Los Angeles Unified School District

Local Options Oversight Committee

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| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
| Name of School:  Grover Cleveland Charter High School | Primary Contact Person:  Cindy Duong | Phone Number:  818-885-2300 | Email Address:  cindy.duong@lausd.net | Date:  01-04-2018 |
| Please administer the Self-Reflection Rubric to your school’s stakeholders (teachers, parents, administrators, and student members of councils/student government (for secondary schools). Your school’s LSLC (sometimes called Shared Decision-Making or ESBMM Council) will then analyze the data collected from the rubrics to determine 3 goals for your school moving forward and write them in the spaces provided. | | | | |
| GOALS | | | | |
| 1. Students with Disabilities will demonstrate 10% growth in the combined Achievement Levels of Nearly Met and Met (from 16% to 26%) on the Smarter Balanced Test in Mathematics as reported by the California Department of Education (CDE) by June 2021. | | | | |
| 1. English Learners will demonstrate 10% growth in the combined Achievement Levels of Nearly Met and Met (from 19% to 29%) on the Smarter Balanced Test in English Language as reported by the California Department of Education (CDE) by June 2021. | | | | |
| 1. English Learners will demonstrate growth on the English Learner Progress indicator for measuring “English Proficiency” on the California School Dashboard, as reported by the California Department of Education (CDE) with the goal of achieving and maintaining the “Green” performance level or higher on this indicator with the next three years. | | | | |
| **1. How does your school plan to use the Staff Selection autonomy?**  The CGC will have full control over the hiring of administrative, certificated, and classified employees. There will be no “must placement” employment at any time. Consistent with this authority, the CGC will also be the body that determines whether there is a need for additional certificated or classified employees at CHS. The CGC shall not have the authority to fire personnel and must abide by all LAUSD-collective bargaining agreements, except where exempted by this agreement, and all state and federal laws.  Administrators  The hiring process for administrators will be conducted as follows:  The CGC will appoint an interview panel that will be charged with interviewing  candidates for administrative positions at CHS.  The interview panel shall consist of at least 50% of the current members of the CGC.  The CGC chairperson will review resumes and set up interviews in collaboration with the  CGC.  The interview panel will be the decision-making body.  Teachers  The hiring process for teachers will be conducted as follows:  The CGC will appoint an interview panel.  The interview panel shall consist of the chair(s) of the department(s) in which the position is  open, two additional members of the department, the administrator of the department,  and one other non-department member.  Department chairs will review resumes, set up interviews, and select the interview panel  in collaboration with the administrator of the department.  Small learning community coordinators, when applicable, will be invited to participate in  the process.  The principal is the ultimate decision-maker and will consider the interview panel’s  recommendation.  Other Certificated Staff  The hiring process for other certificated staff not outlined above will be conducted as follows:  The CGC will appoint an interview panel.  The interview panel shall consist of the administrator of the office/program, at least one  additional member of the office/program, and at least one other non-office/program  member.  The administrator will review resumes, set up interviews, and select the interview panel.  The principal is the ultimate decision maker and will consider the interview panel’s  recommendation.  Classified  The hiring process for classified staff will be conducted as follows:  The CGC will appoint an interview panel.  The interview panel shall consist of the administrator of the office/program, the program  coordinator or manager, when applicable, at least one additional member of the  office/program, and at least one other non-office/program member.  The administrator or designee will review resumes, set up interviews, and select the  interview panel.  The principal is the ultimate decision-maker and will consider the interview panel’s  recommendation.  CHS retains all staff selection autonomies previously granted under our original ESBMM agreement of 2011. | | | | |

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| **2. How does your school plan to use the Budget autonomy?**  CHS is entitled to and shall receive full per pupil funding from State-approved ADA  funding. Per pupil funding will meet or exceed current year allocations, and will never fall below the allocations of the 2018-19 academic year. All categorical funding, including, but not limited to Title I, GATE, and block grants, received by the District and targeted for CHS shall go directly to the school. All current and future state and federal block grants designated for charter schools will be allocated in full to CHS. To the extent that revenues exceed expenditures, CHS shall have the right to reinvest the unused funds at the physical school site and in the school governing council-approved programs.  The school governing council shall oversee all budgets allowable by state or federal law and not granted to the School Site Council (SSC) and Associated Student Body. The CGC shall support the use of all program funds for their intended purposes.  The CGC will have the ability to receive and allocate state funds designated for textbook purchases, and will make decisions regarding the adoption of textbooks used in CHS courses, based on recommendations from Department Chairs and SLC Coordinators. All locally adopted textbooks will align with state guidelines and state content standards.  The CGC will have the authority to enter into contracts with vendors outside of LAUSD, and is not restricted to district-contracted vendors.  CHS retains all budget autonomies previously granted under our original ESBMM agreement of 2011. |
| **3.** **How does your school plan to use the Curriculum and Assessment autonomy?**  Departments and Small Learning Communities retain the right to replace District Interim Assessments with department or SLC-developed alternative assessments, and to select and create their own instructional texts, materials and resources.  The CGC will determine the roles and functions of teachers, administrators, and classified employees at the school site, and delineate the responsibilities of co-teachers and resource teachers in accordance with District bulletin 1258.1.  In order to expand course offerings and accommodate students’ interests and needs, CHS will utilize an alternative learning program which grants the school increased flexibility in assigning staff with alternative qualifications outside of their credential areas.  CHS retains all curriculum and assessment autonomies previously granted under our original ESBMM agreement of 2011.  **4. How does your school plan to use the Professional Development autonomy?**  As empowered by the CGC, the Professional Development Committee shall have authority over scheduling, content, and design of all professional development, subject to final approval by the CGC. The CGC shall also allocate funding to support professional development programs.  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 lieu of the 14 early dismissal banked Tuesday professional development days provided by the District, Cleveland will explore the possibility of designing a professional development calendar that incorporates a late start instructional day once every other week to increase the total number of professional development sessions the school can offer throughout the academic year.    In doing so, Cleveland will adhere to the District’s minimum daily instructional minutes required.    In addition, CHS retains all professional development autonomies previously granted under our original ESBMM agreement of 2011. |

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| **5. How does your school plan to use the School Schedules autonomy? (See ESBMM Manual p. 25 for guidance).**  The CGC shall set the yearly calendar, school day schedule, and bell schedule, and shall determine professional development days.  Bell Schedule  Should Cleveland revisit its professional development calendar to incorporate late start instructional days once every other week, the school will explore the possibility of incorporating block scheduling on those days.  In doing so, Cleveland will adhere to the District’s minimum daily instructional minutes required.  In addition, CHS retains all scheduling autonomies previously granted under our original ESBMM agreement of 2011. |
| **6. How does your school plan to use the Governance autonomy?**  The CHS Governance Council (CGC) will be the mechanism for expanded school-based  management in order to ensure that a collaborative decision-making process results in more  effective teaching and student learning. Members of the CGC will be elected in accordance with Article XXVII of the UTLA contract.  The CGC will serve as the primary decision-making body for CHS. It will replace the School  Leadership Council and take on the functions and responsibilities as outlined in Article XXVII,  Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement. Consistent with Article  XXVII, Section 2.4 of the LAUSD-UTLA collective bargaining agreement and this MOU, the CGC will assume the following responsibilities:  1. Personnel  2. Curriculum, Instruction, Assessment, and Intervention  3. Budgets  4. Professional Development  5. School Discipline  6. Scheduling  7. Campus Facilities  8. Use of School Equipment  9. Staffing Procedures  CHS’s governance model shall maintain a system of checks and balances. In order to carry out its responsibilities, the CGC shall work in consultation with parents, students, faculty, staff,  administrators, the SSC, the Curriculum Council (CC) , and all federal and state mandated advisory councils. These councils shall advise, make recommendations, and when appropriate, act on behalf of the CGC with regard to the CGC's stated responsibilities. Additionally, the CGC shall create any ad hoc committees or new standing committees as deemed necessary.  SSC will function as outlined in District Bulletin BUL-1231 and in federal and state law.  SSC will oversee categorical budgets including Title I and Title III funding. It will have approval and monitoring of the both the LCAP and Single Plan for Student Achievement. All election and composition rules that currently apply to the SSC will remain in place.  CC, a permanent subcommittee of CGC, is composed of administrators, department  chairpersons, and program coordinators. The CC will oversee curricular and instructional  matters, including professional development, assessment, intervention, and master schedule.  English Learners Advisory Council (ELAC) will follow all appropriate state and federal  guidelines and will advise the CGC on EL education and budget.  Compensatory Education Advisory Council (CEAC) will follow all appropriate state and federal guidelines and will advise the CGC on Title I education and budget.  The CGC shall consider all points of view and shall solicit the advice and counsel of parent  organizations, other employee groups and all other interested parties in the decision-making  process. The attainment of consensus shall be a primary goal. Only if consensus cannot be  reached shall decisions be made by majority vote. Full and accurate minutes will be kept at all  council meetings. Minutes will reflect all actions taken and all subjects discussed.  In addition, CHS retains all governance autonomies previously granted under our original ESBMM agreement of 2011. |