.



The CGC shall consider all points of view and shall solicit the advice and counsel of parent organizations, other employee groups and all other interested parties in the decision-making process. The attainment of consensus shall be a primary goal. Only if consensus cannot be reached shall decisions be made by majority vote. Full and accurate minutes will be kept at all council meetings. Minutes will reflect all actions taken and all subjects discussed.

It is essential that Cleveland High School operate under a distributive leadership model. CHS has thus adopted the five foundational principles for a model of successful distributive leadership as outlined in Elmore's research (2004):

1. All leaders, regardless of role, should be working at the improvement of instructional practice and performance, rather than working to shield their institutions from outside interference.
2. All educators should take part in continuous learning, and be open to having their ideas and practices subjected to the scrutiny of their colleagues.

3. Leaders must be able to model the behaviors, the learning, and the instructional knowledge they seek from their teachers.
4. The roles and activities of leadership should flow from the differences in expertise among the individuals involved, not from the formal dictates of the institution.
5. Policymakers should discover and take into account the circumstances that make doing the work possible, and provide the resources necessary for improvement.

All provisions of this proposal will be implemented consistent with applicable laws and terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD.

CGC Duties and Responsibilities

CGC members will:

- Attend all meetings for the full duration.
- Be available after school, on weekends, and during the summer for meetings, conferences, hiring interviews, and council decisions, as needed.
- Attend District-provided training when scheduled.
- Chair a committee.
- Serve on a WASC leadership team.
- Contribute to the writing of school documents, such as the Single Plan, WASC, Program Improvement Plan, Safe School Plan, and Schoolwide Discipline Plan.
- Participate in the coordination and facilitation of PD sessions.
- Research and present findings for budgetary expenditures.

CGC Elections

Elections for the faculty, classified, and student members of CGC will be held in May of the semester prior to service. Elections for the parent/community members will be conducted on Back-to-School Night for the current school year.

ConnectEd and the CHS website will offer information on the self-nomination process for parent/community members.

Statement of Interest

All adult candidates for CGC positions must submit a Statement of Interest. Faculty and staff statements will be distributed to the eligible voting members. Parent/community representative statements will be posted in the Parent Center. All Statements of Interests should include the following information:

- Goals and/or purpose for serving on the CGC
- Service to CHS (adjunct or unpaid duties)

- Leadership experience
- Experience with school budgets
- Special skills, talents, or experience relevant to the position
- Specialized training in academic or behavioral interventions
- Other

Composition of the CGC

As per ARTICLE XXVII of the UTLA contract, there are 16 voting members on the CGC.

Certificated	Principal, Parent/Community, Non-certificated
1. UTLA Chapter Chair 2. Elected Certificated member 3. Elected Certificated member 4. Elected Certificated member 5. Elected Certificated member 6. Elected Certificated member 7. Elected Certificated member 8. Elected Certificated member	1. Principal (District Representative) 2. Elected Parent/community 3. Elected Parent/community 4. Elected Parent/community 5. Elected Parent/community 6. Elected Parent/community 7. Elected Classified staff member 8. Elected Student Body President

CGC Meetings

CGC meetings will comply with the Brown Act and other laws regarding public meetings. In accordance with the Brown Act, all stakeholders will have the opportunity to attend CGC meetings and comment on agenda items.

The agenda will be determined by the CGC chair in consultation with the UTLA chair, in accordance with Section XXVII of the collective bargaining agreement. The agenda will be emailed to all CGC members and will be posted in the Main Office and the school website for public viewing at least 72 hours prior to regular meetings, 24 hours prior to special meetings, and one hour prior to emergency meetings. Exceptions will be granted for agenda items dealing with emergency issues or other matters that arise after agendas are posted.

Regular CGC meetings will take place monthly. In compliance with the Public Records Act, minutes for all meetings will be posted on the school website.

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

Grover Cleveland Charter High School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Cleveland Charter High

School. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Grover Cleveland Charter High School changes from affiliated charter status to independent charter status, Grover Cleveland Charter High School and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of Grover Cleveland Charter High School. If Grover Cleveland Charter High School changes its status to an independent charter school, Grover Cleveland Charter High School shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

Grover Cleveland Charter High School will comply with the Brown Act and other laws governing public meetings.

Members of Grover Cleveland Charter High School's governing council, any administrators, managers or employees, and any other committees of Grover Cleveland Charter High School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to Grover Cleveland Charter High School Governing Council.

LAUSD Charter Policy

Grover Cleveland Charter High School will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, Grover Cleveland Charter High School shall comply with District's Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

Grover Cleveland Charter High School shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. Grover Cleveland Charter High School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to Grover Cleveland Charter High School operations is received by the District, Grover Cleveland Charter High School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Grover Cleveland Charter High School.

THE SCHOOL'S GOVERNANCE STRUCTURE AND HOW IT WILL MAINTAIN ACTIVE AND EFFECTIVE CONTROL OF THE SCHOOL

The CHS Governance Council (CGC) will ensure that a collaborative decision-making process is in place. Members of the CGC will be elected in accordance with Article XXVII of the UTLA contract.

The CGC will serve as the primary decision-making body for CHS. It will replace the School Leadership Council and take on the functions and responsibilities as outlined in Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement. Consistent with Article XXVII, Section 2.4 of the LAUSD-UTLA collective bargaining agreement, the CGC will assume the following responsibilities:

- Personnel
- Curriculum, Instruction, Assessment, and Intervention
- Budgets
- Professional Development
- School Discipline
- Scheduling
- Campus Facilities
- Use of School Equipment
- Staffing Procedures

Cleveland's governance model shall maintain a system of checks and balances. In order to carry out its responsibilities, the CGC shall work in consultation with parents, students, faculty, staff, administrators, the School Site Council (SSC), the Curriculum Council (CC), and all federal and state mandated advisory councils. These councils shall advise, make recommendations, and when appropriate, act on behalf of the CGC with regard to the CGC's stated responsibilities. Additionally, the CGC shall create any ad hoc committees or new standing committees as deemed necessary.

- SSC will function as outlined in District Bulletin BUL-5797.1 and in federal and state law.
- SSC will oversee categorical budgets including Title I and Title III funding. It will approve and monitor the Single Plan for Student Achievement and the Program Improvement Plan. All election and composition rules that currently apply to the SSC will remain in place.
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- English Learners Advisory Council (ELAC) will follow all appropriate state and federal guidelines and will advise the CGC on issues impacting EL students.

The CGC shall consider all points of view and shall solicit the advice and counsel of parent organizations, other employee groups and all other interested parties in the decision-making process. The attainment of consensus shall be a primary goal. Only if consensus cannot be reached shall decisions be made by majority vote. Full and accurate minutes will be kept at all council meetings. Minutes will reflect all actions taken and all subjects discussed.

FREQUENCY OF GOVERNING BOARD MEETINGS

CGC meetings will take place monthly. Additional meetings will be scheduled as needed.

THE PROCESS FOR SELECTING GOVERNING BOARD MEMBERS

Elections for the faculty, classified, and student members of CGC will be held in May of the semester prior to service. Elections for the parent/community members will be conducted on Back-to-School Night for the current school year.

ConnectEd and the CHS website will offer information on the self-nomination process for parent/community members.

Statement of Interest

All adult candidates for CGC positions must submit a Statement of Interest. Faculty and staff statements will be distributed to the eligible voting members. Parent/community representative statements will be posted in the Parent Center. All Statements of Interests should include the following information:

- Goals and/or purpose for serving on the CGC
- Service to CHS (adjunct or unpaid duties)

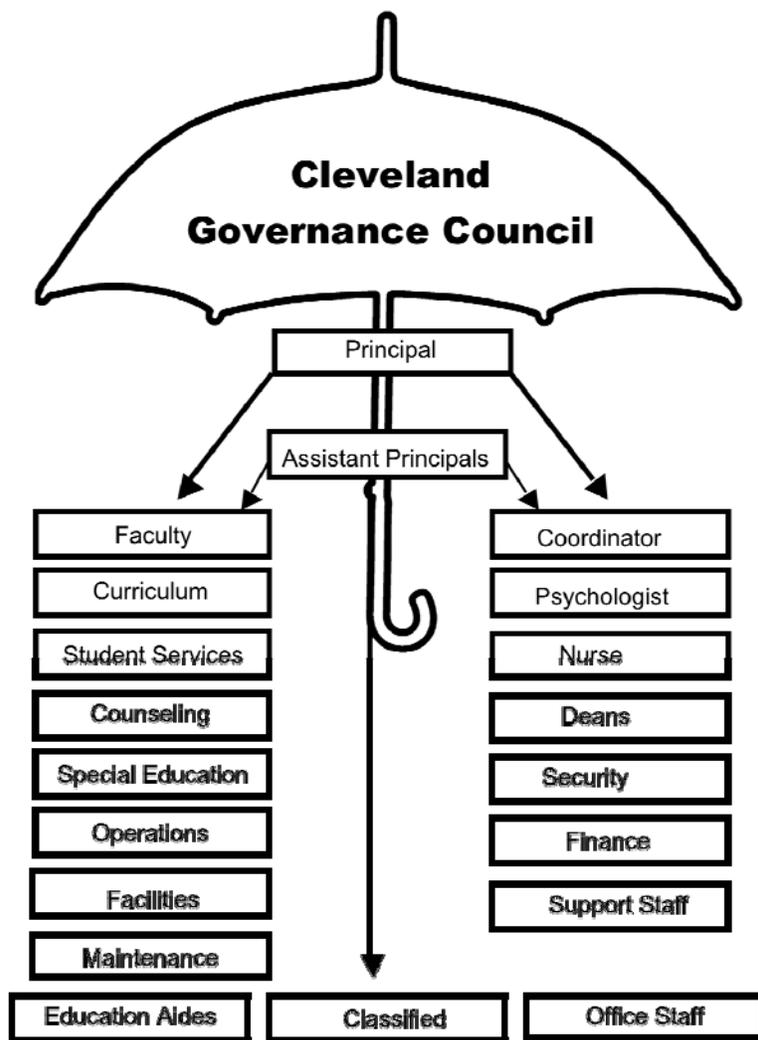
- Leadership experience
- Experience with school budgets
- Special skills, talents, or experience relevant to the position
- Specialized training in academic or behavioral interventions
- Other

**THE MANNER OF POSTING MEETING NOTICES, DISTRIBUTING AGENDAS,
AND RECORDING GOVERNING BOARD ACTIONS**

The agenda will be determined by the CGC chair in consultation with the UTLA chair, in accordance with Section XXVII of the collective bargaining agreement. The agenda will be emailed to all CGC members and will be posted in the Main Office and the school website for public viewing at least 72 hours prior to regular meetings, 24 hours prior to special meetings, and one hour prior to emergency meetings. Exceptions will be granted for agenda items dealing with emergency issues or other matters that arise after agendas are posted.

In compliance with the Public Records Act, minutes for all meetings will be posted on the school website.

ORGANIZATIONAL CHART SHOWING THE RELATIONSHIP OF THE GOVERNING BOARD TO THE LEADERSHIP OF THE SCHOOL AS WELL AS ANY RELEVANT SITE COMMITTEES, ETC.



THE PROCESS TO BE FOLLOWED BY THE SCHOOL FOR ENSURING PARENTAL INVOLVEMENT

Cleveland High School promotes stakeholder participation on multiple levels. To facilitate parental and community involvement in the decision-making process, five of the 16 elected positions on our Cleveland Governance Council shall be reserved for parent and community representatives. Additionally, five parent and community representatives are also required for the School Site Council.

Prior to their first year at Cleveland, incoming 9th grade students and their parents shall be invited to our August Orientation to meet with the administrators, Title I and Bilingual Coordinators, college counselor, career adviser, academic counselors, and small learning community and academic program coordinators. Parents learn about the resources available, about different ways to become involved, and about the academic and behavioral standards we hold for students.

Throughout the year, we hold Back-to-School Night, fall and spring Primarily Latino, Black, and Other (PLBAO) conferences, and Open House. Back-to-School Night affords parents the opportunity to meet with their children's teachers to go over course expectations; parent conferences and Open House provide occasions to discuss one-on-one issues concerning student performance.

Moreover, three progress reports and one final report card are issued each semester to keep parents abreast of student progress. Counselors, parents, or students may also initiate weekly progress and attendance reports to monitor student performance on a regular basis.

Furthermore, teachers communicate with parents about the academic and behavioral progress of students via course syllabi, email, and phone calls. Our automated School Messenger and ConnectEd phone systems—in English and Spanish—keep parents informed of events on campus.

Many teachers use the Cleveland website to post assignments and course expectations. Parents may log onto our website to contact faculty and staff. The website also provides current events, bell schedules, calendar updates, school newspaper, athletic schedules, faculty pages, student handbook, and information about support services.

Through the parent center's monthly calendar, parents receive information on courses available to them, including English language development and computer skills. The resource liaison organizes various workshops to expand parental knowledge about teen-related issues and offers information on various ways that parents can become involved in their student's education. Information on community resources to assist parents is also available.

Each month, Cleveland hosts “Coffee with the Principal,” an opportunity for parents to share their concerns and asks questions. It also offers the school leadership a forum to disseminate information to parents about school programs, policies, and procedures.

Various parent associations also meet regularly to discuss student academic and personal success. The English Learner Advisory Committee (ELAC), PTSA, Magnet Parent Association, School for Advanced Studies (SAS) Parent Group, Korean Parent Association, Lifeline Parent Association, and Friends of Cleveland each has an administrator or designee who attends the meetings to ensure that parents are kept informed about what takes place at Cleveland and to provide an opportunity for parents to share their concerns.

The PTSA provides parents an opportunity to share their concerns and have them addressed. The organization also offers teachers a way to work with parents to ensure that other supplemental needs of students are subsidized when categorical funds cannot be used.

The Magnet Parent Association and SAS Parent Group offer round-table discussions for parents to address specific concerns and student needs within the instructional programs. The Lifeline Parent Group and the Korean Parents Association provide a venue for parents to address concerns regarding cultural issues and how they impact student achievement. Friends of Cleveland serves as an umbrella booster club to fundraise for various student body athletic teams and co-curricular programs.

Implementation of various small learning communities has furthered the involvement of parents and community members. Parents have opportunities to meet with the small learning community counselors at least twice a year to review the personalized learning plan for each student that outlines the graduation and a-g requirements. Counselors are also available throughout the year to discuss individual concerns as they arise.

Specific small learning community activities include

- End-of-year student recognition nights
- Community building activities and luncheons
- Parent nights
- Student-parent conferences

In addition to sending home the course syllabi and calling home to discuss student’s progress, many teachers assign projects that encourage parent participation:

- In some English classes, students create portfolios and parents critique the works in the form of literary reviews that are then included in the compilation.
- Several science classes send home parent surveys to establish a dialogue about scientific concepts and theories.
- In world languages classes, students create family trees, deliver family album PowerPoint presentations, and record interviews with relatives in the target language.

- Some history students interview family members for oral history projects.
- Cheerleaders engage in reciprocal teaching by coaching their parents and teachers, who then perform at the Homecoming football game and end-of-year Celebration recital.
- Drama students recruit parents to assist with theatrical production activities.

At school athletic events, parents assist by staffing the snack bar and preparing meals for players before games. They also organize on and off-campus fundraisers.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation). As a District Affiliated Charter School, Certificated Human Resources will process all employment and assignments as well as monitor credentials on an annual basis.

Principal selection is the purview of the Superintendent.

Administrators

The selection process for administrators will be conducted as follows:

- The CGC will authorize the CGC chairperson to convene an interview panel that will be charged with interviewing candidates for administrative positions at CHS.
- The interview panel shall consist of at least 50% of the current members of the CGC.
- The CGC chairperson will review resumes and set up interviews in collaboration with the CGC.
- The interview panel will be the decision-making body.

Teachers

The selection process for teachers will be conducted as follows:

- The CGC will authorize the department chair to convene a panel.
- The interview panel shall consist of
 - the chair of the department in which the position is open
 - the small learning community coordinator or academic program coordinator, when applicable
 - two additional members of the department, when available
 - the administrator of the department or administrative designee
 - one other non-department member

- Department chairs will review resumes, set up interviews, and select the interview panel in collaboration with the administrator of the department or administrative designee.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates.

Other Certificated Staff

The selection process for other certificated staff not outlined above will be conducted as follows:

- The CGC will authorize the administrator of the office or program to convene a panel.
- The interview panel shall consist of
 - the administrator of the office or program, or administrative designee
 - at least one additional member of the office or program
 - at least one other non-office or program member
- The administrator will review resumes, set up interviews, and select the interview panel.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates.

Classified

The selection process for classified staff will be conducted as follows:

- The CGC will authorize the administrator of the office or program to convene a panel.
- The interview panel shall consist of
 - the administrator of the office or program, or administrative designee
 - the program coordinator or manager, when applicable
 - at least one additional member of the office or program
 - at least one other non-office or program member
- The administrator or designee will review resumes, set up interviews, and select the interview panel.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates.

Grover Cleveland Charter High School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual

orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

Grover Cleveland Charter High School shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Principal selection is the purview of the Superintendent. Grover Cleveland Charter High School is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation). As a District Affiliated Charter School, Certificated Human Resources will process all employment and assignments as well as monitor credentials on an annual basis.

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Grover Cleveland Charter High School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Grover Cleveland Charter High School, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-

force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Grover Cleveland Charter High School will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, Grover Cleveland Charter High School shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the Grover Cleveland Charter High School will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

As an affiliated charter school, Grover Cleveland Charter High School will adhere to District’s Health, Safety and Emergency Plans. The Grover Cleveland Charter High School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The Grover Cleveland Charter High School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, Grover Cleveland Charter High School will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Grover Cleveland Charter High School will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes Grover Cleveland Charter High School shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

Insurance:

Coverage shall be provided to the affiliated Grover Cleveland Charter High School by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Grover Cleveland Charter High School from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District's responsibility, to monitor Grover Cleveland Charter High School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

Element 7 – Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Court-ordered Integration

Grover Cleveland Charter High School shall continue to comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, Grover Cleveland Charter High School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio.

Grover Cleveland Charter High School shall be responsible for following the requirements of the Crawford de-segregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and Grover Cleveland Charter High School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, Grover Cleveland Charter High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

McKinney-Vento Homeless Assistance Act

Grover Cleveland Charter High School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

Not Applicable

Charter School shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, Charter School must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If Charter School reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of Charter School

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that Charter School reaches capacity and is unable to enroll in-coming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If Charter School determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school.

Once students are accepted in Grover Cleveland Charter High School, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school.

Prior to Grover Cleveland Charter High School's conversion into an affiliated charter school, Grover Cleveland Charter High School had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. Grover Cleveland Charter High School shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

| Affiliated charter school will follow Board District Policy relative to the annual audit.

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, Grover Cleveland Charter High School will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

Grover Cleveland Charter High School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Readmission

Grover Cleveland Charter High School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for read-mission.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual.

Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

Grover Cleveland Charter High School shall comply with the federal Gun Free Schools Act.

Element 11 – Employee Benefits

Employees of the Grover Cleveland Charter High School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Attendance Alternatives

Pupils who choose not to attend Grover Cleveland Charter High School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the Grover Cleveland Charter High School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Element 14 – Mandatory Dispute Resolution

The staff of Grover Cleveland Charter High School and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Grover Cleveland Charter High School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Grover Cleveland Charter High School shall be resolved by a collaborative team from the Educational Service Center and Grover Cleveland Charter High Schools Division in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally de-livered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Grover Cleveland Charter High School
c/o School Director
8140 Vanalden Avenue
Reseda, CA 91335-1136

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent's designee.

ELEMENT 15—EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Grover Cleveland Charter High School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE

Grover Cleveland Charter High School reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Grover Cleveland Charter High School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Grover Cleveland Charter High School if the District finds, through a showing of substantial evidence, that Grover Cleveland Charter High School did any of the following:

- Grover Cleveland Charter High School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Grover Cleveland Charter High School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Grover Cleveland Charter High School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Grover Cleveland Charter High School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Grover Cleveland Charter High School in writing of the specific violation, and give the Grover Cleveland Charter High School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that Grover Cleveland Charter High School has terminated its charter, and the effective date.
3. Upon closure, all of the assets of Grover Cleveland Charter High School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of Grover Cleveland Charter High School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Grover Cleveland Charter High School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Grover Cleveland Charter High School's right to operate as a Charter School or cause Grover Cleveland Charter High School to cease operation.

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

Not Applicable

In the event that Charter School changes its status to independent charter school, during the term of this Charter, Charter School shall submit a petition for material revision for District's approval. Charter School shall meet all requirements of an independent charter that occupies LAUSD facilities Charter School shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter

petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Grover Cleveland Charter High School will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Grover Cleveland Charter High School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) Grover Cleveland Charter High School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Grover Cleveland Charter High School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. Grover Cleveland Charter High School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Grover Cleveland Charter High School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Grover Cleveland Charter High School moves or expands to another facility during the term of this charter, Grover Cleveland Charter High School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:
www.laschools.org/employee/mo/ipm

Asbestos Management: Grover Cleveland Charter High School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.