

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**CHARTER SCHOOL COMMITTEE**

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017  
1208 Magnolia Avenue, Gardena, CA 90247  
4:00 p.m., Wednesday, November 13, 2024

**Committee Members**

Dr. Rocío Rivas, Chairperson  
Ms. Jackie Goldberg, Board Member  
Ms. Tanya Ortiz Franklin, Board Member

**District Member**

Ms. Veronica Arreguin, Chief Strategy Officer

**Board Secretariat Contact**

Ms. Miriam Gonzalez  
Tel: (213) 241-7002  
Email: [m.gonzalezledesm@lausd.net](mailto:m.gonzalezledesm@lausd.net)

**Method for Accessing the Meeting and Providing Public Comment**

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **829 7791 4420**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of **15** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **829 7791 4420** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.

5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press \*6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing [inspector.general@lausd.net](mailto:inspector.general@lausd.net). Reports are confidential, and you can remain anonymous if you wish.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

## **AGENDA**

**I. Welcome and Opening Remarks** ..... Dr. Rocío Rivas  
Chairperson

**II. Presentations**

1. Status Update on Charter School Renewal Process ..... Mr. José Cole-Gutiérrez  
Director, Charter Schools Division

Ms. Dana Edlis  
Policy and Professional Development Coordinator  
Charter Schools Division

2. Presentation on Charter Schools Division Website ..... Mr. José Cole-Gutiérrez  
Director, Charter Schools Division

Mr. Taylor Wichmanowski  
Senior Coordinator, Charter Schools Division

3. Spotlight on Cleveland Charter High School ..... Ms. Cindy Duong  
Principal, Cleveland High School

**III. Public Comment**

**IV. Adjournment**

Requests for disability-related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

<https://www.lausd.org/boe#calendar73805/20241105/event/73481>

# Tab 1: Presentation

## **Status Update on Charter School Renewal Process**



**LAUSD**  
**UNIFIED**

## **Charter Schools Division**

Charter Committee Meeting

November 13, 2024

# Charter School Renewals 2024–2025

- **54 total charter school renewals** expected in 2024–2025:  
30 independent charter renewals; 24 affiliated charter renewals
- Forecast of remaining renewal submissions *(subject to change)*:

Board Meeting Date	Number of Renewals
November 19, 2024	15
December 3, 2024	2
January 14, 2025	7
February 11, 2025	5
March 11, 2025	3
April 8, 2025	1
May 13, 2025	18
June 3, 2025	2

# Charter Renewal Criteria – Brief Overview

Criterion 1	Sound educational program
	Reasonably comprehensive descriptions of the 15 elements of the petition, and affirmations
	Demonstrably likely to successfully implement the program
Criterion 2	Charter school performance levels: High, Middle or Low
	Attained measurable increases in academic achievement (one year's progress) – [Verified Data – Middle or Low Performing]
	Strong postsecondary outcomes (if applicable) – [Verified Data – Middle or Low Performing]
Criterion 3	Nondiscriminatory enrollment or dismissal practices
	Substantial fiscal or governance issues

# Charter Renewal Timelines

- Within 60 days of receipt of the renewal petition: LAUSD Board holds public hearing to consider renewal petition
- Within 90 days of receipt of the renewal petition: LAUSD Board holds public hearing to grant or deny the petition
- The charter school and LAUSD may mutually agree to extend the timeline by an additional 30 days

# Charter Renewals

- Renewals are governed by standards and criteria described in Education Code section 47605
- LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators, including comparisons to the state
- Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification of "high," "middle," or "low." The state is expected to publish an annual list of charter schools and their performance category.



# High Performing Schools

- Presumptive approval
  1. Charter school received the two highest performance levels (blue or green) schoolwide on all the state indicators, or
  2. Charter school received, for all academic performance indicators, the same or higher than the state average (schoolwide and for a majority of student groups).
- Consideration of a **five-year, six-year, or seven-year** charter term

# High Performing Charter Schools

## Considerations for a Renewal Term of Six or Seven Years

(Approval recommendations only)

LAUSD Policy and Procedures for Charter Schools pp. 31 and 32 and (Ed. Code, § 47607(c)(2)(E).)

7-Year Renewal		6-Year Renewal	
<input type="checkbox"/>	Meets High Performing renewal criteria under state Criterion 1 <sup>1</sup>	<input type="checkbox"/>	Meets High Performing renewal criteria under state Criterion 1 or Criterion 2 <sup>2</sup>
<input type="checkbox"/>	Has received a majority of 4's on all oversight report categories in the last two years, with no scores below 3	<input type="checkbox"/>	Has received no scores below 3 on all oversight report categories in the last two years
<input type="checkbox"/>	Has not received any Notices to Cure in the last two years	<input type="checkbox"/>	Has not received any Notices to Cure in the last year, and any notices in the previous year have been resolved based on evidence
<input type="checkbox"/>	Additional academic considerations, such as: <u>all</u> current benchmarks have been met, if any	<input type="checkbox"/>	Additional academic considerations, such as: the <u>majority</u> of current benchmarks have been met, if any; no significant subgroup performance concerns
<input type="checkbox"/>	No issues with equity and access for families and pupils (e.g., no substantive lottery and/or enrollment practices or concerns)	<input type="checkbox"/>	No issues with equity and access for families and pupils (e.g., no substantive lottery and/or enrollment practices or concerns)
<input type="checkbox"/>	No issues with school culture and climate (e.g. no suspension and/or expulsion data or practice concerns)	<input type="checkbox"/>	No issues with school culture and climate (e.g. no suspension and/or expulsion data or practice concerns)

## High Performing Term-Length Considerations

Charter schools not meeting these considerations will be recommended for a five-year term

# Low Performing Schools

- Presumptive non-renewal
  - 1) Charter school received **the two lowest performance levels** (red or orange) schoolwide on all the state indicators, or
  - 2) Charter school received, for all academic performance indicators, the same or lower than the state average (schoolwide and for a majority of student groups).
- May renew for a **two-year renewal term** only upon the following findings:
  - 1) Charter school is taking meaningful steps to address the underlying cause(s) of low performance, in a written plan adopted by the governing body of the charter school
  - 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
    - a. Measurable increases in achievement: one year's progress for each year in school; OR
    - b. Strong postsecondary outcomes equal to similar peers.

# Middle Performing Schools

- Charter schools that do not meet criteria for High or Low are classified as Middle Performing
- Consideration for [a five-year renewal term or denial](#) based on the following:
  - 1) Schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; and
  - 2) LAUSD Board shall provide greater weight to the measurements of academic performance on the California School Dashboard; and
  - 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
    - a. School achieved measurable increases in academic achievement as defined by at least one year's progress for each year in school; OR
    - b. Strong postsecondary outcomes equal to similar peers

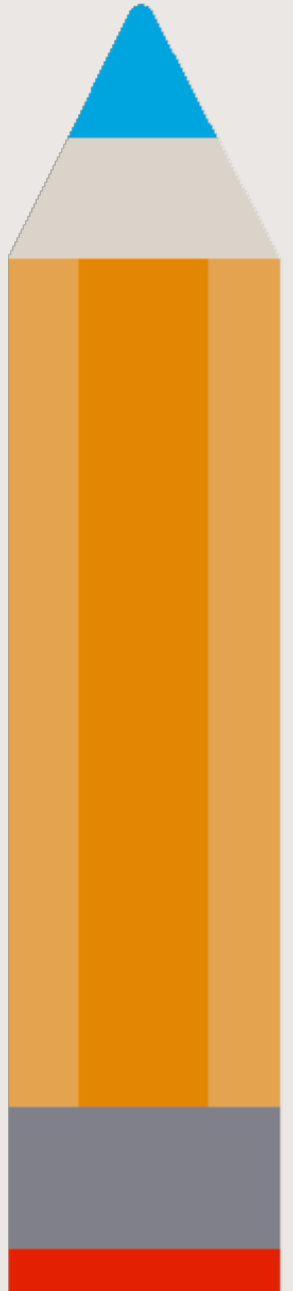
# Middle Performing Schools

- May deny ONLY upon making written findings that:
  - 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND
  - 2) The closure of the charter school is in the best interest of the pupils; AND
  - 3) If applicable to (1) and (2) above, its decision provided greater weight to the performance on measurements of academic performance

# Verified Data

- The chartering authority considers verified data for those charter schools classified as Low or Middle Performing.
- As defined by statute, “verified data” means data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced. It also includes measures of postsecondary outcomes. (Ed. Code, § 47607.2 (c)(1).)
- Verified data must demonstrate either **measurable increases in academic achievement showing at least one-year’s progress** for each year in school, or **strong postsecondary outcomes**.

**Thank you  
&  
Questions**



## Tab 2: Presentation

# **Presentation on Charter Schools Division Website**



**No Materials  
Available**

## Tab 3: Presentation

# **Spotlight on Cleveland Charter High School**

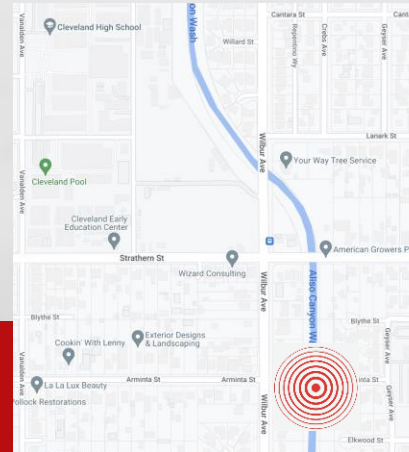
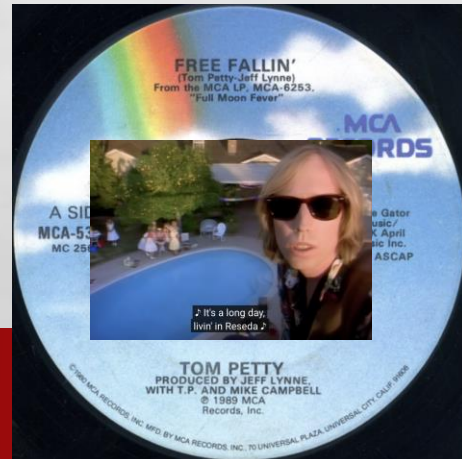
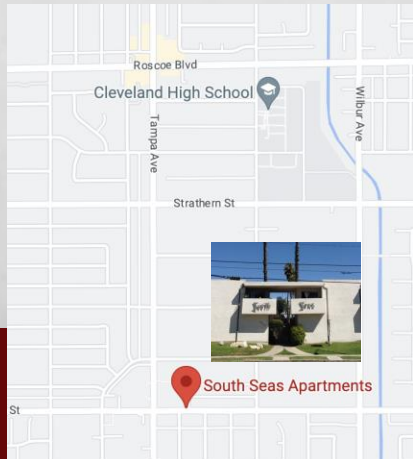
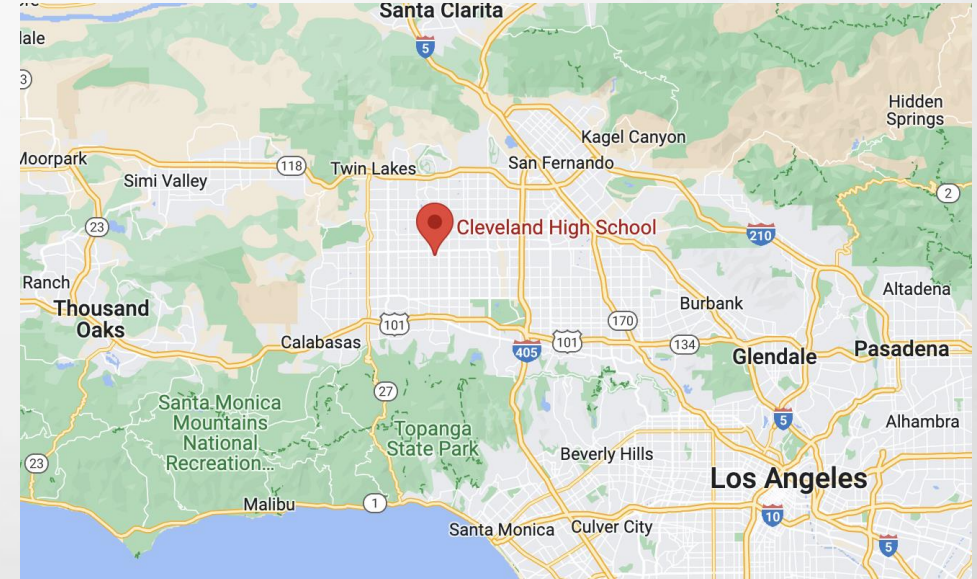
# **Grover Cleveland Charter High School**

**Region North – Board District 3**  
**Presenter: Cindy Duong, Principal**



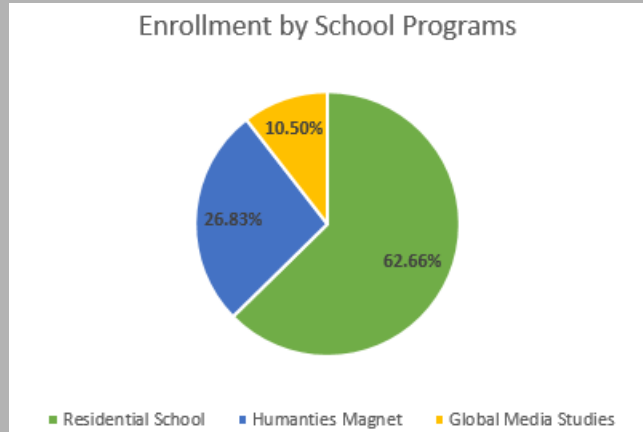
# Who and Where We Are

- The LAND - Home of the Cavaliers (est. 1959)
- Located in the neighborhood of Reseda within the San Fernando Valley region of Los Angeles
- We are an LAUSD affiliated charter (since 2013)
- Largest comprehensive high school in District
- Recently completed \$177 million comp mod/ retrofitting project (mix of old and new)
- Three-peat 6-year term of accreditation with no midterm visit



# Who We Are

## Enrollment:



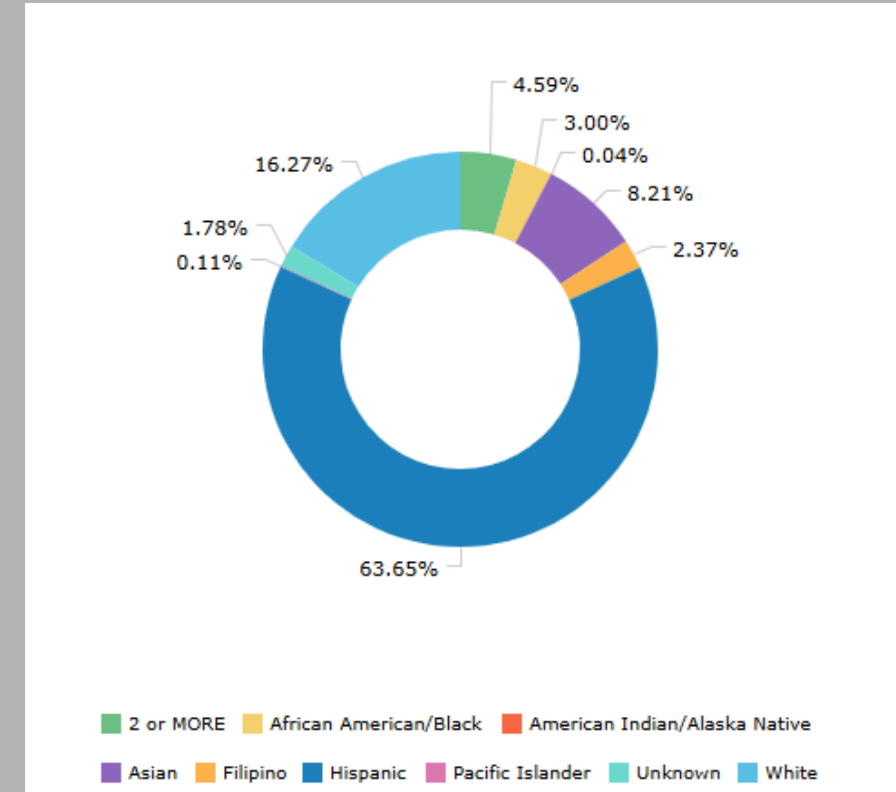
## Special Needs:

Emergent Bilinguals	10.50%
RFEP	33.95%
BSAP	5.10%
GATE	38.09%
SPED Services	11.80%
Title I Eligible	68.03%

- *Newcomers (primarily Mexico, Central America, Vietnam, Afghanistan, Russia, Ukraine)*

## Student Body:

- *Race and ethnicity*



- *Home languages - 30 different ones*



# **The Performing Arts at The Land**

*The LANDing Ground*

**Equity & Justice Initiative**

### **Pillar 1: Academic Excellence**

High-Quality  
Instruction

Enriching  
Experiences

Eliminating  
Opportunity Gaps

College and  
Career Readiness

### **Pillar 2: Joy and Wellness**

Welcoming Learning  
Environments

Whole-Child  
Well-Being

Strong Social-  
Emotional Skills

Outstanding  
Attendance

### **Pillar 3: Engagement and Collaboration**

Strong  
Relationships

Accessible  
Information

Leading for  
Impact

Honoring  
Perspectives

### **Pillar 4: Operational Effectiveness**

Data-Driven  
Decision-Making

Modernizing  
Infrastructure

Sustainable  
Budgeting

District  
of Choice

### **Pillar 5: Investing in Staff**

Diverse  
Workforce

Professional  
Learning

Staff  
Wellness

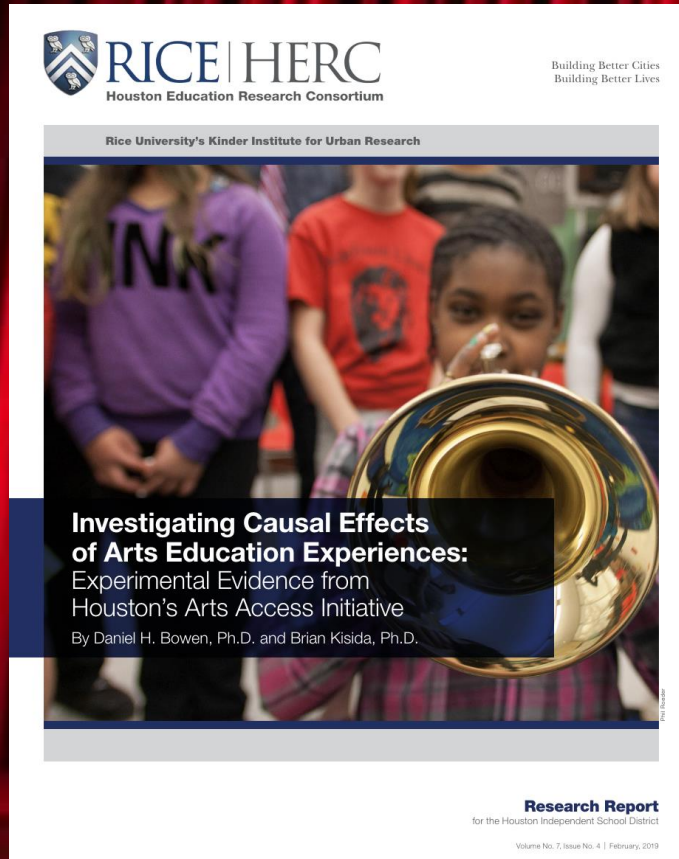
High Performance  
Standards

# The Performing Arts at The Land





# Setting the Stage

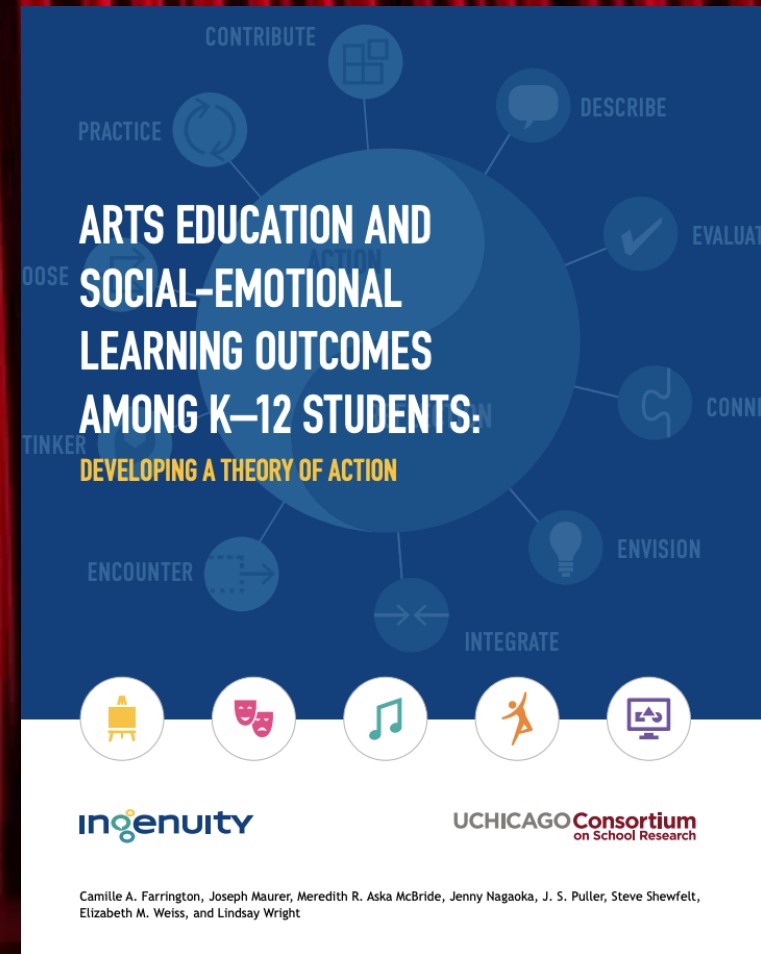


**In the study, students who participated in arts education see the following benefits:**

- **Improved writing achievement**
- **Reduced disciplinary infractions**
- **More student engagement**
- **Increased college aspirations**
- **No drop in standardized test scores**

# Setting the Stage

Participation in arts education practices and processes can translate into the development of both artistic and social-emotional competencies, including self-management and self-discipline, interpersonal skills, and self-expression, that extend beyond arts.





# Specialized Programs



AOAT



Humanities (1981)	AOAT (2004)	GMS (2019)
<p>One of the original two Humanities Magnet programs in LAUSD. Focus is to expose students to broad experiences by addressing humankind: our development, our culture, our diversity, and our commonality. “Core” classes are writing-based, interdisciplinary, team-taught and integrates literature, social studies, art, and philosophy.</p> <p>9th: Art &amp; Culture  10<sup>th</sup>: Art History  11<sup>th</sup>: Visual and Performance Art  12<sup>th</sup>: Film Studies</p> <p>2018 - MSA National Certification (first in LAUSD)</p>	<p>CTE pathway focusing on graphic design. It is designated a CPA Lighthouse Academy.</p> <p>2019-20: Shift from print design to social media marketing and branding</p> <p>2021: Awarded Distinguished CA Partnership Academy</p> <p>2022: Selected by CDE to pilot AME’s Youth Apprenticeship Program</p> <p>2023: Selected by CDE to partner with Adobe for Digital Design Program</p> <p>2023-24: Added the ethical use of AI generated artwork and copyright law to curriculum</p>	<p>GMS is a storytelling program that teaches students to view media critically, from a wide variety of perspectives, in order to challenge conventional narratives and create powerful portrayals of their own.</p> <p>2003: Media Academy begins as a small learning community</p> <p>2015-2016: MA becomes the Global Academy of Interdisciplinary Media Studies (GAIMS)</p> <p>2016-2017: GAIMS becomes a Linked Learning School</p> <p>2019: GAIMS becomes the Global Media Studies (GMS) Magnet</p> <p>2024: GMS earns Linked Learning Gold Certification</p>



DANCE  
MUSIC  
PERFORMING ARTS





# Overview – Comprehensive Modernization Project

Cleveland Charter High School was identified for the development of a “Comprehensive Modernization Project” – March 2015

Board of Education Approved Project Definition – February 9, 2016

- The project will address the most critical physical conditions of school building and grounds
  - Focus on safety
  - Limit work on less critical items
- Project Budget: ~~\$164.8 Million~~ **\$172, 882, 122**
- Anticipated Schedule Completion: Q3-2022



# Performing Arts

2015-2016

Music Teacher  
(Band/Instrumental)

2018-2019

Music Teacher  
(Choral)

2020-2021

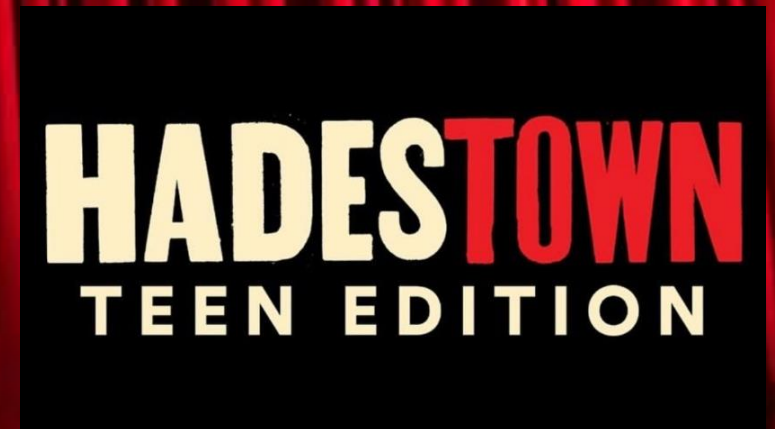
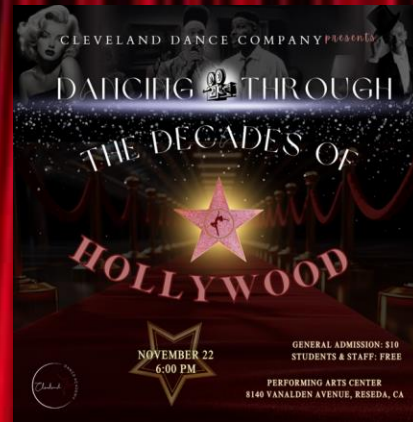
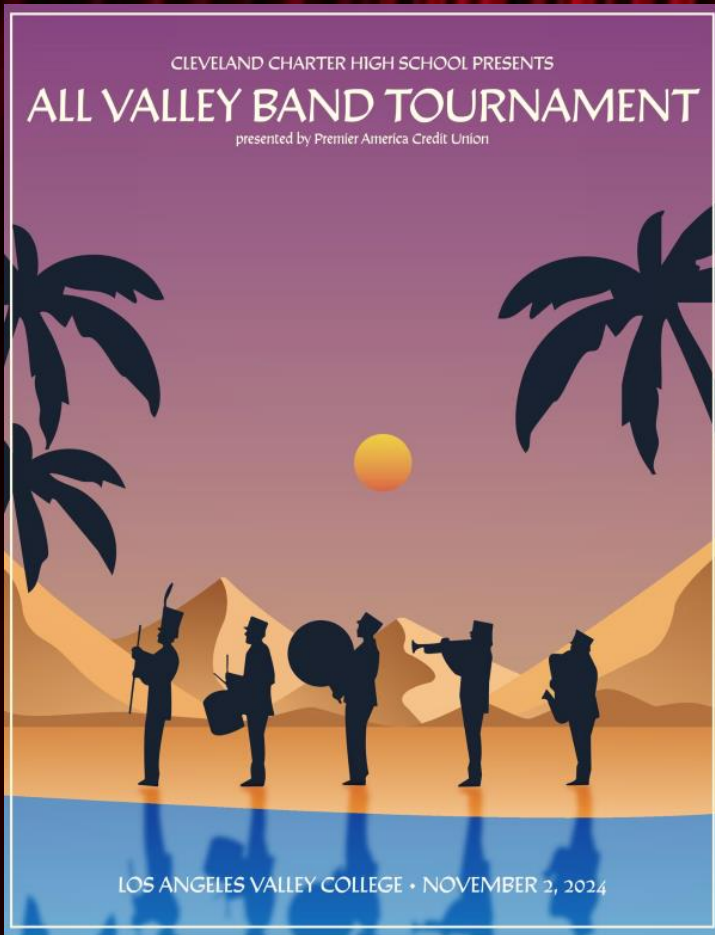
PE Teacher  
(Dance)

2023-2024

Music Teacher #2  
(Band/Instrumental)

Instrumental Music (2015)	Choral Music (2018)	Dance (2020)
<p>Concert Band, Jazz Ensemble (2), Beginning Orchestra, Advanced Orchestra, Songwriting and Music History electives, and, this fall, Mariachi</p> <p>2023: established the annual All-Valley Band Tournament to bring together bands from Southern California. It is the only SCSBOA-recognized field tournament in the San Fernando Valley and within the LAUSD footprint of schools</p> <p>2023-2024: added a second instrumental music instructor</p> <p>Superior Ratings for Concert Band: every year since 2015</p> <p>SCSBOA Marching Band Division Championships: 2018 (5th), 2019 (1st), 2021 (1st), 2022 (3rd), 2023 (2nd)</p> <p>Superior Ratings for Jazz Ensembles: 2022, 2023, 2024</p>	<p>Cavalier (Advanced) Chorale, Treble Choir, and Concert Choir</p> <p>LAUSD Choral Summit - Superior, Cavalier Chorale (2019-2023)</p> <p>SCVA Choral Festival - Superior, Cavalier Chorale (2019, 2022, 2024)</p> <p>Music in the Parks H.S. Mixed Choir I AA Division — Superior, Cavalier Chorale (2022, 2023)</p> <p>SCVA Choral Festival - Superior, Treble Chorus (2023, 2024)</p> <p>Music in the Parks H.S. Treble Choir AA — 1st Place, Treble Chorus (2023)</p> <p>Forum Festival - Gold rating and multiple Outstanding Soloist Awards, Treble Chorus and Cavalier Chorale (2024)</p>	<p>Dance program has grown from offering one dance class to five daily.</p> <p>Student-led Dance Club blossomed into a competing dance team and traveling dance company.</p> <p>Dance Company is featured on LAUSD’s Arts Education 2024 publicity campaign: billboards, delivery trucks, and buses around the city.</p> <p>Dance Team placed first in the High School Dance and Pom categories, and second in the Lyrical category at Sharp International’s West Coast Championship in April 2024.</p> <p>Dance program has put on four full-length dance concerts, servicing over 350 students as performers, producers, stage crew, wardrobe assistants, and lighting designers.</p>
<p><b>Goal:</b></p> <p><b>Grow orchestra and Mariachi; work with PC to create coach positions using Prop 28</b></p>	<p><b>Goal:</b></p> <p><b>Expand support for drama and instrumental music programs</b></p>	<p><b>Goal:</b></p> <p><b>Engage with community arts partners to incorporate traditional dance forms such as Folklórico, Hula, African, and more</b></p>











# Would You...?





A photograph of a bamboo forest with a central text overlay. The bamboo stalks are dark green and vertical, with some leaves visible at the top. The background is a warm, golden-brown color, possibly representing water or a sunset. A dark green rectangular box is centered over the image, containing the text "The LANDING Ground" in a white, cursive font. The word "LANDING" is in a bold, orange, sans-serif font.

# *The **LANDING** Ground*

## *Problem of Practice*

There is a need to develop  
a schoolwide initiative  
that focuses on promoting  
wellness and overall well-being.

# *What Pandemic Research Tells Us*

**According to a 2020 American Psychological Association Stress in America™ survey,**

- COVID-19 had a substantial impact as it disrupted work and education.
- 78% of adults surveyed indicated that the pandemic is a significant source of stress in their life.
- When considering the physical and emotional toll of increased stress, nearly half of adults (49%) report their behavior has been negatively affected.
- Respondents report increased tension in their bodies (21%), “snapping” or getting angry very quickly (20%), unexpected mood swings (20%), or screaming or yelling at a loved one (17%).

**Based on a 2022 Adolescent Behaviors and Experiences Survey (ABES),**

- 37% of US high school students experienced poor mental health during the pandemic.
- Almost half of students indicated they felt persistently sad or hopeless.

# Schoolwide Stress Survey

In June 2023, we designed and conducted a stress survey of students and staff:

- 1120 students and staff responded to a series of statements related to stress indicators.
- More than two-thirds of respondents indicated “some,” “most,” or “almost always” to the following:

	Students (962)			Staff (158)			All (1120)
<b>I have a hard time feeling relaxed.</b>							
Almost always	146	15.2%		15	9.5%		14.4%
Most of the time	271	28.2%		36	22.8%		27.4%
Some of the time	410	42.6%		82	51.9%		43.9%
<b>Total</b>		<b>86.0%</b>		<b>Total</b>	<b>84.2%</b>		<b>85.7%</b>
<b>I feel like I don't have enough time to get everything done.</b>							
Almost always	196	20.4%		48	30.4%		21.8%
Most of the time	281	29.2%		40	25.3%		28.7%
Some of the time	362	37.6%		52	32.9%		37.1%
<b>Total</b>		<b>87.2%</b>		<b>Total</b>	<b>88.6%</b>		<b>87.6%</b>

# Schoolwide Stress Survey

	Students (962)			Staff (158)			All (1120)
<b>I have trouble falling asleep.</b>							
Almost always	162	16.8%		28	17.7%		17.0%
Most of the time	197	20.5%		20	12.7%		19.3%
Some of the time	312	32.4%		60	38.0%		32.2%
<b>Total</b>		<b>69.8%</b>		<b>Total</b>	<b>68.4%</b>		<b>68.5%</b>
<b>I feel anxious, irritable, overwhelmed, or sad.</b>							
Almost always	157	16.3%		14	8.9%		15.3%
Most of the time	208	21.6%		26	16.5%		20.9%
Some of the time	382	39.7%		70	44.3%		40.4%
<b>Total</b>		<b>77.7%</b>		<b>Total</b>	<b>69.6%</b>		<b>76.6%</b>
<b>I don't have time to spend on personal hobbies.</b>							
Almost always	137	14.2%		23	14.6%		14.1%
Most of the time	229	23.8%		54	34.2%		25.3%
Some of the time	370	38.5%		47	29.7%		37.2%
<b>Total</b>		<b>76.5%</b>		<b>Total</b>	<b>78.5%</b>		<b>76.6%</b>

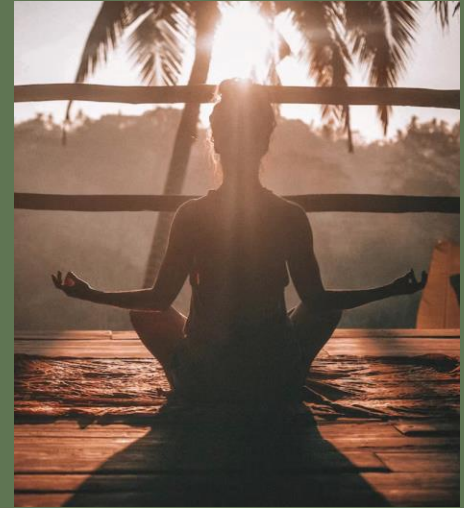


# Schoolwide Stress Survey

	Students (962)			Staff (158)			All (1120)
<b>I feel like I cannot focus on school/work because there is a lot of other things going on in my life.</b>							
Almost always	131	13.6%		9	5.7%		12.5%
Most of the time	191	19.9%		20	12.7%		18.8%
Some of the time	366	38.0%		63	39.9%		38.3%
<b>Total</b>		<b>71.5%</b>		<b>Total</b>	<b>58.2%</b>		<b>69.6%</b>
<b>I feel stressed out overall.</b>							
Almost always	227	23.6%		22	13.9%		22.1%
Most of the time	240	24.9%		36	22.8%		24.6%
Some of the time	310	32.2%		68	43.0%		33.8%
<b>Total</b>		<b>80.8%</b>		<b>Total</b>	<b>79.7%</b>		<b>80.5%</b>
<b>My stress is related to school/work.</b>							
Almost always	292	30.4%		35	22.2%		29.2%
Most of the time	313	32.5%		42	26.6%		31.7%
Some of the time	242	25.2%		60	38.0%		27.0%
<b>Total</b>		<b>88.0%</b>		<b>Total</b>	<b>86.7%</b>		<b>87.9%</b>

# *What is One Item or Activity That Reduces Your Stress?*

- Music
- Art/drawing/painting
- Nature
- Meditation, yoga, exercise
- Calm, quiet space
- Break
- Sleep
- Essential Oil
- Fidget toys
- Gardening



# *What School Community Voiced on Social Media*

Please share your opinion.  
Your voice matters!

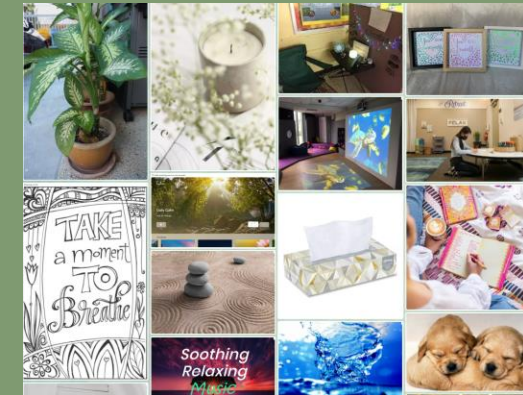
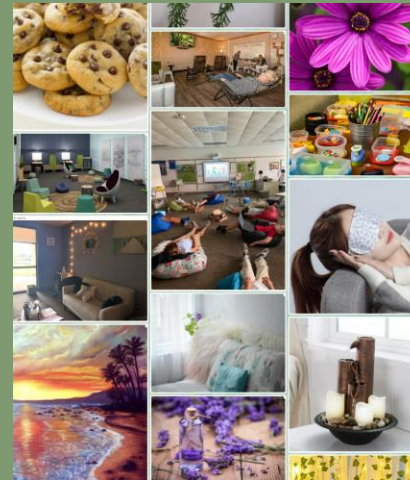
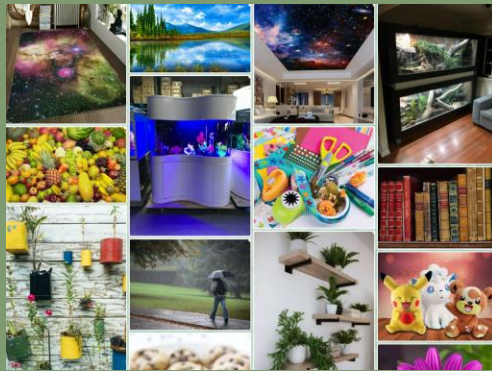
DO CAVS NEED A QUIET/CALM/  
ZEN SPACE ON CAMPUS?

Yes 90%

No 10%



<https://padlet.com/carandalechuga/calming-room-ib8dokpnfcypqzsj>



# *We Asked Staff to Provide Input*

flexible seating - sofas, cushions, floor cushion pillows

calming sounds  
- calming  
music, water  
feature

plants - hanging  
plants, living wall

Quiet activity  
stations – books,  
coloring

Art corner with art  
supplies for drawing  
and painting

lighting - soft  
light, lamps,  
twinkly lights

possible outdoor  
space - zen garden,  
plants, outdoor  
seating

Tibetan singing  
bowls

I think having a space for  
some type of movement  
(yoga, Tai Chi, etc.) would be  
helpful! I know doing those  
things help me relax

# We Asked Ourselves These Questions

What is our end goal? What positive outcome are we trying to generate?

How do we create a climate of wellness?

How do we help our school community *reconnect, find its center,*  
and *stay grounded* at The Land?

## Theory of Action:

If we create spaces and opportunities for students and staff that address mental, physical, and emotional health, we will foster a climate of wellness and overall well-being.

## Vision:

Reduce stress

Bring awareness of feelings

Reinforce a sense of community

# *The LANDing Ground*

Student Calm/Quiet Room

Staff Calm/Quiet Room/Outdoor Zen Garden

Communal Self-Care Space

# Impact and Next Steps

## What's been the response?

- Overwhelmingly positive
- Students and staff talk about mindfulness and self-care
- Staff members participate (no complaints) during PDs
  - Many integrate strategies in their classrooms
- Students and staff use the calm space
- PSWs lead workshops and counselors conduct group sessions
- District Wellness Program provide classes for staff
- Students and adults jointly take part in wellness activities
- Cookies with the Counselors – parents engage in mindfulness sessions
- After school yoga replaces “detention”
- September 2024 - CNN reporter Julia Vargas Jones highlights “judgement free space” to support student mental health





*Enough talk -*

*Let's take a look...*



**EQUITY**



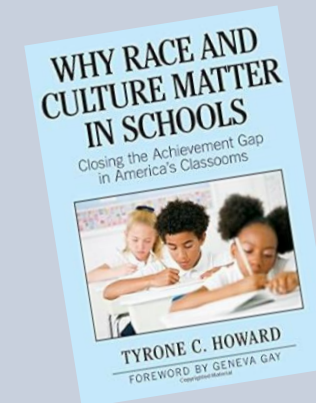
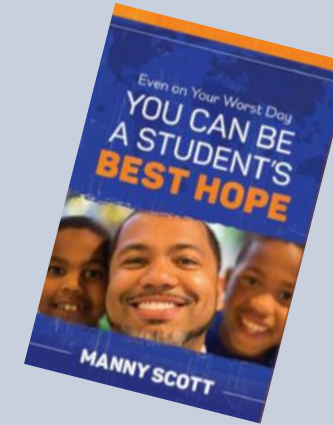
**JUSTICE**  
Cleveland Charter High School

# Background

## History of PD around Race and Equity

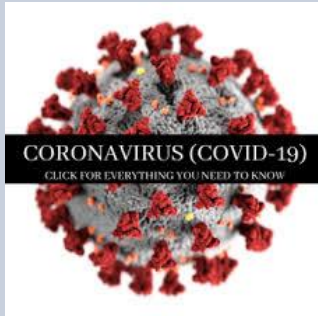
- Courageous Conversations – some voluntary, some mandatory
- Staff-facilitated or through guest speakers:
  - Village Nation
  - Dr. Tyrone Howard, Dr. Manny Scott, Facing History and Ourselves staff
- Discrete sessions
  - Staff left energized and inspired
  - Little follow through or time to debrief and discuss
- Pockets of classrooms – social justice curriculum

Spring 2020 (pre-school closure) – first planning meetings





# Background



## School Closures

- A need to create sense of belonging
- A need to focus on SEL
- A need to help school community process social-political events (e.g., George Floyd, BLM demonstrations)
- Conversations with staff, students, and families
  - Unconscious bias and effects on student learning
  - Dearth of racial literacy in most courses and classrooms

## Fall 2020 – E & J Team begins designing Zoom PDs

### Goal:

- To create institutionalized culture that supports
  - Teachers in their anti-racists pedagogy
  - Students in anti-racist learning



# Essential Questions

What will Cleveland look and feel like when  
**EQUITY** and **JUSTICE**  
are at the center of our work?

What will we have to do (and continue doing)  
as a staff and faculty  
to get us there?

# Vision Statement

Grover Cleveland Charter High School seeks to aid school staff in their efforts to understand and confront issues of systemic racism, so that all students and staff members thrive in a learning environment where equity and justice prevail.



# Our Values



# Year One: Laying the Foundation

## Equity & Justice PD 1:

- Values Exercise
- Introduced the terms:
  - Inclusion

## Equity & Justice PD 2:

- Explored the differences between Equality, Equity & Justice

## Equity & Justice PD 3:

- Identity mapping
- Introduced the terms:
  - Personal/Social

## Equity & Justice PD 4:

- Met in Affinity Groups to discuss the messages we received:
  - About race in general

## Equity & Justice PD 5:

- Shared the racial stereotypes that each affinity group identified as prevalent in our society
- Looked at the data to understand the correlation between current patterns of segregation and stereotypes
- Defined important terms:
  - Oppression
  - Microaggressions
- Explored the harm of racial microaggressions

## Equity & Justice PD 6:

- Met in small breakout groups to discuss why we became educators and what we think the value of education is
- Defined Oppression and the defining features of oppression
- Clarified the difference between stereotypes, prejudice, discrimination and oppression through the Ladder of Oppression
- Explored how oppression operates on the Individual, Structural, and Institutional levels

## Equity & Justice PD 7:

- Established our commitments to a Brave Space
- Small Group activity “What do you feel and where do you feel it” to humanize our discussions regarding race
- Discussed “grappling”
- Chose quotations from Chapter 2 of *So You Want to Talk about Race*



# Year 2: Building our Instructional Capacity

## Equity & Justice PD 1:

- Branding E&J
  - Student-created logo
- Introduced Black Student Achievement Plan (BSAP)

## Equity & Justice PD 2:

- Historical Context of BSAP
- How to Build a BSAP Unit
- Book: *Cultivating Genius*

## Equity & Justice PD 3:

- BSAP Unit Share Out
  - Art
  - English
  - Social Studies
  - LOTE
  - Science
  - Special Education

## Equity & Justice PD 4:

- Guest Speaker: Chris Emdin

## Equity & Justice PD 5:

- Instructional Strategies for Building Community
  - Where I'm From Poems
  - Student presenters
- Instructional Strategies for Building Community
- Book: *Start Here, Start Now*

# Year 3: Raising The Capacity of The Institution through Student Voices

## Equity & Justice PD 1:

- Review of Equity & Justice Initiative
  - The Vision
  - The Team
  - The Vocabulary
  - The Work

## Equity & Justice PD 2:

- Creating the Ideal School
  - With Teachers
- Data Mining

## Equity & Justice BONUS:

- Creating the Ideal School
  - With Students
- Student Focus Groups
- Data Mining

## Equity & Justice PD 3:

- Presentation to The Staff
  - Supporting Student Voices

## Equity & Justice PD 4:

- Making the Ideal Real
  - Identify and Analyze Staff and Student Data

## Equity & Justice PD 5:

- Implicit Bias Training: Dr. Bryant T. Marks

# Year 4: Forming School Climate

## Equity & Justice PD 1:

- School Climate
  - Focus on Joy
  - Book: *Unearthing Joy*

## Equity & Justice PD 2:

- Sharing Joy
  - Best Practices of Joy in the Classroom

## Equity & Justice PD 3:

- SWOT: Intro and Small Group Brainstorm
  - Evaluating school climate

## Equity & Justice PD 4:

- Equity Recommendations
  - Student Focus Group Presentations

Joy Surveys and Awards

Equity Recommendations

Data Collection

# Year 5: Happy Birthday!

- Review E & J content so that we have a common understanding as we move forward this year
- Small group discussions: model DOK and CLRP strategies
- Brainstorm future E & J PD topics
- Staff self-assessment on degrees of implementation

I have not  
been here for  
some or all of the  
last 5 years OR  
have some  
knowledge of E &  
J Principles.

I understand the  
how and why of  
E & J.

I thoroughly  
understand the  
how and why of  
E & J.



# Year 5: Summary

## PD Topics:

- Clarifying our values
- Exploring our identities
- Understanding oppression
- Humanizing the discussion of race
- Culturally Responsive Curriculum Scorecard
- Crafting/Presenting BSAP Units
- Building a Classroom Community through Purposeful Activities: Where I'm From Poem Presentations
- Guest Speaker: Chris Emdin
- "The Ideal School" Activity with teachers

## PD Topics:

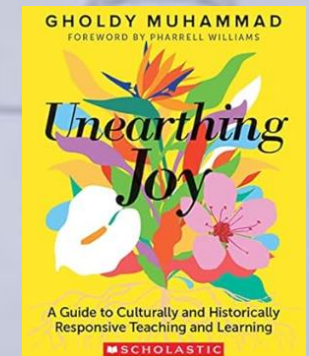
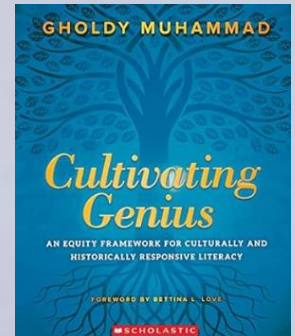
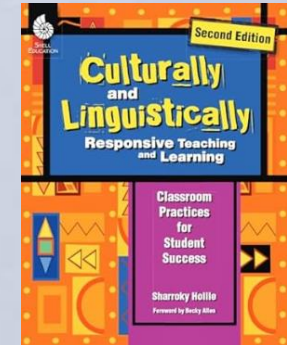
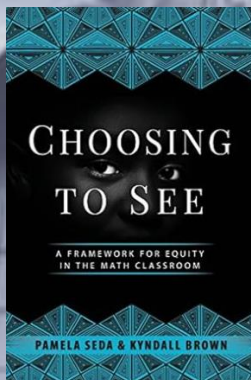
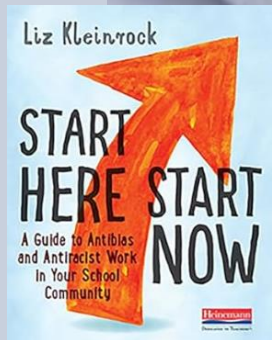
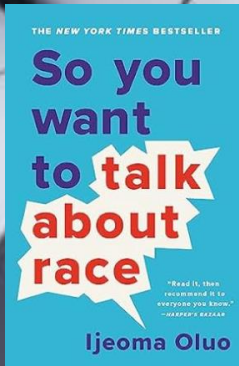
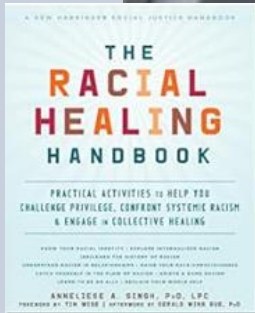
- "The Ideal School" Data Dig with teachers
- "The Ideal School" Activity Student Presentation
- Implicit Bias Training, Guest Speaker: Dr. Bryant T. Marks
- *Unearthing Joy* and cultivating a climate of joy
- Evaluating school climate through SWOT Analysis with teachers
- Revisiting the SWOT analysis to come up with solutions to identified weaknesses
- Evaluating school climate through SWOT Analysis Student Presentations

## Vocabulary/Concepts:

- Identity
- Racial Literacy
- Race
- Ethnicity
- Nationality
- Socialization
- Patterns of segregation and stereotypes
- Microaggressions
- Systemic Oppression
- Implicit Bias

# E & J Library

- *The Racial Healing Handbook*, Singh
- *So You Want to Talk About Race*, Oluo
- *Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School*, Kleinrock
- *Choosing to See: A framework for Equity in the Math Classroom*, Seda & Brown
- *Culturally and Linguistically Responsive Teaching and Learning*, Hollie
- *Cultivating Genius*, Muhammad
- *Unearthing Joy*, Muhammad



# Reflection and Discussion

<b>Professional Development</b>	Of all the PD topics we have covered, which ones have most impacted your approach with students? How?
<b>Vocabulary/Concepts</b>	How have you implemented vocabulary/concepts of equity in your practice?
<b>Books</b>	How have you used the books we have introduced?
<b>Activities/Techniques</b>	What techniques, activities, assignments, etc. have you implemented with students? What has been the impact on your classroom or practice?



What will Cleveland look and feel like  
when **EQUITY** and **JUSTICE** are at  
the center of our work?

What will we have to do  
(and continue doing)  
as a staff and faculty to get us there?

