



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## GROVER CLEVELAND CHARTER HIGH SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

8140 Vanalden Avenue  
Reseda, California 91335

## Renewal Petition

Submitted  
February 8, 2018

### TERM OF PROPOSED CHARTER

**JULY 1, 2018 TO JUNE 30, 2023**

# TABLE OF CONTENTS

Assurances, Affirmations, and Declarations .....	3
Element 1 – The Educational Program .....	5
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured.....	69
Element 4 – Governance .....	79
Element 5 – Employee Qualifications .....	86
Element 6 – Health and Safety Procedures .....	88
Element 7 – Means to Achieve Racial and Ethnic Balance.....	90
Element 8 – Admission Requirements .....	91
Element 9 – Annual Financial Audits .....	96
Element 10 – Suspension and Expulsion Procedures .....	97
Element 11 – Employee Retirement Systems.....	99
Element 12 – Public School Attendance Alternatives .....	100
Element 13 – Rights of District Employees .....	101
Element 14 – Mandatory Dispute Resolution.....	102
Element 15 – Charter School Closure Procedures .....	104
Additional Provisions.....	106
Addendum.....	107

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Grover Cleveland Charter High School (also referred to herein as “Cleveland High School” and “CHS”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### GENERAL INFORMATION

• The contact person for Charter School is:	William M Smith
• The address of Charter School is:	8140 Vanalden Avenue Reseda, CA 91335
• The phone number for Charter School is:	(818) 885-2300
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	9-12
• The number of students in the first year of this Charter will be:	3,382
• The grade levels of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 13, 2018
• The current operational capacity of Charter School is:  NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	3,382
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	LAUSD Single Track Instructional School Calendar
• The bell schedule (start and end of day) for Charter School will be:	7:57 AM – 3:04 PM
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

## **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

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.

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. In 2016, we were named as one of only 500 schools nationally on *Newsweek's* list of America's Top High Schools 2016: Beating the Odds, which identifies schools that do a noteworthy job of "preparing their students for college while also overcoming the obstacles posed by students at an economic disadvantage."

For the past seven 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 2015, Cleveland received California's highest educational designations as a Gold Ribbon School and Title I Academic Achievement School. For the past two years, Cleveland has been recognized as a California Star Honor Roll School by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for being a "high performing, achievement gap closing school." Moreover, in 2013 and 2017, 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.

## **STUDENT POPULATION TO BE SERVED**

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 to be a part of the Cleveland experience. For our student body, "community" means more than a local neighborhood.

Our student population is 4% African-American; <1% American Indian; 13.5% Asian; 59.3% Hispanic; <1% Pacific Islander; 16% White; and 1.9% Two or More Ethnicities. 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, 35% are identified Gifted and Talented Education (GATE); 10% are considered Students with Disabilities; 13% are English

Learners; and, 35.6% are Reclassified Fluent English Proficient (RFEP). Our combined student enrollment is 3,114: There are 2,241 students in the residential program or 72% of the total enrollment, and 868 in the magnet or 28% of the total enrollment.

On the 2017 California Assessment of Student Performance and Progress (CAASPP), 65.97% of our 11<sup>th</sup> grade students either Met or Exceeded the Standard in English-Language Arts (ELA) and 37.82% in mathematics. Our percentage in ELA is 11.41% higher than the District and 6.21% higher than the State. Our percentage in mathematics is 13.9% higher than the District and 5.68% higher than the State. These data are reflective of the charter school and the magnet combined, in as much as LAUSD and the state of California only recognize Grover Cleveland Charter High School. This will always be the case unless otherwise noted.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

Our goals and philosophy are reflected in our school vision and mission statements, and delineated through our Student Learner Outcomes, called APS.

#### **Vision**

The Grover Cleveland Charter High School community nurtures global citizens who pursue academic excellence, realize personal success, and demonstrate social responsibility.

#### **Mission**

- M**aximize student potential and growth opportunities
- I**mplement support systems that address the needs of the whole child
- S**trengthen parental communication and involvement
- S**upport innovative initiatives among stakeholders
- I**ncorporate current educational research and practices
- O**ptimize the allocation and utilization of resources
- N**etwork with educational institutions and community agencies

### **Student Learner APS**

#### **Academic Excellence**

- Think critically, read broadly, write effectively, listen carefully, and speak thoughtfully
- Research, process, analyze, synthesize, and evaluate information and resources
- Envision, create, and produce original works using multimedia applications
- Foster curiosity, examine ideas, and generate solutions

#### **Personal Success**

- Prepare for and adapt to constant change
- Develop positive self-identity, healthy life choices, and meaningful goals

- Value ethical principles, demonstrate personal integrity, and assume ownership
- Balance individual talents with educational pursuits and career interests

### **Social Responsibility**

- Explore and appreciate different cultures and languages
- Contribute to the enhancement of civic life
- Collaborate with others to perform humanitarian efforts
- Respect and protect the local environment and global community

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> 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 APS 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
- Utilize technology
- 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



- 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 Grover Cleveland Charter High School, we believe that learning best occurs when there is active engagement and participation of *all* stakeholders: students, parents, school, and community (Zimmerman, Bonner and Kovach, 1996; Dweck, 2007; Coughlin, Garcia, and Reifsneider, 2009; Coyle 2009; Fisher and Heikkinen 2010; Willis, Faeth, and Immordino-Yang 2010; Fisher and Frey 2010, 2011, 2012, 2013; Mazur and Redish 2015).

Teachers foster student learning by acknowledging and addressing multiple modalities and intelligences. Students use both creativity and critical thinking as they gain knowledge and skill sets in a variety of academic and career-focused disciplines.

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 interests
- 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

### **Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

Cleveland’s LCFF Goals are: #1 – 100% Graduation; #2 – Proficiency for All; #3 – 100% Attendance; #4 – Parent, Community and Student Engagement; #5 – Ensure School Safety; and #6 – Provide for Basic Services. Important note for the following charts:

- *Throughout the six goals, the \* will be used when there are no data because the subgroup is not numerically significant or there are no data available.*

## LCFF STATE PRIORITIES

### GOAL #1 – 100% Graduation

Related State Priorities:

☐ 1 ☒ 4 ☒ 7

☐ 2 ☒ 5 ☒ 8

☐ 3 ☒ 6

Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

- Monitor and support high school attainment.
- Increase the number of students who successfully complete high school and are career ready.
- Monitor and reduce drop-out rates for high school pupils.
- Ensure that 12<sup>th</sup> graders have access to information concerning financial aid and opportunities to attend universities, community colleges and/or vocational schools.

### Expected Annual Measurable Outcomes

#### **Outcome #1: 100% Graduation**

**Metric/Method for Measuring:** Four-Year Cohort Graduation Rate (Source: CA Dashboard)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	87.8%	89.0%	90.0%	91.0%	92.0%	93.0%
English Learners	55.5%	56.5%	57.0%	57.5%	58.0%	58.5%
Socioeconomically Disadvantaged Students	86.5%	87.0%	87.5%	87.5%	88.0%	88.0%
Foster Youth	50.0%	*	*	*	*	*
Students with Disabilities	61.0%	61.0%	61.5%	61.5%	62.0%	62.0%
African American Students	86.7%	87.5%	88.0%	88.5%	89.0%	89.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	92.8%	94.0%	94.5%	95.0%	95.5%	96.0%
Filipino Students	93.9%	94.5%	95.0%	95.5%	96.0%	96.5%
Latino Students	85.0%	85.5%	86.0%	86.5%	87.0%	87.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	93.0%	93.5%	94.0%	94.5%	95.0%	95.6%

**Outcome #2: 100% Graduation****Metric/Method for Measuring:** Percentage of High School Students on-track for A-G (Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	79.0%	80.0%	81.0%	82.0%	83.0%	84.0%
English Learners	31.0%	31.5%	32%	32.5%	33.0%	33.5%
Socioeconomically Disadvantaged Students	75.0%	75.5%	76%	76.5%	77.0%	77.5%
Foster Youth	63.0%	63.5%	64%	64.5%	65.0%	65.5%
Students with Disabilities	57.0%	57.5%	58%	58.5%	59.0%	59.5%
African American Students	79.0%	80%	81%	82.0%	83.0%	84.0%
American Indian/Alaska Native Students	89.0%	89.5%	90%	90.5%	91.0%	91.5%
Asian Students	91.0%	91.5%	92%	92.5%	93.0%	93.5%
Filipino Students	90.0%	90.5%	91.0%	91.5%	92.0%	92.5%
Latino Students	72.0%	73%	74%	75.0%	76.0%	77.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	93.0%	93.5%	94.0%	94.5%	95.0%	95.5%

**Outcome #3: 100% Graduation****Metric/Method for Measuring:** High School Drop-Out Rate (Source: DataQuest)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	7.0%	6.75%	6.5%	6.25%	6.0%	5.75%
English Learners	24.0%	23.5%	23.0%	22.5%	22.0%	21.5%
Socioeconomically Disadvantaged Students	8.0%	7.75%	7.5%	7.25%	7.0%	6.75%
Foster Youth	17.0%	16.5%	16.0%	15.5%	15.0%	14.5%
Students with Disabilities	14.0%	13.75%	13.5%	13.25%	13.0%	12.75%
African American Students	7.0%	6.75%	6.5%	6.25%	6.0%	5.75%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	4.0%	3.75%	3.5%	3.25%	3.0%	2.75%
Filipino Students	6.0%	5.75%	5.5%	5.25%	5.0%	4.75%
Latino Students	9.0%	8.75%	8.5%	8.25%	8.0%	7.75%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	6.0%	5.75%	5.5%	5.25%	5.0%	4.75%

**Outcome #4: 100% Graduation**

**Metric/Method for Measuring:** Percentage of AP Exam Takers Passing with 3 or Above  
(Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	64.0%	65.0%	66.0%	67.0%	68.0%	69.0%

**Outcome #5: 100% Graduation**

**Metric/Method for Measuring:** Percentage of Students Demonstrating College Preparedness  
as Measured by the EAP ELA Assessment (Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	33.0%	34.0%	35.0%	36.0%	37.0%	38.0%
English Learners	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
Socioeconomically Disadvantaged Students	22.0%	22.5%	23.0%	23.5%	24.0%	24.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
African American Students	21.0%	21.5%	22.0%	22.5%	23.0%	23.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%
Filipino Students	39.0%	39.5%	40.0%	40.5%	41.0%	41.5%
Latino Students	19.0%	20.0%	22.0%	23.0%	24.0%	25.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	53.0%	54.0%	55.0%	56.0%	57.0%	58.0%

**Outcome #6: 100% Graduation****Metric/Method for Measuring:** Percentage of Students Demonstrating College Preparedness as Measured by the EAP Math Assessment (Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	13.0%	14.0%	15.0%	16.0%	17.0%	18.0%
English Learners	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
Socioeconomically Disadvantaged Students	6.0%	6.5%	7.0%	7.5%	8.0%	8.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
African American Students	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	30.0%	31.0%	32.0%	33.0%	34.0%	35.0%
Filipino Students	27.0%	28.0%	29.0%	30.0%	31.0%	32.0%
Latino Students	4.0%	5.0%	6.0%	7.0%	8.0%	9.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	22.0%	23.0%	24.0%	25.0%	26.0%	27.0%

GOAL #2 – Proficiency for All						
				<div>Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"> <input type="checkbox"/> :  <input type="checkbox"/> : </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Increase the number of students who score Proficient or above in English-Language Arts on the SBAC assessment.</li> <li>Increase the number of students who score Proficient or above in grade-level and higher-level mathematics on the SBAC assessment.</li> <li>Increase the number of English Learners who achieve full English language proficiency.</li> <li>Increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.</li> <li>Decrease the number of Long Term English Learners.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Proficiency for All <b>Metric/Method for Measuring:</b> SBAC Assessment English-Language Arts Proficiency Rate (Source: DataQuest)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	65.9%	68.0%	70.0%	72.0%	74.0%	76.0%
RFEP	64.0%	65.0%	66.0%	67.0%	68.0%	69.0%
English Learners	1.8%	1.9%	2.0%	2.1%	2.2%	2.3%
Socioeconomically Disadvantaged Students	57.8%	60.0%	61.0%	62.0%	63.0%	64.0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	29.0%	29.25%	29.5%	29.75%	30.0%	30.25%
African American Students	57.1%	59.0%	61.0%	63.0%	65.0%	67.0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	81.0%	82.0%	83.0%	84.0%	85.0%	86.0%
Filipino Students	84.9%	86.0%	86.5%	87.0%	87.5%	88.0%
Latino Students	53.9%	55.0%	57.0%	59.0%	61.0%	63.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%

**Outcome #2: Proficiency for All****Metric/Method for Measuring:** SBAC Assessment Mathematics Proficiency Rate (Source: DataQuest)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	37.8%	40.0%	42.0%	44.0%	46.0%	48.0%
RFEP	27.0%	28.0%	29.0%	30.0%	31.0%	32.0%
English Learners	6.6%	7.0%	7.5%	8.0%	8.5.0%	9.0%
Socioeconomically Disadvantaged Students	27.9%	29.0%	20.0%	31.0%	32.0%	33.0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.0%	0.25%	0.5%	0.75%	1.0%	1.5%
African American Students	18.5%	20.0%	22.0%	26.0%	28.0%	30.0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	67.7%	70.0%	72.0%	74.0%	76.0%	78.0%
Filipino Students	54.6%	57.0%	59.0%	61.0%	63.0%	65.0%
Latino Students	22.6%	25.0%	27.0%	29.0%	31.0%	33.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	55.9%	58.0%	60.0%	62.0%	64.0%	66.0%

**Outcome #3: Proficiency for All****Metric/Method for Measuring:** English Learner Reclassification Rate (Source: CSD Data Set)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	11.7%	13.0%	14.0%	15.0%	16.0%	17.0%
ELs < 5 years	100%	100%	100%	100%	100%	100%
ELs > 5 years	0.0%	0.25%	0.5%	0.75%	1.0%	1.25%

**Outcome #4: Proficiency for All****Metric/Method for Measuring:** Rate of ELs who have not reclassified in 5 Years (LTEL)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Long Term English Learners	50.0%	49.0%	48.0%	47.0%	46.0%	45.0%



GOAL #3 – 100% Attendance						
				<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Achieve or maintain school attendance rates that support student learning.</li> <li>Decrease chronic absenteeism.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> 100% Attendance <b>Metric/Method for Measuring:</b> The percentage of students attending 173-180 days each school year [Attendance Rate] (Source: MyData)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	76.0%	77.0%	78.0%	79.0%	80.0%	81.0%
English Learners	94.0%	94.5%	95.0%	95.5%	96.0%	96.5%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	89.0%	89.5%	90.0%	90.5%	91.0%	91.5%
Students with Disabilities	94.0%	94.5%	95.0%	95.5%	96.0%	96.5%
African American Students	96.0%	96.25%	96.5%	96.75%	97.0%	97.25%
American Indian/Alaska Native Students	97.0%	97.25%	97.5%	97.75%	98.0%	98.25%
Asian Students	98.0%	98.2%	98.4%	98.5%	98.6%	98.8%
Filipino Students	97.0%	97.25%	97.5%	97.75%	98.0%	98.25%
Latino Students	96.0%	96.25%	96.5%	96.75%	97.0%	97.25%
Native Hawaiian/Pacific Islander Students	97.0%	97.25%	97.5%	97.75%	98.0%	98.25%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	97.0%	97.25%	97.5%	97.75%	98.0%	98.25%

**Outcome #2: 100% Attendance****Metric/Method for Measuring:** Percentage rate of students missing 16 days or more each school year (Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	10.0%	9.75%	9.5%	9.25%	9.0%	8.75%
English Learners	23.0%	22.5%	22.0%	21.5%	21.0%	20.5%
Socioeconomically Disadvantaged Students	13.0%	12.5%	12.0%	11.5%	11.0%	10.5%
Foster Youth	57.0%	55.0%	52.0%	50.0%	47.0%	45.0%
Students with Disabilities	25.0%	23.0%	21.0%	19.0%	17.0%	15.0%
African American Students	15.0%	14.0%	13.0%	12.0%	11.0%	10.0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	2.0%	1.9%	1.8%	1.7%	1.6%	1.5%
Filipino Students	6.0%	5.5%	5.0%	4.5%	4.0%	3.5%
Latino Students	14.0%	13.0%	12.0%	11.0%	10.0%	9.0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	7.0%	6.75%	6.5%	6.25%	6.0%	5.75%

GOAL #4 – Parent, Community and Student Engagement						
						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
						Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>• Increase the number of parents providing input about school conditions.</li> <li>• Train parents on how to support learning at home and at school</li> <li>• Increase student engagement.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Parent, Community and Student Engagement <b>Metric/Method for Measuring:</b> Percentage of students who feel a part of their school [question on the School Experience Survey] (Source: School Experience Survey)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	56.0%	58.0%	60.0%	62.0%	64.0%	66.0%
<b>Outcome #2:</b> Parent, Community and Student Engagement <b>Metric/Method for Measuring:</b> Percentage of parents completing the School Experience Survey annually (Source: School Experience Survey)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	43.0%	44.0%	45.0%	46.0%	47.0%	48.0%
<b>Outcome #3:</b> Parent, Community and Student Engagement <b>Metric/Method for Measuring:</b> Percentage of Parents who state Our Parent Center "provides resources (information, classes, etc.) useful to Help Me Support My Child's Learning" (Source: School Experience Survey)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	86.0%	86.5%	87.0%	87.5%	88.0%	88.5%

GOAL #5 – Ensure School Safety						
	<div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b>  <input type="checkbox"/> 1   <input type="checkbox"/> 4   <input type="checkbox"/> 7  <input type="checkbox"/> 2   <input type="checkbox"/> 5   <input checked="" type="checkbox"/> 8  <input type="checkbox"/> 3   <input checked="" type="checkbox"/> 6 </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Sustain the low number of student suspensions while providing for targeted reductions in student subgroups.</li> <li>Sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups.</li> <li>Reduce or maintain low percentage of expulsions Maintain safe and positive school environments.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Ensure School Safety <b>Metric/Method for Measuring:</b> Single Student Suspension Rate (Source: CA Dashboard and CSD Data Set)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	3.2%	3.1%	3.0%	2.8%	2.6%	2.5%
English Learners	5.7%	5.6%	5.5%	5.4%	5.3%	5.2%
Socioeconomically Disadvantaged Students	3.9%	3.8%	3.7%	3.6%	3.5%	3.4%
Foster Youth	12.0%	11.0%	10.0%	9.0%	8.0%	7.0%
Students with Disabilities	9.8%	9.5%	9.3%	9.0%	8.7%	8.5%
African American Students	9.9%	9.7%	9.5%	9.3%	9.1%	8.7%
American Indian/Alaska Native Students	9.1%	8.9%	8.7%	8.5%	8.3%	8.0%
Asian Students	0.7%	0.65%	0.6%	0.55%	0.5%	0.45%
Filipino Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Latino Students	4.0%	3.7%	3.4%	3.0%	2.7%	2.5%
Native Hawaiian/Pacific Islander Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students of Two or More Races	6.8%	6.6%	6.4%	6.2%	6.0%	5.8%
White Students	1.1%	1.05%	1.0%	0.95%	0.9%	0.85%

**Outcome #2: Ensure School Safety****Metric/Method for Measuring:** Number of Instructional Days Lost to Suspension (Source: MyData)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	171	163	155	147	139	131
English Learners	55	52	50	47	45	43
Socioeconomically Disadvantaged Students	134	127	121	115	109	104
Foster Youth	*	*	*	*	*	*
Students with Disabilities	71	67	64	61	58	55
African American Students	18	17	16	15	14	13
American Indian/Alaska Native Students	1	1	1	1	1	1
Asian Students	7	6.5	6	5.5	5.25	5
Filipino Students	3	2.75	2.5	2.25	2	1.75
Latino Students	135	128	122	116	110	104
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	7	6.5	6	5.5	5.25	5

**Outcome #3: Ensure School Safety****Metric/Method for Measuring:** Expulsion Rate (Source: DataQuest)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**Outcome #4: Ensure School Safety****Metric/Method for Measuring:** Percentage of students who feel safe on school grounds (Source: School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	62.0%	63.0%	65.0%	67.0%	68.0%	69.0%

GOAL #6 – Provide for Basic Services						
						<b>Related State Priorities:</b> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
						<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Provide and maintain Basic Services for students and schools.</li> <li>Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</li> <li>Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.</li> <li>Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1: Provide for Basic Services</b> <b>Metric/Method for Measuring:</b> Percentage of teachers who are appropriately credentialed for the students they are assigned to teach						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Teachers	96.0%	96.5%	97.0%	97.5%	98.0%	98.5%
<b>Outcome #2: Provide for Basic Services</b> <b>Metric/Method for Measuring:</b> Percentage of school-based staff attending 96% or above						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Staff	76.0%	78.0%	80.0%	87.0%	89.0%	90.0%
<b>Outcome #3: Provide for Basic Services</b> <b>Metric/Method for Measuring:</b> Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #4: Provide for Basic Services****Metric/Method for Measuring:** Percentage of facilities that are in good repair

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Rooms Compliant	100%	100%	100%	100%	100%	100%

**How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

To achieve our school goals, Cleveland will:

- Create and implement policies and processes to decentralize District decision-making by providing stakeholders (governance council, administrators, teachers, parents, students) 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 and other State grants, including future block grants.
- Develop procedures to increase teacher involvement in decision-making.
- Utilize alternative learning settings to increase the flexibility of teacher staffing, expand course offerings, and accommodate student interests and needs.
- Select new teachers, administrators, and classified staff.
- Choose curricular areas for improvement.
- Coordinate curriculum and instruction across grade levels, in small learning communities, through career pathways, and within and among departments at the school site level.
- Decentralize District decision-making procedures for enrollment timelines, as necessary.
- Design and conduct staff development programs and plan.
- Construct activities calendar and bell schedules.
- Identify problems, develop, and fund appropriate academic and behavioral interventions and enrichment opportunities, which may occur before school, during the day, after school, and on weekends, intersessions, and summer school sessions.
- Establish pupil discipline policies.
- Determine facilities usage.
- Organize the instructional program, including placement of students in appropriate classes and programs.

Our programs further enable students to become self-motivated, competent, and life-long learners within each program and small learning community. Cleveland offers 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 develop personal interests and showcase skills and talents, while meeting the Student Learner Outcomes (Student Learner APS). Through the 44 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. Through opportunities including visual arts, dance, drama, choral and instrumental music, students establish meaningful personal, academic, and career goals.

Students may expand their interests outside the classroom and demonstrate their mastery of the Student Learner APS through involvement in over 50 clubs and activities available on campus. Organizations such as Heal the Bay and Tree People help students learn to respect the environment and find ways to conserve it; Key Club, Artemis Club, and She's the First offer occasions for students to develop civic responsibility and improve the quality of life in their community; Junior State of America, Gender and Sexuality Alliance, and Operation Smile engage students in dialogue about contemporary political and social issues to generate solutions accordingly; Scholars in Action, Breaking Boundaries, and International Student Leadership Association (ISLA) 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 Tea Club, The Writer's Block, and Ukulele Club bring together students with common interests to continue lifelong learning pursuits.

Our clubs and organizations underscore and foster the skills necessary to become members of a productive, global society. In accordance with the Partnership for 21<sup>st</sup> Century Skills, Cleveland students engage in serious, authentic learning that creates new ideas, delves into in-depth understanding, and develops products for real-world applications.

## **INSTRUCTIONAL DESIGN**

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 21<sup>st</sup> century learning. Our professional learning community also utilizes pedagogy on small learning communities, educating the whole child, and assisting students with special needs.

We design professional development focused on effective instruction: difficulty vs. complexity; closing the achievement gap; meeting the academic, personal and social-emotional needs of our diverse population; and culturally relevant and responsive education. In accordance with this, we have integrated our Student APS 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 within our global community.

## **DEPARTMENTS**

- Art
- Career and Technical Education (CTE)
- English Language Development
- English-Language Arts
- Health
- Humanities Magnet
- Language Other than English (LOTE)
- Mathematics
- Music
- Physical Education
- Science
- Social Sciences
- Special Education

## **LEARNING INNOVATIONS**

### **Small Learning Communities and Career Pathways**

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.

### **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.

### **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.

### **Media Academy Pathway**

The power of 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.

### **Science, Technology, Engineering, and Mathematics (STEM) Pathway**

The STEM pathway 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 21<sup>st</sup> century skills necessary to become part of a competitive global workforce.

### **Global Academy of Interdisciplinary Media Studies (GAIMS)**

GAIMS develops new global leaders who will employ media and technology to create solutions for the social and environmental challenges of tomorrow. GAIMS students engage in a course of study that addresses real-world issues through the development of relevant, hands-on collaborative media projects.

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

## **ALTERNATIVE LEARNING OPTIONS**

At Cleveland, we believe that every student can learn and achieve success given the right setting and opportunity. We understand that many students find success in traditional classroom settings, while others thrive in a traditional school with an alternative setting.

Studies show the effectiveness of alternative schools in keeping students in school. (Hefner-Packer, 1991; Raywid, 1994; Dynarski, 1999; Cash, 2004)

Alternative schools have been successful in:

- reducing truancy
- improving attitudes toward school
- accumulating high school credits
- reducing behavior problems

There are many forms of alternative schools. Cleveland seeks to incorporate three of the alternative settings as described by Hefner-Packer (1991) and authorized through California Education Code, Section 44865:

1. The Alternative Classroom, designed as a self-contained classroom within a traditional school, offering varied programs in a different environment
2. The School-Within-a-School, housed within a traditional school, but having specialized educational programs
3. The Magnet School, a self-contained program offering an intensified curriculum in one or more subject areas

## **TEACHING INNOVATIONS**

### **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 continue the onsite teaching and learning sessions that will provide continuing professional development for our educators. 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 continue to 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. The CTL will further provide opportunities to expand the use of instructional rounds as a method of inquiry for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). As needed, the CTL will also offer educational manipulatives, technology resources, and instructional support.

Moreover, the CTL provides specific research-reflected workshops to:

- Train staff on how to analyze data and use the results to drive instruction.
- Utilize instructional rounds to improve collective teaching practices.
- 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 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.
- Create a “teachers-helping-teachers” network to share best practices to facilitate student achievement.

## **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

CHS will increase student achievement, improve staff practices, allocate resources, collaborate with parents, and determine and address school needs.

### **Vision, Purpose, Governance** – *an affiliated charter 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** - *an affiliated charter 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** - *an affiliated charter 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** - *an affiliated charter 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** - *an affiliated charter 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.

## **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.

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

### **21<sup>st</sup> 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

### ***Instructional 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 participate in mock Congress and Supreme Court cases to gain an understanding of the functions of government.

In English classes, students engage in debates on social and literary themes and issues. In ninth grade, students find examples of propaganda in print and visual media and relate them to *Animal Farm*. 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 and target heart rates; students also learn 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. Some American Literature classes create “zines” that explore Transcendentalism through literature, music, history, social activism, art, environmentalism, and cooking.

English classes integrate technology to publish anthologies and magazines and to create films. Mathematics students use geometry theorems and postulates to solve construction dilemmas.

Students in special education collaborate with neighboring Miller Career and Transition Center to develop holiday projects for community agencies and businesses. At Leichman Career and Transition Center, students work in auto detailing programs, cooking programs, an office skills training program, and participate in Practical Assessment Exploration System (PAES) Lab.

Spanish language students research Spanish-speaking countries and present their findings through tourism blogs, poster displays, and travel shows. Others participate in “American Idol” activities that require them to learn a Spanish song and present it to the class. In Korean classes, students make traditional recipes 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 and Japanese classes, they reinforce comparative language skills by creating music videos and poems.

### **21<sup>st</sup> Century Learning Skills**

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

### ***Instructional Evidence***

In some School for Advanced Studies classes, students in the ninth grade author short story anthologies. Other students conduct mock trials using literary characters. In the 10<sup>th</sup> grade, students compose portfolios that address each writing domain. They also engage in debates based on informational text. In the 11<sup>th</sup> 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 to South Korea, Belize, Serbia, Nepal, and Sweden to collaborate on original video productions.

Oftentimes, cross-curricular 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 10<sup>th</sup> grade English classes produce documentaries on Cleveland programs and schoolwide assessment goals.
- Some biology classes create public service announcements to address global environmental issues.
- Art classes create projects for exhibition in galleries throughout the San Fernando Valley and online.
- AP English Language and Writers Seminar students mentor ninth and 10<sup>th</sup> grade writing workshops.
- Leadership students plan schoolwide blood drives and charity campaigns.
- 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 10<sup>th</sup> 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 10<sup>th</sup> 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.
- Visits to West Valley Occupational Center and Financial Park introduce 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.
- Live theater performances further student grasp of curricular themes.
- Tours of postsecondary educational institutions reinforce a college-going culture.

- Government students participate in Ronald Reagan Library's Situation Room simulation.
- STEM students attend Aviation Career Day to explore career options.

### **21<sup>st</sup> Century Learning Skills**

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

### ***Instructional 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 and animated shorts for festivals, conferences, and businesses.

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. 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.

Instrumental and choral music students learn, rehearse, and provide entertainment at school concerts, sporting events, and community programs. They further collaborate with neighboring elementary and middle schools to showcase performances at Local District events.

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 annual. 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 print and online.

Regional Occupation Program (ROP), Regional Occupation Center (ROC), and small learning community courses allow students to apply classroom learning to authentic settings:

- In CAD Mechanical electives, students learn the elements of architectural and urban planning design.

- 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.

## **21<sup>st</sup> Century Learning Skills**

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

## ***Instructional 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 Learner APS. Many teachers use blogs, Wikis, podcasts, social media, Google Drive, Apple Apps, PowerPoint, and the Schoology Learning Management System to augment lessons. Moreover, many instructors employ the use of laptops, tablets, digital document readers, LCD projectors, and video equipment:

- In English classes, students use computer carts to edit movies, design student-directed lessons, write essays, and access the Turnitin.com online software to obtain immediate feedback on writing skills.
- Mathematics students use the online IXL program, GeoGebra, and Desmos Online Graphing Calculator to reinforce foundational skills.
- LOTE classes participate in Linguascope interactive activities.
- In some special education classes, students utilize CNN classroom.
- Science classes use Vernier probes to measure force and acceleration.
- Photography, digital imaging, and graphic design classes use industry-standard software to create and enhance images for projects.
- Mathematics, English, social studies, science, art, and world language classes utilize the Internet and Schoology Learning Management System to expand and enrich course content.
- English, social studies, and science classes integrate YouTube clips into their instructional delivery to enhance student interest and understanding.

In addition to using primary source documents, when possible, many teachers use videos, DVDs, CDs, and audio 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 websites, t-shirts, 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.

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 18<sup>th</sup> century France.

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

### **21<sup>st</sup> 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

### ***Instructional 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 and the works of other playwrights.

In specialized programs and small learning communities, theoretical and experiential learning are interconnected. The Humanities Magnet, AOAT, and GAIMS 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 GAIMS classes collaborate with students in other countries on public service announcements promoting tolerance and expanded cultural relations.

### **21<sup>st</sup> Century Learning Skills**

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

***Instructional 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 11<sup>th</sup> grade AOAT classes, students create websites and computer-designed brochures on American Heroes.

In the ninth 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 10<sup>th</sup> grade Magnet classes, students perform dances and songs, conduct mock trials, create games and cartoons, and make films that demonstrate knowledge of western civilization. Students in the 11<sup>th</sup> grade Magnet complete an extensive study of race and gender and reflect on their experiences through spoken word performances. Many Magnet seniors study philosophy where they are encouraged to question ideas and challenge common assumptions.

**21<sup>st</sup> Century Learning Skills**

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

***Instructional 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 units on tolerance to examine different forms of bias. Many English classes write poetry and engage in readings with professional poets. In Magnet 11<sup>th</sup> grade English classes, students read *The Great Gatsby*, write scripts based on the novel, perform one-act dialogues, 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 Administration of Justice.

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.

## **21<sup>st</sup> 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

### ***Instructional 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 Learner APS.

## **21<sup>st</sup> 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

### ***Instructional 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 research writers, poets, musicians, artists, and politicians of the Harlem Renaissance and then write and perform non-fiction scripts based on the era. In AP English Language, students read *The Scarlet Letter* and conduct a mock trial to defend characters accused of sin in 17<sup>th</sup>-century Boston. Several School for Advanced Studies English classes script, edit, and direct shorts and documentaries at annual film festivals.

In the Special Education social studies class, 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 LOTE 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 cultural and ancestry presentations.

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

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, ninth grade English, science, social studies, and art teachers collaborate and share resources to teach thematic units. AOAT teachers coordinate projects that are art-themed and technology-based.

### **21<sup>st</sup> Century Learning Skills**

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

### ***Instructional 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 forms. 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.

### **21<sup>st</sup> Century Learning Skills**

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

### ***Instructional 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 sketch 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 online resources 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 micropipetting to conduct transformation labs and DNA fingerprinting.

### **Comprehensive Textbook List**

#### ***Social Studies***

AP European History – *Western Civilization; Art through the Ages; Heretics and Heroes* – 10-12  
AP Government – *American Government* – 12  
AP Government – *The Lanahan Reader in the American Polity* – 12  
AP Psychology – *Psychology: Themes and Variations* – 11-12  
AP United States History – *American Pageant* – 11  
AP United States History – *Reading Like a Historian Documents* – 11  
AP World History – *Traditions and Encounters* – 9  
Government – *American Government* – 12  
United States History – *American Vision: Modern Times* - 11  
World History – *World History: Modern Times and Reading Like a Historian Documents* – 10 (9-12)

#### ***English-Language Arts***

California *My Perspectives* English Language Arts Grade 9  
California *My Perspectives* English Language Arts Grade 10  
California *My Perspectives* American Literature Grade 11  
California *My Perspectives* British Literature Grade 12



**English Language Development**

ELD 1 AB – *Edge: Fundamentals, Inside the USA* – 9-12

ELD 2 AB – *Edge: Level A, Inside the USA* – 9-12

ELD 3 AB – *Edge: Level B, Inside the USA* – 9-12

ELD 4 AB – *Edge: Level C, Inside the USA* – 9-12

**Mathematics**

Algebra 1 and H. Algebra 1 – *Big Ideas Math: Algebra 1* – 9 (9-12)

Geometry AB and H. Geometry AB – *Big Ideas Math: Geometry* – 10 (9-12)

Algebra 2 and H. Algebra 2 – *Big Ideas Math: Algebra 2* – 11 (9-12)

Precalculus and H. Precalculus – *Precalculus Enhanced with Graphing Utilities* – 11 (10-12)

AP Calculus A, AB, BC – *Calculus: Single Variable* – 11 and 12 (10-12)

H Statistics and Statistics & Probability - *Understanding Basic Statistics* – 11-12 (11-12)

AP Statistics – *The Practice of Statistics* – 12 (11-12)

**Science**

ICS 1 – Integrated Coordinated Science for the 21<sup>st</sup> Century – 9 (9-12)

Biology – Holt *Biology* – 10 (9-10)

AP Biology – *Biology* – 10-12

Biotechnology – *Biotechnology: Science for the New Millennium* – 10-12

Chemistry – Holt *Chemistry* – 10-12

AP Chemistry – *Biology* – 10-12

Environmental Studies – *Environmental Science* – 9-12

AP Environmental Studies – *Living in the Environment* – 10-12

Forensics – *Forensic Science: Fundamentals and Investigations* – 10-12

AP Physics 1 and 2 – *College Physics* – 11-12

Physiology – *Essentials of Human Anatomy and Physiology* – 11-12

**Language Other Than English**

French 1 AB – *C'est à toi! Level 1* – 9 (9-12)

French 2 AB – *C'est à toi! Level 2* – 10 (9-12)

French 3 AB – *C'est à toi! Level 3* – 11 (9-12)

Japanese 1 AB - *Adventures in Japanese 1* – 9 (9-12)

Japanese 2 AB - *Adventures in Japanese 1* – 10 (9-12)

Korean 1 AB – *Dynamic Korean 1* – 9 (9-12)

Korean 2 AB – *Dynamic Korean 2* – 10 (9-12)

Korean 3 AB and 4AB – *Dynamic Korean 3* – 11 (9-12)

Spanish 1 AB – *Realidades 1* – 9 (9-12)

Spanish 2 AB – *Realidades 2* – 10 (9-12)

Spanish 3 AB – *Realidades 3* – 11 (9-12)

AP Spanish Language AB – *Tesoro literario* – 11 (9-12)

AP Spanish Literature AB – *Abriendo puertas: Tomo I & II and Abriendo puertas Ampliando perspectivas* – 12 (9-12)

**College Prep Electives**

Economics & H. Economics – *Economics* – 12  
AP English Literature – *Structure, Sound, and Sense* - 11  
AP Human Geography – *Human Geography: People, Place, and Culture* – 11  
AP Macroeconomics – *Macroeconomics for Today* – 11-12  
AP Microeconomics – *Microeconomics for Today* – 11-12  
Journalism 1AB, 2AB, 3AB – *Inside Reporting: A practical guide to the craft of journalism* and  
Newspaper *The Newspaper Designer's Handbook* – 9-12

**Visual and Performing Arts**

Introduction to Art – Adobe Photoshop and Microsoft Word – 9  
Choir – *The Enjoyment of Music* – 9-12  
Digital Imaging AB – Adobe Photoshop, Illustrator, InDesign CS6, and Microsoft Word – 10-11  
Health – *Lifetime Health* and *Sexuality and Responsibility Workbook* – 9-12  
Photography 1 AB – Adobe Photoshop, Illustrator CS6, and Microsoft Word; and *Photography* – 9-12  
Photography 2 AB - *Careers in Art: An Illustrated Guide* – 9-12

**Technical Arts**

Animation – Adobe Photoshop CS3 and Poser 10 – 9-12  
Animation/Drawing – I Stop Motion – 9-12  
Graphic Design AB - Adobe Photoshop, Illustrator, InDesign, DreamWeaver CS6 – 11  
Video Production 1, 2, 3 – *Video Production 101: Delivering the Message* – 9-12  
Video Production and Theory AB – *Television Production and Broadcast Journalism* – 9-12

## Comprehensive Course List

<b>a-g REQUIREMENTS and COURSE OFFERINGS</b>			
<b>A. SOCIAL SCIENCES (30 credits)</b>  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	<b>B. ENGLISH (40 credits)</b>  Forty credits of college preparatory English. Students may only receive credit for one 1 year of ESL/ELD English	<b>C. MATHEMATICS (30 credits)</b>  Thirty credits of college preparatory mathematics; Algebra 1AB, Geometry AB, Algebra 2AB. Advanced level courses will validate this math requirement	
WORLD HISTORY AB H. WORLD HISTORY AB AP WORLD HISTORY AB US HISTORY AB H. US HISTORY AB AP US HISTORY AB PRINCIPLES OF AMERICAN DEMOCRACY H. PRIN AM DEMONCRACY AP GOVERNMENT & POLITICS AP EUROPEAN HISTORY AB H. GEOGRAPHY AB AP PSYCHOLOGY AB	ESL or ELD 3 ESL or ELD 4 or ENGLISH 9 AB H. ENGLISH 9 AB ENGLISH 10 AB H ENGLISH 10 AB AMERICAN LITERATURE / CONTEMPORARY COMPOSITION (11) H. AMERICAN LIT / CONTEMP COMP EXPOSITORY COMPOSITION (12) H. EXPOS COMP WORLD LIT (12) H WORLD LIT WRITERS SEMINAR AB H. HUMANITIES AB ADVANCED COMPOSITION H. ADVANCED COMPOSITION AP ENG LANGUAGE AND COMP AB AP ENG LITERATURE & COMP AB	ALGEBRA 1 H. ALGEBRA 1 GEOMETRY AB H. GEOMETRY AB ALGEBRA 2AB H. ALGEBRA 2AB PRECALCULUS AB H. PRECALCULUS AB H. PRECALCULUS/AP CALCULUS A STATISTICS AND PROBABILITY AB H. STATISTICS AB AP STATISTICS AP CALCULUS AB AP CALCULUS BC	
<b>D. SCIENCE (20 credits)</b>  Twenty credits of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics	<b>E. LANGUAGES OTHER THAN ENGLISH (LOTE) (20 credits)</b>  Twenty credits of the same language other than English for UC/CS	<b>F. VISUAL &amp; PERFORMING ARTS (VPA) (10 credits)</b>  Ten credits required for UC/CS and graduation	<b>G. COLLEGE PREP ELECTIVE (10 credits)</b>  Ten credits from selected A-F courses plus the following:
BIOLOGY AB H. BIOLOGY AB AP BIOLOGY AB BIOTECHNOLOGY A CHEMISTRY AB H. CHEMISTRY AB AP CHEMISTRY AB	FRENCH 1AB FRENCH 2AB FRENCH 3AB AP FRENCH LANG & CULT JAPANESE 1AB JAPANESE 2AB KOREAN 1AB KOREAN 2AB	ADV BAND AB AP ART HISTORY AB BEG DANCE CHOR & PROD CARTOON ANIM AB DIGITAL IMAGING AB DIGITAL IMAGING PROD AB DIGITAL IMAGING SH 2AB DRAWING AB	CREATIVE WRITING ECONOMICS H. ECONOMICS AP COMPUTER SCIENCE AP HUMAN GEOGRAPHY AP MACROECONOMICS

ENVIRONMENTAL STUDIES AB AP ENVIRONMENTAL STUDIES AB FORENSICS A ICS 1 AB MARINE BIOLOGY AB PHYSICS AB H. PHYSICS AB AP PHYSICS AB H. PHYSIOLOGY AB PLTW: PRINCIPALS OF BIOMEDICAL SCIENCE AB	KOREAN 3AB KOREAN 4AB SPANISH 1 AB SPANISH 2 AB SPANISH 3 AB SPANISH 4 AB AP SPAN LANG AB AP SPAN LIT AB	PAINTING 1 AB PAINTING 2 AB PHOTOGRAPHY 1AB PHOTOGRAPHY 2AB STAGE DESIGN AB INTRODUCTION TO THEATER THEATER PRODUCTION WORLD OF MUSIC	AP MICROECONOMICS JOURNALISM 1AB JOURNALISM 2AB JOURNALISM 3AB
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Additional Courses and Requirements			
Required for Graduation Technical Arts (10 credits)	Required for Graduation	Courses that Count for Credit Toward Graduation	Additional Non-Course Requirements for Graduation
Graphic Design Video Production 1 and 2 Animation 1 Child Dev/1 Foundations Child Dev/2 Curriculum Child Dev/Supe Education/1 Foundations of Education Office Tech Exploratory Health Careers Digital Imaging 1AB Digital Imaging 2AB Digital Imagery Production Cartoon/Animation AB Filmmaking 2 AB Stage Design AB Biomed Tech AB Video Production & Theory Strategic Literacy 1AB	Phys Education (20 cred) Health (5 credits)	JROTC Yearbook Production Peer Counseling Peer Tutoring Leadership Tutor Library Practice Academic Decathlon	Career Pathway Selection Service Learning Senior Portfolio Computer Literacy

### Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

### **Academic Calendar**

In 2011, Cleveland entered into a Memorandum of Understanding (MOU) with LAUSD to become an Expanded School Based Management Model (ESBMM) school. Under the MOU the Cleveland Governance Council shall set the yearly calendar, school day schedule, and bell schedule.

Students in grades 9-11 are required to take a minimum of six classes, with the option of an additional morning or afternoon course. Seniors must take a minimum of four classes.

### **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 – 9:19	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

### **Mathematics Placement Act**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **High School Exit Examination**

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

## **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff 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 banked time early dismissal PD days. We will also use faculty meetings, pupil-free days, and optional after school and Saturday trainings to establish additional professional development sessions throughout the year.

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, develop intervention plans, attend technology seminars, and train on computer-driven management software.

Professional development is one of the autonomies granted to Cleveland as an ESBMM School. Cleveland has a PD Committee that addresses District concerns, delineates school needs, provides teacher trainings, shares instructional practices, and organizes teacher workshops. The PD Committee submits its plan to the Cleveland Governance Council for final approval, as specified in our ESBMM agreement.

CHS is exempt from District professional development mandates, with the exception of the following:

- Blood-borne Pathogens
- Child Abuse and Awareness Training
- Chemical Safety

In addition, CHS retains all professional development autonomies previously granted under our original ESBMM Memorandum of Agreement (2011).

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, develop intervention plans, attend technology seminars, and train on computer-driven management software.

The Professional Development Committee recommends the scheduling, content, and design of all professional development, subject to the final approval by the CGC. The CGC shall allocate funding to support professional development programs.

### 2018-2019 Professional Development Sessions

Topics	Areas of Focus	LCAP Goals	Session(s)
Common Planning: Fostering a Collective Vision	<ul style="list-style-type: none"> <li>• Curricular alignment</li> <li>• Identifying Problems of Practice and Areas of Focus</li> <li>• Integrating ELD standards and EL content standards</li> <li>• Developing an intervention plan to address the needs of at-risk students</li> <li>• Sharing best practices</li> <li>• Open House Showcase planning</li> <li>• Creating common assessments and rubrics</li> <li>• Peer observations</li> </ul>	Goal #2- Proficiency for All	<p>Pupil-free day</p> <p>Banked-time Tuesdays</p> <p>Department/SLC meetings</p>
The 21 <sup>st</sup> Century Classroom: Strategies to Improve Outcomes for Targeted Populations	<ul style="list-style-type: none"> <li>• Digital Portfolios</li> <li>• Schoology: Involving Parents in Tracking Student Progress</li> <li>• Music in the Classroom</li> <li>• Socratic Seminars</li> <li>• Literacy Across the Disciplines</li> <li>• Google Classroom</li> <li>• Visual-thinking Strategies</li> <li>• Productive Groups</li> <li>• Actionable Feedback</li> <li>• Discussion Techniques</li> <li>• Constructive Conversations</li> <li>• Collaborative Teaching and Learning</li> </ul>	Goal # 4- Parent, Community and Student Engagement	Banked-time Tuesdays

<b>Topics</b>	<b>Areas of Focus</b>	<b>LCAP Goals</b>	<b>Session(s)</b>
College Readiness	<ul style="list-style-type: none"> <li>• Naviance</li> <li>• PSAT</li> <li>• A-G, State, District, University Requirements</li> <li>• Credit Recovery</li> <li>• Graduation Benchmarks</li> </ul>	Goal #1- 100% Graduation	Banked- time Tuesdays
Culturally Relevant and Responsive Education	<p>Courageous Conversations</p> <ul style="list-style-type: none"> <li>• Impact of institutionalized racism on students of color and their families</li> <li>• Creating a culturally relevant and responsive classroom and campus</li> <li>• Inclusive instructional strategies to address achievement gap of ELs and students of color</li> </ul>	Goal #2- Proficiency for All	Banked- time Tuesdays  Optional after school and Saturday trainings
English Learners	<ul style="list-style-type: none"> <li>• Finding and Interpreting EL Data</li> <li>• Reclassification Process</li> <li>• ELD and EL Content Standards</li> <li>• CELDT</li> <li>• EL Classifications</li> </ul>	Goal #2- Proficiency for All	Banked- time Tuesdays
Social and Emotional Learning	<ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Trauma and Cognitive Development</li> <li>• Supporting Foster and Homeless Youth</li> </ul>	<p>Goal #3 100% Attendance</p> <p>Goal #6- Provide for Basic Services</p>	Banked- time Tuesdays
Anti-bullying	<ul style="list-style-type: none"> <li>• Gender/LGBT Issues</li> </ul>	Goal #5- Ensure School Safety	Banked- time Tuesdays
District Mandated Trainings	<ul style="list-style-type: none"> <li>• Child Abuse Awareness Training</li> <li>• Commercial and Sexual Exploitation of Children</li> <li>• Blood-borne Pathogens</li> </ul>	Goal #5- Ensure School Safety	Faculty meetings



Departments will 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.
- GAIMS 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 LOTEs 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.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **Teaching Methodologies and Instructional Program**

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

- Academic language
- Accountable talk
- AVID strategies
- Case studies
- Choral readings
- Class discussions
- Close reading
- Constructive conversations
- Collaborative groups
- Culturally relevant and responsive education
- Curricular trips
- Debates
- Depth of Knowledge
- Document-based questions
- Dramatization, skits, and plays
- Film projects
- Fish bowl conversations
- Four-corner activities
- Gaming and simulations
- Inquiry-based learning
- Internships
- Jigsaw
- Lab demonstrations
- Learning stations
- Lectures
- Mock trials
- Modeling
- Multimedia presentations
- Number talks
- Panel discussions
- Peer editing
- Peer teaching
- Quick writes
- Realia
- Reflections
- Research papers
- Role playing
- SDAIE strategies
- Service learning projects
- Social-emotional learning activities
- Socratic seminars
- Student-directed lessons
- Symposiums
- Think-pair-share
- Thinking maps and other graphic organizers
- Timed readings
- Word walls
- 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
- Global Academy of International Media Studies Program
- Humanities Magnet
- Intellectually Disabled
- International Student Leadership Academy

- Media Academy
- Resource Specialist Program
- School for Advanced Studies
- Science, Technology, Engineering, and Mathematics (STEM) Pathway
- Special Day Program

We shall continue to investigate the feasibility of offering other vocational and Career Technical Education pathways and expanding alternative learning options.

**Research-Based Evidence That The Proposed Instructional Program Has Been Successful With Similar Student Populations And/Or Will Be Successful With The Charter's Targeted**

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 21<sup>st</sup> 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).

## **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and 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 language acquisition and fundamental skills in mathematics, science, and English-Language Arts.

## **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing 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 addresses the needs of our students achieving below grade level. Specifically, we have developed an extensive intervention program that includes the following:

- Before, during, after school, and Saturday extended learning opportunities
- After school and Saturday CAASPP boot camps
- 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 psychologists, Pupil Services and Attendance (PSA) Counselor, Psychological Social Worker, and a full-time nurse to address various health needs
- 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.

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.

The Developing Readers and Writers Course uses Read 180, a reading intervention program that targets students who have not yet achieved grade-level proficiency. The program utilizes a series of teacher-guided small group instruction, one-on-one learning, and computer-aided technology activities.

There is a math tutorial that allows students to receive immediate intervention and additional time for mastering concepts.

The Magnet offers a specialized college prep seminar elective to address the needs of their 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 APS.

### **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. The affiliated charter will follow the guidelines, policies, and procedures set forth in Title I of the Every Student Succeeds Act (ESSA) as well as State compliance statutes.

### **Students with Disabilities**

#### **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 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 federal and state law and District policies and procedures.

**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 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 School 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 statistically measurable 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 current version of 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.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day  
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year  
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout  
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

## **Students in Other Subgroups**

### **Incoming Ninth Grade Students**

To address the needs of incoming ninth grade students and assist with the transition from middle to high school, Cleveland offers the following programs:

#### **Summer Enrichment Classes**

Open to all incoming ninth grade students, these two-week enrichment opportunities offer hands-on sessions that integrate the arts or STEM. All classes incorporate skills that incoming students need in order to be more successful with the transition to high school (math, literacy, time management).

#### **Newcomers**

Newcomer students receive five weeks of enhanced and supplemental ELD support that incorporate multimedia learning opportunities. ELD instruction included integrated listening, speaking, reading, and writing through constructive conversation skills, cooperative learning strategies, and student oral presentations.

### Global Academic of Interdisciplinary Media Studies (GAIMS)

The Summer Bridge Prep4Success program provides structured opportunities for incoming ninth grade GAIMS students to acclimate to the high school environment all the while learning about the academic and behavioral expectations of the GAIMS small learning community.

### Magnet

The Humanities Magnet Summer Bridge Program offers a four-day program for incoming ninth grade students that focuses on goal setting, time management, study skills, growth mindset, and community building activities.

### Summer Bridge

Open to ninth grade students, the two-week program offers mathematics and ELA prep as well as socio-emotional skills development. Students also have the opportunity to meet school staff and learn about the extracurricular and co-curricular opportunities at Cleveland.

## **Plans for Struggling Students, Including Standard English Learners**

As a standard practice, Cleveland continues to monitor struggling students and Standard English Learners (SEL) by offering interventions that facilitate academic success. LAUSD's FOCUS website lists 778 PSEL (Potential SEL) students and the criteria for identification. Cleveland addresses the needs of these students by offering the following learning opportunities and interventions:

### Credit recovery plan:

- Locally designed credit recovery
  - Before and after school classes
  - During the school day classes
  - During the school day blended learning (APEX)
  - After school APEX and iiLab
  - Saturday School: Locally-Designed Program
  - Summer non-Core classes (e.g., Health)

### Data:

- Fall 2016: 75% on-track
- Spring 2017: 91% on-track
- Summer 2017: 93% on-track
- By end of junior year (spring 2016), 86% of Class of 2017 on-track
- By end of junior year (spring 2017), 92% of Class of 2018 on-track
- Spring 2017 enrollment:
  - 173 students enrolled in credit recovery
  - 137 students recovered 5 or more credits
  - 11 students recovered 10 or more credits
  - 86 percent of students enrolled recovered credits

- Summer 2017 enrollment:
  - 193 students were enrolled in credit recovery
  - 164 students recovered credits
  - 85 percent of students enrolled in Cleveland summer school recovered credits

At Cleveland, we provide struggling students with the following support:

- IGPs every semester
- A-G and PSA counselors to target students
- A full time PSA counselor to handle attendance issues and design incentives
- An after school iiLab on campus
- Cocoa with the Counselors to increase parent involvement and awareness

The counseling staff provides the following interventions:

- Reviews progress and final report cards
- Conducts IGPs
  - All seniors by October 5th
  - Senior Packets distributed during IGP
- Utilizes A-G counselors to provide lists of Tier 2 and 3 students to counselors
- Works with teachers to identify struggling students and refer them to counselors
- Sends notification about need for additional credits
- Meets with students who do not return the enrollment form for credit recovery
- Meets one-on-one with students in danger of being dropped from Saturday School
- Offers parent meetings with the counselor and A-G counselor
- Develops Parent Center workshops to inform parents about credit recovery options
- Sends all seniors and their parents a graduation check at the 5-week in the fall and the spring
- Sends a certified letter home to seniors in the spring semester at the 10- week for those in danger of not graduating
- Sends the 18-week spring check for seniors identified with a D or Fail in a required course

The Social-Emotional Learning Team has devised ways to reduce the need for credit recovery:

- Health, ELD, and College Prep classes implementing Growth Mindset lessons
- SEL PDs
- SEL Team presentations to Saturday school classes
- Counseling presentations include Growth Mindset
- Group Counseling Sessions:
  - “Resiliency Training”; “Managing My Feelings”; “Coping with Adjustments”; “Transitioning from Middle to High School”; “7 Habits of Highly Effective Teens”
  - PSW, PSA, Newcomer Coach, A-G Counselors
- A-G counselor presentations for students and parents

We further provide the following:

- Focused PD on first good teaching
- Implementation of Instructional Rounds
- Integration Growth Mindset practices into Saturday school classes
- Additional academic counselors
- Additional second college counselor to focus on 9th and 10th grade outreach
- Funding for 9th and 11th grade students to take the PSAT
- Summer PD opportunities:
  - How we see ourselves
  - How others see us
  - How we see others

Cleveland paying for any 9th or 11th grade student who wants to take the PSAT

- Last year: 412 ninth and 11th grade students; this year, 1026 ninth and 11<sup>th</sup> grade students (increase of 149%)
- Once students receive the PSAT scores, they will be able to sign up for the All-In-Challenge
  - Push to get students to sign up for the All-In-Challenge through SLCs, Counseling Office, and College Office
  - Student flyers; parent notices; Schoology updates; Connect Ed messages

### **English Learners: Bridges to Reclassification**

Since October 2017, 46 students have reclassified. Fifty-four percent of these students are LTELs. In addition, the total number of ELs on campus was reduced from 430 in August 2017 to 370 in March 2018. Significantly, seventy percent of our LTEL students are also identified as Students with Disabilities.

In order to address the performance of English Learners and Students with Disabilities, Grover Cleveland Charter High School has developed an action plan that includes the following:

- Offering targeted professional development focusing on math, LTEL, and Integrated ELD instruction and schoolwide on-going training on SEL and CRR.
- Implementing departmental instructional rounds focused on best practices.
- Utilizing DMGroup Breakthrough teams concept to execute performance challenges.
- Providing “Bridge to Reclassification” program and social and emotional health services for LTELs, ELD 3 and ELD 4 students to minimize barriers to reclassification.
- Integrating LightSail and ReadTheory literacy software into LTEL classes to reinforce reading comprehension and vocabulary development.
- Developing workshops to assist teachers with designing focused action plans for each LTEL student.
- Meeting quarterly with students to analyze LTEL student performance.
- Establishing ELA and math intervention classes for ELs and SWDs with high D and Fail rates.

Further details about each of the above:

- Provide further training for Math, LTEL, and Integrated ELD teachers on integrated EL and literacy strategies, professional development for co-teaching staff, as well as schoolwide training on SEL and CRRE. Trainings will enable Cleveland to identify targeted differentiated strategies for English Learners and Students with Disabilities (ELA/Math) and all subgroups (Math) that teachers will utilize in the classroom to design instructional lessons that increase student outcomes for targeted groups on the Interim-Assessment Blocks, State SBAC Assessments, and CELDT or ELPAC.
- Based on analysis of data, establish departmental instructional rounds focusing on strategies utilized in training. The data collected from those instructional rounds along with student artifacts (student writing/performance task) will be used to determine the successes and areas of concern that need to be addressed to achieve student proficiency with ELA and Math standards among all subgroups but with a focus on students with disabilities and English Learners.
- Utilize specific practices, including DMGroup Breakthrough Teams performance challenge protocols, to analyze student data, identify specific SMART goals, and execute a performance challenge.
- Implement “Bridge to Reclassification” program for LTELs and ELD 3s and 4s that explained how to accomplish reclassification since students had already passed two out of three criteria. They received targeted interventions in reading comprehension, making inferences and vocabulary development. Each student was also provided social-emotional and mental health support services to reduce barriers attributed to student motivation.
- Purchased and integrated LightSail and ReadTheory software into daily instruction for LTEL students to reinforce reading comprehension and vocabulary development.
- Implemented workshops for designated and integrated classroom teachers to develop focus action plans for each LTEL student. The Bridge Coordinator and EL Designee met with students on a quarterly basis to analyze the students’ academic performance for the last quarter.
- Established intervention classes in March 2018 for ELs and SWDs (and other students) with a high D/F rate and who had not yet reclassified. The classes are taught by the EL Designee (who is also a certificated SpEd teacher) and the school’s Newcomer Counselor.

### **Foster Youth**

Cleveland’s Foster Youth are identified when they register. LAUSD has supplies the school with an itinerant counselor who works specifically with this population, in collaboration with their academic counselor. Both of these counselors regularly monitor the progress of our foster youth. Currently Cleveland has 18 foster youth (nine in grade 9, five in grade 10, and two each in grades 11 and 12).

## **“A TYPICAL DAY”**

### **Any Given Day**

It is 6:30 in the morning. Students and staff are already beginning to arrive on campus. They endure the early hours and the bumper-to-bumper commute from all parts of Los Angeles to convene at Cleveland High School – affectionately known as “The Land.”

Upon entrance to the Administration Building, the floor tiles sparkle in school colors with red C-H-S letters. With each step in the hall, 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. High on the walls, a historic portrait gallery of past and present Associated Student Body presidents chronicles the rich tradition and enduring pride of Cleveland High.

In its place of prominence, a display case lists the names of administrators, counselors, coordinators, support staff, and student body officers whose leadership and service make Cleveland a thriving school-community. Hanging placards direct visitors to offices where knowledgeable personnel are ready to offer assistance. Mementos of Cleveland’s award-winning programs and athletic achievements are showcased on trophies, plaques, and certificates. Posted banners and flyers advertise future events and opportunities for schoolwide involvement.

Buildings-and-grounds staff members have already been at work setting up facilities for activities, checking the operational control systems, and preparing the campus to ensure that the day runs efficiently. The computer technician stands guard to trouble-shoot and provide service, and the office staff is in place welcoming and assisting students, staff, and parents. Teachers are in the workroom making copies, attending early morning meetings and parent conferences, tutoring students, setting up classrooms, and refining their lesson plans for the day.

Many students head off to 7 o’clock classes to take advantage of the opportunity to fit more courses into their packed schedules. Some engage in academic programs that fulfill graduation requirements or satisfy Advanced Placement curricular objectives. Others arrive early to study, meet classmates to review homework assignments, or to put the finishing touches on group projects and presentations. Future architects design homes on AutoCAD in the drafting room, Marching Band members practice musical selections in the classroom or rehearse formations on the football field, and Yoga practitioners perfect their poses on their mats in the gym.

As first period approaches, the activity level steadily increases. Students scurry to their classes and are ready to learn. So richly intense and visible is the school pride that Cavaliers have exchanged the latest fashion for “Cleveland Gear.” Red, black, and white school-



colored apparel can be seen in every direction – on the grounds and 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 stoichiometry experiment, Physics students design electrical circuits, while Biology students view their own DNA. In Spanish, Korean, Japanese, and French classes, students communicate in multiple languages and prepare projects for media presentations. Humanities Magnet students engage in coursework to prepare for their Interdisciplinary (History, Philosophy, Art, Literature) Unit Exams (IUEs). In the A-building, art students work on designs and projects in specialized artistic media. School for Advanced Studies (SAS) AP Literature students create TED Talks, which connect their ideas to major works of literature. Some students meet at the front of the school to board buses for field trips to museums, colleges and universities, cultural sites, theaters, libraries, and civic centers.

Between each passing period, administrators, 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. Wednesday’s announcements include a drawing where prizes are awarded to randomly selected students and staff winners who are wearing higher-education attire to promote Cleveland’s college-going philosophy. On Fridays, the daily announcements are communicated and viewed via KCAV, Cleveland’s very own student-run television station. The much-anticipated live weekly news broadcast is also streamed live online to apply real-world industry standards. Students delight in seeing themselves and their peers featured on KCAV News, and classes vie for the opportunity to be the live studio audience.

Guest speakers visit the campus to disseminate pertinent first-hand information, while specialized activities take place in the Multi-Purpose Room (MPR) including class presentations, Blood Drives, community outreach activities, and a College Fair. During the Renaissance Faire, 10<sup>th</sup> grade Magnet students engage in activities led by professional actors. Motivational speakers discuss socially relevant issues and engage students in constructive conversations.

In physical education and health classes, students set fitness and nutrition goals. Advanced EL students research protest songs and make public service announcement videos. In math classes, students solve algebraic equations and find the slope of lines. In STEM, Biotechnology students apply biomedical and molecular engineering skills in laboratory investigations. Special education students participate in community-based enterprise programs that provide real-world career preparation.

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. Others can be seen filming or rehearsing for video projects, class presentations, or dance performances.

Daily thematic music, transmitted over the school's P.A. system, alerts everyone that the third-period tardy bell will ring in two minutes. Classes resume, and ninth grade social studies students learn organizational and Cornell note-taking study skills. Twelfth graders in Careers with Children (CWC) begin their third-fourth period block by studying child development and assisting the teachers in Cleveland's preschool program. Eleventh grade English students participate in mock trials to show proficiency in their reasoning and argument skills. Those taking one or more of the 24 Advanced Placement courses challenge themselves to take learning to an even higher level.

Academy of Art and Technology (AOAT) students are preparing for the real-world by creating résumés and business cards for their career portfolios. Students with disabilities engage in RSP collaboratives in English and mathematics. Art History students study the development and stylistic genres, designs, and formats of classical pieces. In the Global Academy of Interdisciplinary Media Studies (GAIMS), students address such topics as government, education, the justice system, colonialism, war, and global conflicts, which they formulate into documentaries. Spanish language students design *ecociudades* while studying global issues. Biomedical students examine autopsy reports, investigate medical history, and explore treatments that prolong life. Read 180 students create a Case Study on contemporary social issues.

At lunch, students head to the covered eating area and food carts stationed on the main corridor. Some go to the Student Store to purchase tickets for events 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 that coincidentally underscore the Student Learner APS as students - Generate solutions and adapt to change; Develop self-esteem and positive identity; Contribute time, energy and talents to improve the quality of life in their Community; and Establish meaningful personal, academic, and career goals. 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 the time for pep rallies, school elections, spirit contests, and featured club and community activities on the Quad. It is also a time for meeting with counselors or just socializing with friends.

By fifth period, Cleveland's Leadership students are hard at work planning and preparing for the next school event. Senior Board is busy organizing their numerous "12<sup>th</sup>-grade only" events and activities. College Peer Counselors assist other seniors with college and financial aid applications. Forensics students study fingerprints and blood splatter patterns used in

crime scene investigations. APEX students take a variety of virtual online graduation-required courses and Advanced Placement classes.

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. Creative Writing students compose original works, and Academic Decathlon studies for the District, regional, and State competitions. Yearbook students take photos of Cleveland activities to include in the design of their layouts. The Journalism and Broadcast Journalism classes write articles about school and world events to publish in the school paper or to record for viewing. In the MPR, Theater Production 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. On the service road, Color Guard prepares for upcoming competitions. Get Lit students practice their presentations for school assemblies and citywide Classic Slam competitions. Writer's Block students compose written and artistic works and design layouts to create semi-annual student-produced publications. In the library, students study and receive admissions information from College Bound. 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, students participate in tutoring, intervention, credit recovery, test preparation sessions, athletics, film projects, plays, and dance rehearsals.

On weeknights, the campus is still in high motion with some activities beginning at 3:15 or 6:00 p.m. – College Nights, School Council meetings, parent organization meetings, Music, Choir, Dance performances, concerts, Café Nights, parent informational meetings, sporting events, local civic activities, and Small Learning Community functions including film festivals, and cultural events.

Throughout each weekday, a host of specialized counselors supports the academic, career, social, and personal needs of the students. Academic Counselors assist with programming and individual concerns. The A-G Counselors provide additional support to ensure students remain on the graduation path. Two College Counselors assist students with their post-high school endeavors – one serves juniors and seniors with the admissions process, and one serves 9<sup>th</sup> and 10<sup>th</sup>-grade students to begin the college-knowledge process at the earliest stage of their high school experience. The Pupil Services and Attendance Counselor encourages in-seat attendance goals and facilitates incentive activities.

Specialized personnel, Psychiatric Social Worker and School Psychologists, counsel students with personal concerns. The Title I and EL Coordinators make sure that federal and State compliance issues are met to ensure the achievement of all students. Our full-time school nurse administers medication and reviews medical records to determine athletic fitness criteria. Our Parent Center Director plans and conducts financial, personal, and educational workshops.

On Saturdays, The Land comes alive with community events, campus beautification projects, writing seminars, tutoring, credit recovery classes, rehearsals, theatrical

productions, class study sessions, and student award banquets. On Sundays, the school is still in action with community events and Youth Services activities. It is absolutely safe to say that Cleveland never sleeps.

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

## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Completed LCFF tables are provided in Element 1 on pages 11-23 that provide the measurable goals of the educational program.

## **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Completed LCFF tables are provided in Element 1 on pages 11-23 that provide baseline data and five years of projected rates of performance targets.

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

The section below, Data Analysis and Reporting, makes describes how the school will make use of formative assessments.

### **DATA ANALYSIS AND REPORTING**

#### **Collection of Data**

The school collects data from a variety of sources. National assessments such as the Advanced Placement (AP) exams, SAT, PSAT, and ACT are sent to the principal and students by the respective testing agencies. State and District assessments, including the CAASPP/SBAC, California English Language Development Test/English Language Proficiency Assessments for California (CELDT/ELPAC), Communication and Observation Matrix (COM), California Alternate Assessment (CAA), and Physical Fitness Test (PFT) / Fitnessgram are distributed by the District and accessible through MyData, which provides accountability reports on student achievement and outcomes.

The administration regularly collects data on departmental marks analysis reports and shares the data with the Instructional Leadership Team and departments. Data is also gathered from the School Experience Survey and Cleveland-generated teacher, parent, and student surveys. In addition to results from State and District assessments, departments and small learning communities collect data on student progress and achievement such as grades, attendance, and discipline records. ELA and Math departments also utilize school and District-designed interim assessments to determine student mastery.

In the Special Education Department, the Woodcock-Johnson IV is used by RSP and SDC students. The Brigance Comprehensive Inventory of Basic Skills II and Student Annual Needs Inventory are used by students in the alternative curriculum to help determine academic placement in the least restrictive educational environment. CAA results are used to establish annual IEP goals while COM results determine language proficiency.

Teachers collect class and individual student data such as interim assessment reports, teacher-created tests, quizzes, writing assignments, authentic assessments, and perception data. Data is also collected through informal assessments discussion groups, interactive journals, oral presentations and performances, and intra-group evaluations. AP and CAASPP results are evaluated to inform strategic academic planning.

## **Disaggregation and Analysis of Data**

By August, the principal receives annual school performance data from the previous school year. This information is reviewed and disaggregated by administrators and program coordinators. Student benchmarks, graduation rates, dropout rates, and a-g completion rates are initially evaluated to measure overall progress. Data is then disaggregated by student subgroups, content areas tested, and individual teachers, when applicable. Analysis includes comparisons between current year student performance levels and prior years' outcomes. We examine growth by looking at State and District-determined indicators and targets. We also compare test scores to District and State averages to determine progress. Additionally, outcomes for the *Single Plan for Student Achievement* are reevaluated to determine the appropriate expenditure of federal funds.

The information is shared with the CGC, SSC, Instructional Leadership Team, and small learning community coordinators. At the beginning of the school year, data is presented to the faculty for discussion and analysis. During these professional development sessions, departments and small learning communities meet, review, and consider the implications of the data and how it informs curricula and instruction. From these meetings, the departments and small learning communities develop objectives for the school year by identifying and reporting two to three critical academic needs based on the analyzed and disaggregated data. This information is then used to update the *Single Plan for Student Achievement*.

Departments also use assessment results to map their curricula. Mathematics, science, social studies, world language, English Language Development (ELD), and small learning communities develop pacing plans for the year. The English Department reviews its core literature and targets specific reading and writing skills.

The Special Education Department analyzes achievement of annual IEP goals and uses the results to review and modify teaching and learning objectives for individual students. Through the Welligent system, the Special Education staff receives Modified Consent Decree updates. This information is used to make program modifications to help students achieve at higher levels and to meet federal compliance guidelines.

## **Data Analysis**

Based on the 2016-17 Smarter Balanced Assessment outcomes and reclassification rates,

- English Learners and Students with Disabilities require more foundational skills in reading and writing in English Language Arts
- All subgroups require more support with Concepts and Procedures/Communicating Reasoning claims in Math

**Data Supporting Identification of the Problem of Practice:**

- SBAC scores separated by CLAIMS and reclassification rates for ELs.
  - Overall percentage of students that met or exceeded the standards in Math was 38%
  - Reclassification rate was 11.7%.

**Short Term Goals:**

- By December 2017, 100% of Math, LTEL, and integrated ELD teachers will receive at least two additional trainings on integrated EL and literacy strategies.
- By March 2018, 100% of Math teachers will receive at least two additional trainings incorporating data dialogue and integrated EL, and literacy strategies and project-based learning. By May 2018, selected ELA and Math RSP collaborative teachers will participate in a two-day RSP collaborate professional development. By March 2018, all teachers will complete at least one SEL and one CRRE professional development opportunity.

**Long Term Goals:**

By June of 2018, we will reclassify an additional 106 ELS, reduce the LTEL subgroup by 50 students, and increase by 5% the percentage of students scoring higher on the SBAC math component.

**Interventions**

- Trainings for Math, LTEL, and Integrated ELD teachers
  - Identify targeted differentiated strategies for ELs and SWD that teachers will utilize in the classroom to design instructional lessons that increase student outcomes for targeted groups on the Interim-Assessment Blocks and State SBAC Assessments.
  - Math teachers will assess students using Interim-Block Assessments and Performance Task to discern impact of integrated core content instructional units and determine instructional implications
  - Math department data dialogue and common planning training to review performance data and determine next steps.
  - Math department literacy training will be conducted by English Department chair to address student engagement.
  - Select ELA and math RSP collaborative teachers will participate in the two-day Co-Teaching Leadership Institute to strengthen co-teaching program.
  - Faculty will participate in SEL professional development facilitated by LAUSD SEL facilitator.
  - Faculty will participate in CRRE/SEL professional development led by guest speaker Manny Scott.
- Instructional Coach and EL Coordinator will assess EL students, based on EL Profiles in MiSiS Ad Hoc to assess impact of integrated ELD strategies and determine instructional implications



- Teachers will take part in departmental instructional rounds, utilizing strategies acquired in trainings
- Instructional Leadership Team will participate in two-day Building Strategic Coherence Leadership Academy led by DMGroup.
- Instructional Leadership Team will participate in Break Through Teams process led by DMGroup.
- Instructional Leadership will meet and identify schoolwide strategies to adopt to address problems of practice.

### Professional Development

- Integrated EL and Literacy Strategies (Instructional Coach/ELD Coordinator)
- September 2017
  - Lightsail Adaptive Reading Program
  - Best Practices: Utilizing Lightsail to Support SWD
  - Instructional Rounds: Difficulty vs. Complexity
- October 2017
  - Best Practices: Reading Inventory Workshop
  - Instructional Rounds: Getting Started
  - Math Department PD (LDNW Math Coordinator/Title III Coach)
    - SBAC data
    - Instructional shift in mathematics
    - IAB
    - Classroom instruction
- November 2017
  - Instructional Rounds: Departmental Debrief
  - Math Department PD (LDNW Math Coordinator)
    - Mathematical discourse to increase student engagement
    - Purposeful questioning
- January 2018
  - ILT Leadership Academy
  - ILT Professional Development
  - SEL PD
- February 2018
  - Math PD
  - CRRE/SEL PD
  - ILT Professional Development
  - Break Through Teams PD and Performance Challenge
- March 2018
  - Math PD
  - ILT Professional Development
  - Break Through Teams PD and Performance Challenge
- April 2018
  - ILT Professional Development
  - Co-Teaching Leadership Institute
  - Break Through Teams PD and Performance Challenge

- May 2018
  - ILT Professional Development
  - Break Through Teams PD and Performance Challenge
- Spring 2018 (ongoing)
  - Instructional Rounds: Productive Grouping
- Reading Inventory (RI)
  - Large drop in students who scored in the 100-200 range and almost all the other ranges improved

#### Reading Inventory Data from Fall 2017

	0-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	901-1000	1000+
Aug	122	120	16	28	18	33	27	19	22	5	1
Dec	121	27	29	28	43	43	36	29	25	10	16

Fall 2017 Mathematics Interim Assessment Blocks for 11<sup>th</sup> grade students showed 27.56% were above the standard, 34.45% were near the standard and 37.98% were below the standard.

Instructional Rounds (Fall 2017) Focused continuing education on topic of increasing complexity (DOK 3 & 4 questions and tasks). All teachers in all departments were expected to visit two teachers in their own department and be observed once. Schoolwide, departmental participation:

- English-Language Arts and Physical Education: October 9-20
- Social Studies: October 23-Nov 3
- LOTE and Art: October 24-Nov 2
- Mathematics: November 6-9
- Science: November 13-17; November 27-December 1

In looking at California Assessment of Student Performance and Progress results, we analyzed our data in comparison with District-provided “Similar Schools Median” and “LAUSD Resident Schools from CDE Median.” The Similar Schools median included four schools that are not comprehensive 9-12 high schools:

- one is a grade 6-12 span school with grade 11 enrollment of 87 students (the data provided includes grades 6, 7, 8, and 11 median percentages);
- one is an independent charter with grade 11 enrollment of 67 students;
- one is a by-application (applicants must submit recommendations, transcripts, attendance records, and test scores) and by placement test admissions-only school with grade 11 enrollment of 86 students;
- one is a full magnet center with grade 11 enrollment of 172 students.

Cleveland’s grade 11 enrollment is more than 200 students higher than the combined four specialized schools grouped in the Similar Schools Median. As such, we utilized the District’s Resident Schools Median to assess our school performance.

## **CAASPP/SBAC**

### **English-Language Arts**

Overall, for the past three years, Cleveland's English-Language Arts (ELA) Smarter Balanced Assessment Achievement data results exceed the District's Resident School Median. In 2014-2015, 63% of Cleveland students taking the ELA component met or exceeded standard. This is 14% higher than the District's Resident School Median. The 2015-16 results indicate that 69% of students met or exceeded the standard. This was 9.50% higher than the District's Resident School Median. Although our results dipped slightly to 65.96% in 2016-2017, the results are still 7.05% higher than the Resident School Median.

Looking at the rate over three years, in ELA, three of the six statistically significant subgroups, with 30 or more students with scores, went up between 2014-15 and 2016-2017. Asian subgroup went up 5%; White subgroup went up 2.04%; Socioeconomically Disadvantaged subgroup went up 1.82%. Three subgroups did not improve: Filipino subgroup decreased by 1.15%; Hispanic or Latino subgroup decreased by 0.06%; and the English Learner subgroup decreased by 3.25%.

### **Mathematics**

Similarly, our overall mathematics results exceed the District Resident School Median. In 2014-2015, 32% of Cleveland students taking the English-Language Arts component met or exceeded standard. This is 12% higher than the District's Resident School Median. The 2015-16 results indicate that 39% of students met or exceeded the standard. This was 12.50% higher than the District's Resident School Median. Although our results dipped slightly to 37.82% in 2016-2017, the results are still 16.27% above the Resident School Median.

Looking at the rate over three years, in mathematics, four of the six statistically significant subgroups, with 30 or more students with scores, went up between 2014-15 and 2016-2017. Asian subgroup went up 5.65%; Filipino subgroup went up 4.55%; Hispanic or Latino subgroup went up 4.55%; Socioeconomically Disadvantaged subgroup went up 6.93%. Two subgroups did not improve: White subgroup decreased by 1.14% and the English Learner subgroup decreased by 2.44%.

This year, Cleveland implemented the use of departmental instruction rounds to provide teachers with an opportunity to learn from fellow practitioners in their subject matter. In the fall semester, we focused on the concept of depth vs. complexity and the integration of depth of knowledge levels 3 and 4 questions and activities.

Moreover, to develop a strategic plan, we contracted with the DMGroup to provide our Instructional Leadership Team with professional development on three interrelated topics:

- Building leadership capacity and coherence based on Public Education Leadership Project (PELP) curriculum
- The need for a new mind set, shifting resources to fund strategic priorities
- Top opportunities for freeing up funds

The Leadership Academy is modeled after the principles and theory of building leadership capacity and coherence based on Public Education Leadership Project (PELP) curriculum to prepare District and School Leadership Teams. The session covered topics related to identifying, analyzing and addressing strategic problems of practice as well as techniques for identifying and refining performance challenges to be addressed the Leadership Team.

Additionally, in spring 2018, we will begin three pilot Break-Through Teams to address the following:

- Achievement in Social Studies
- Achievement in 9th Grade Science
- Attendance/Absences

Our teams will work with the DMGroup to break down customized goals and targets into performance challenges that are specific, measurable, aggressive but achievable, relevant and timebound (“SMART”). The process involves prototyping and implementation, supported by a combination of professional development, individual coaching, peer group support, and focus on performance results.

### **English Learners**

Overall, our percentage of English Learners (0-3 years) is 12.8%; this is 4.8% higher than the District average. We have a significant number of newcomers and beginning in Fall 2017, we have a Newcomer Coach working with students and teachers to meet the needs of this subgroup.

Additionally, the At-Risk Long-Term English Learner (LTEL) percentage is 1.6%; this is 0.7% higher than the Resident School Median. Our LTEL population of 8.4%, however, is 1.3% lower than the Resident School Median.

Overall, Cleveland’s reclassification rate has steadily declined from 23.1% in 2014-2015 to 14.8% in 2015-2016 to 11.7% in 2016-2017. Although the overall rate for the Resident School Median has also declined over the past three years, Cleveland has made a concerted effort to address the needs of English Learners.

This year, Cleveland funded a full time instructional coach to work with integrated and designated ELD teachers. The coach designs professional development sessions, models lessons for staff, and provides one-on-one coaching for teachers. Cleveland also implemented the use of the Lightsail adaptive reading program to supplement reading skills for long-term English Learners. In addition, the Student Support and Progress Team (SSPT) meets every other week to review student data, monitor progress, and refine individual action plans for focus students.

### **Suspension Rates**

At 9.8%, our single student suspension rate of 9.8% is 8.3% higher than the District. Our suspension rate of 11.2% is 9.6% higher than the District. As part of our schoolwide positive behavior plan, we have established a social-emotional learning (SEL) team to work with teachers and students. Health, ELD, and College Prep classes are implementing Growth

Mindset lessons. Teachers receive online and onsite professional development. This year, with the assistance of a full-time school psychiatric social worker and pupil services and attendance counselor, we have established group counseling sessions such as “Resiliency Training”; “Managing My Feelings”; “Coping with Adjustments”; “Transitioning from Middle to High School”; “7 Habits of Highly Effective Teens.” Moreover, in spring 2018, we will utilize the Inner Explorer program which offers a series of daily mindfulness practices to use with students. The activities are designed to help students develop techniques to handle stress, anxiety, anger, and more.

### **Graduation Rate**

Our graduation rate continues to improve. The 2013-2014 rate was 84.1%; the current rate of 87.8% is 0.5% higher than the Resident Schools Median and 7.1% higher the District.

### **Reporting of Data**

Student performance on assessments is reported to parents and the community through several means of communication. Individual student reports on national assessments are sent home by the testing agencies. Additionally, the school sends home results from State assessments. School data is gathered by the District and State and compiled into the School Accountability Report Card (SARC), which offers an overview of schoolwide progress and student achievement.

Throughout the year, parents are kept informed of student achievement. Cleveland provides parents with three student progress reports and one final grade report each semester; daily updates on the Cleveland website; monthly “Coffee with the Principal” meetings; monthly parent advisory committee and association meetings; Back-to-School Night and Open House; five college nights; Individualized Graduation Plan (IGP) nights; two Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) conferencing sessions; small learning community newsletters; individual conferences with parents in person and via email; and, automated and personal phone calls home. Some teachers use Schoology online learning management system to provide families with real-time academic progress.

### **Teacher Use of National, State, and District Assessments**

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) provides Advanced Placement teachers with an online analysis of student performance. The data reveals the skills and objectives that students have mastered and provides areas for curricular modification.

Departments examine student work and interim assessments to determine mastery of standards. Areas of strength and improvement are discussed and used to reevaluate instructional practices. This also provides an opportunity to share best practices. Additionally, teachers use the meetings for grade-level sequencing. Teachers discuss class and individual student academic needs and use that information to plan their curricula accordingly.

### **Department, Small Learning Community, and Individual Teacher Assessments**

While some assessments are mandated by the State and District, a wide range of evaluative activities and strategies are used to assess student mastery of standards and the schoolwide learner outcomes. Teachers gather data through formal traditional assessments such as exams, quizzes, and essays; they also use alternative assessments such as portfolios and projects, and other informal forms of evaluations including discussions and presentations, which are developed by departments, small learning communities, and individual teachers. Using these assessments, instructors re-teach skills and concepts based on student outcomes. They 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.

Since 1995, graduating seniors complete a Senior Career Portfolio to evidence what students know and are able to do. The contents include a resume, autobiographical narrative, education and career goals, list of specialized electives completed, school affiliations, certificates and awards, samples of student work from at least three disciplines, two recommendations, and a self-appraisal. Students have the opportunity to evaluate their learning and growth over the four years and assess their achievement of the schoolwide learner outcomes.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or 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, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

## **STAKEHOLDER INVOLVEMENT**

Cleveland Charter High School promotes stakeholder involvement on multiple levels. The Cleveland Governance Council (CGC) serves as the primary decision-making body. This council is composed of 14 members. Twelve of whom are elected: seven are certificated members; one classified staff member; the Student Body President; and five parent and community representatives. The principal and UTLA Chapter Chair are automatic members. The council makes decisions in the areas of personnel; curriculum, instruction, assessment, and intervention; budgets; professional development; school discipline; scheduling; campus facilities; use of school equipment; and staffing procedures. Having a diverse membership allows for multiple perspectives and lively discussions.

Another opportunity for involvement is the School Site Council (SSC). The School Site Council is the decision-making body for categorical funds. There are 11 elected members: four teachers; one non-teaching certificated member; three parent or community representatives and three students. The principal is the only non-elected member.

Parents have the opportunity to participate in additional advisory groups. Parents of students in the EL program form the majority of members in the English Language Advisory Committee (ELAC). In addition there are certificated and classified members. On a monthly basis, the ELAC makes recommendations to the SSC about their concerns for Cleveland students.

The annual School Experience Survey provides data on a broad range of issues important to stakeholders. The 2017 survey provided the opportunity to respond to multiple questions concerning parental engagement, customer service, safety, resource availability, high quality schooling, future plan orientation and technology. Beginning in fall 2018, parents of 9<sup>th</sup> grade students will be expected to complete the School Experience Survey and continue for the next three years.

All stakeholder groups are given the opportunity to complete the Title I Comprehensive Needs Assessment early in the second semester - before budget development takes place. Nearly ninety members of the faculty completed the Title I Comprehensive Needs Assessment in 2016-2017, which guided the budget process for Compensatory Education funds.

All stakeholder representatives contribute to, review and approve the school's Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP). These discussions depend on understanding many forms of academic and fiscal data. Stakeholders coordinate federal, State, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not



meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. Supplemental academic support will include, without exception, student interventions.

Prior to their first year at Cleveland, incoming ninth grade students and their parents are invited to our August Orientation to meet with the administrators, Title I and Bilingual Coordinators, college and career advisers, 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 Predominantly Hispanic, Black, or Other Non-Anglo (PHBAO) 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. Teachers and offices also utilize text-messaging apps to communicate directly with parents on a variety of topics. Cleveland also uses social media to communicate with the wider community: Twitter (@ClevelandChartr); Instagram (clevelandcharterhs); Facebook (Grover Cleveland Charter High School); and the Remind app.

Cleveland will begin to require parents of incoming 9<sup>th</sup> grade students to sign up for the LAUSD Parent Passport Portal, which will allow them check their child's school data. In addition, parents will be expected to regularly interact with teachers through the Schoology Learning Management System to access their child's class assignments, course expectations, and grades.

The school website 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 the workshops available to them, including English language development, healthy living, and computer skills. The community representative organizes various workshops to expand parental knowledge about teen-related issues and offers information on various ways that

parents can become involved in their child's education. Information on community resources to assist parents is also available.

Each month, Cleveland hosts "Coffee with the Administrators" and "Cocoa with the Counselors," which are opportunities for parents to share their concerns and ask questions. It also provides a forum for school leadership and counseling staff to disseminate information to parents about school programs, initiatives, policies, and procedures. Bilingual personnel are provided to translate for ELAC members and presenters.

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, and Korean Parent Association 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 Korean Parents Association provide a venue for parents to address concerns regarding cultural issues and how they impact student achievement.

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.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

### **RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter 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 or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

## **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

## **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **FEDERAL PROGRAM COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

### EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

### Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions 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 in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

## **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified 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 Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

## **SUICIDE PREVENTION**

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.



## ELEMENT 7 – MEANS TO ACHIEVE 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

Charter School shall 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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

### Student Recruitment

As part of our student recruitment efforts, Cleveland will reach out to nearby middle schools and communities with high proportions of underrepresented and socioeconomically disadvantaged students, students with disabilities, and students with a history of low academic performance to ensure equity and access. Students and staff will participate in community outreach events, conduct school tours, organize articulation fairs, present at

“Meet the High School” events. Administrators and coordinators will contact parent associations at various middle schools throughout the West San Fernando Valley and meet with local middle school leadership teams to discuss ways to distribute information to students and families of eight grade students.

### **Lottery Preferences and Procedures**

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **Resident Students**

Prospective students who reside within the former attendance boundaries<sup>1</sup> of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 9-12 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

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<sup>1</sup> For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

Charter School's lottery applications will be made available each year on December 1 through February 1st. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on February 1<sup>st</sup>. If February 1<sup>st</sup> falls on a weekend, the due date will be the following school day. At 1:30 p.m., one week following the close of this application period, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the Principal's Conference Room, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the assistant principal in charge of attendance and Cleveland Governance Council Chairperson will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publicly record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided 10 school days to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by email and/or telephone call, and will have ten school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

### **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

## **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior

to recommending expulsion for a student with a Section 504 Plan, Charter School's 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 School's failure to implement Section 504?

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

### **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

### **GUN FREE SCHOOLS ACT**

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



## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

District employees working at or assigned to Charter 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 provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 Principal  
8140 Vanalden Avenue  
Reseda, California 91335-1199

To District:

LAUSD  
Attn: Director, Charter Schools Division  
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 Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 the Superintendent or his/her designee.

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)



## **ADDENDUM**

### **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Grover Cleveland Charter High School (also referred to herein as “Cleveland High School”, “CHS”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

## **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

## **Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

## **Mathematics Placement Act**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **High School Exit Examination**

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

## **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

### **Students with Disabilities**

#### **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 federal and state law and District policies and procedures.

#### **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.

**f. 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.

#### **h. 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.

#### **i. 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 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 School 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 measurable 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 current version of 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.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required

to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

## **ELEMENT 4 – GOVERNANCE**

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

## **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or 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, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

## **RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter 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 or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered

by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **FEDERAL PROGRAM COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

## **Certificated Personnel**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited

to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions 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 in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

### **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified 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 Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.



Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

### **SUICIDE PREVENTION**

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.



## ELEMENT 7 – MEANS TO ACHIEVE 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

Charter School shall 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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter

School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School's former attendance boundary to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

### **Lottery Preferences and Procedures**

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **Resident Students**

Prospective students who reside within the former attendance boundaries<sup>2</sup> of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

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<sup>2</sup> For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

Charter School's lottery applications will be made available each year December 1 through February 1. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on February 1<sup>st</sup>. If February 1<sup>st</sup> falls on a weekend, the due date will be the following school day. At 1:30 p.m., one week following the close of this application period, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the Principal's Conference Room, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the assistant principal in charge of attendance and Cleveland Governance Council Chairperson will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publically record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided 10 school days to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by email and/or telephone call, and will have ten school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

## **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

## **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

## **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

## **STUDENTS WITH DISABILITIES**

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s 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 School’s failure to implement Section 504?

## **NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

## **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

## **GUN FREE SCHOOLS ACT**

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

### **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

District employees working at or assigned to Charter 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 provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

### **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 Principal  
8140 Vanalden Avenue  
Reseda, California 91335-1199

To District:

LAUSD  
Attn: Director, Charter Schools Division  
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 Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 the Superintendent or his/her designee.

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

*"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)*

### **CLOSURE ACTION**

In order to close Charter School, the LAUSD Board of Education must take a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously

provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b)