



LOS ANGELES UNIFIED SCHOOL DISTRICT

■

# **GROVER CLEVELAND CHARTER HIGH SCHOOL**

A DISTRICT AFFILIATED CHARTER SCHOOL

8140 Vanalden Avenue

Reseda, California 91335

## **Renewal Charter Petition**

Submitted

December 11, 2025

### **TERM OF CHARTER**

**JULY 1, 2026 TO JUNE 30, 2031**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Grover Cleveland Charter High School (also referred to herein as “[Cleveland High School” and “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).) Charter school shall not enter into

settlement agreements requiring students to disenroll or transfer to another school.

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)***

### GENERAL INFORMATION

● The name and title of the contact person for Charter School is:	<i>Cindy Duong</i>
● The contact address of Charter School is:	<i>8140 Vanalden Avenue Reseda, CA 91335</i>
● The contact phone number for Charter School is:	<i>(818) 885-2300</i>
● Charter School is located in LAUSD Board District:	<i>3</i>
● Charter School is located in LAUSD Region:	<i>North</i>
● The grade configuration of Charter School is:	<i>9-12</i>
● Charter School’s scheduled first day of instruction in 2026-2027 is:	<i>August 12, 2026</i>
● 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.	<i>2853</i>
● The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:30 AM - 3:38 PM</i>
● The term of this Charter shall be from:	<i>July 1, 2026 – June 30, 2031</i>
● If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>N/A</i>

Grover Cleveland Charter High School (CHS) is located in the West San Fernando Valley

community of Reseda with a population of 112,503. Cleveland is one of 183 high schools in the Los Angeles Unified School District (LAUSD). In 2022, the LAUSD was reconfigured into four regions, each with its own superintendent and measure of autonomy. Cleveland is a part of Region North, composed of 12 Communities of Schools (COS). These Communities of Schools are centered around local high schools and their corresponding middle and elementary schools, which serve over 140,000 students: 19 high schools; nine options and continuation high schools; 20 middle schools; 137 elementary schools; one magnet school that spans grades K-12; one magnet school that spans grades 4-12; 17 schools that span either grades K-6 or 6-12; one special education center; two special education career transition centers; and eight early education centers.

Established in 1959, Cleveland offers a comprehensive educational program for grades 9 through 12 in our residential school, Humanities Magnet, and Global Media Studies Magnet. Based on the current 2024-25 California Basic Educational Data System (CBEDS), our combined student enrollment is 2,642.

### **SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Grover Cleveland Charter High School's performance over the current charter term demonstrates consistent academic growth and a sustained commitment to meeting the needs of the community we serve. Since 2018, the continued autonomies and flexibilities provided as an affiliated charter has allowed Cleveland to implement locally-designed programs, initiatives, and policies that meet the specific needs of our students, families, staff, and educators. Through a shared vision, we have established systems for decision-making, along with collaborative processes for the allocation and utilization of human, material, and physical resources, that focus on the whole child, taking into account the well-being of each individual – academically, personally, and socio-emotionally.

Schoolwide English Language Arts (ELA) results have remained strong, with between 59% and 72% of students meeting or exceeding standards across multiple years. In 2024–25, 65.4% of students met or exceeded standards, a slight decline from the prior year but still 16.6% above the State and indicative of stable, high achievement. Importantly, the proportion of students not meeting standards has improved significantly, decreasing from more than 22% in earlier years to 16.2% in the most recent year. These outcomes reflect effective literacy instruction, targeted intervention systems, and curriculum coherence that supports students across grade levels. In mathematics, the school has shown steady improvement, particularly following the pandemic recovery period. The percentage of students meeting or exceeding standards has increased from 33% in 2021–22 to 40.5% in 2024–25, which is 3.2% higher than the State. The proportion of students not meeting standards has declined from 47% to 38.5% over the same span. While math achievement remains an area for continued focus, these upward trends demonstrate the impact of strengthened Tier 1 instruction, data-driven small-group supports, and expanded teacher professional development.

Student-group performance patterns reveal areas of notable strength as well as achievement gaps the school continues to address. In ELA, Asian and White students consistently perform at high levels, ranging from Green to Blue across the charter term. Hispanic students have demonstrated significant improvement, progressing from Orange

in 2022–23, to Yellow in 2023–24, and Green in 2024–25. Socioeconomically Disadvantaged students have also returned to Green performance levels, reflecting the school's commitment to equitable instruction. English Learners and Students with Disabilities, however, continue to demonstrate lower ELA outcomes, with performance ranging from Red to Yellow across multiple years. These patterns highlight the need for ongoing investment in targeted language development and specialized academic and personal support. In mathematics, Asian and White students again demonstrate consistent high performance, while Hispanic and Socioeconomically Disadvantaged students show gradual improvement, reflected in their shift from Orange to Yellow. English Learners and Students with Disabilities remain the lowest-performing groups in math, with persistent Red and Orange indicators across the term, underscoring the importance of continued intervention, co-teaching, and differentiated instructional strategies.

Cleveland will continue to meet the needs of English Learners by strengthening its data-driven systems and cross-disciplinary instructional practices to accelerate achievement in both ELA and mathematics. Building on recent gains yet recognizing that EL performance remains below State averages, the school is expanding its collaborative Plan-Do-Study-Act (PDSA) Cycle of Inquiry: integrating common assessments, structured observations, and shared strategies such as sentence frames, graphic organizers, academic discussion norms, and Answer Cite Explain (ACE)/Claim Evidence Reasoning (CER) writing routines. Ongoing use of iReady, Smarter Balanced Assessment (SBA), English Language Proficiency Assessments for California (ELPAC), and formative assessments inform targeted small-group instruction delivered by teachers, instructional coaches, limited contract staff, and teaching assistants, while weekly Instructional Leadership Team (ILT) meetings and monthly professional development refine integrated English Language Development (ELD), differentiation, and scaffolded supports. In mathematics, department members employ the same data-driven structures to plan interventions, embed academic language routines, and provide structured discourse opportunities that increase English Learner (EL) access to rigorous content. Through consistent progress monitoring, technology-enhanced learning tools, and coordinated coaching across departments, Cleveland ensures that instructional adjustments remain responsive to student data and aligned with schoolwide goals for English language development and academic growth.

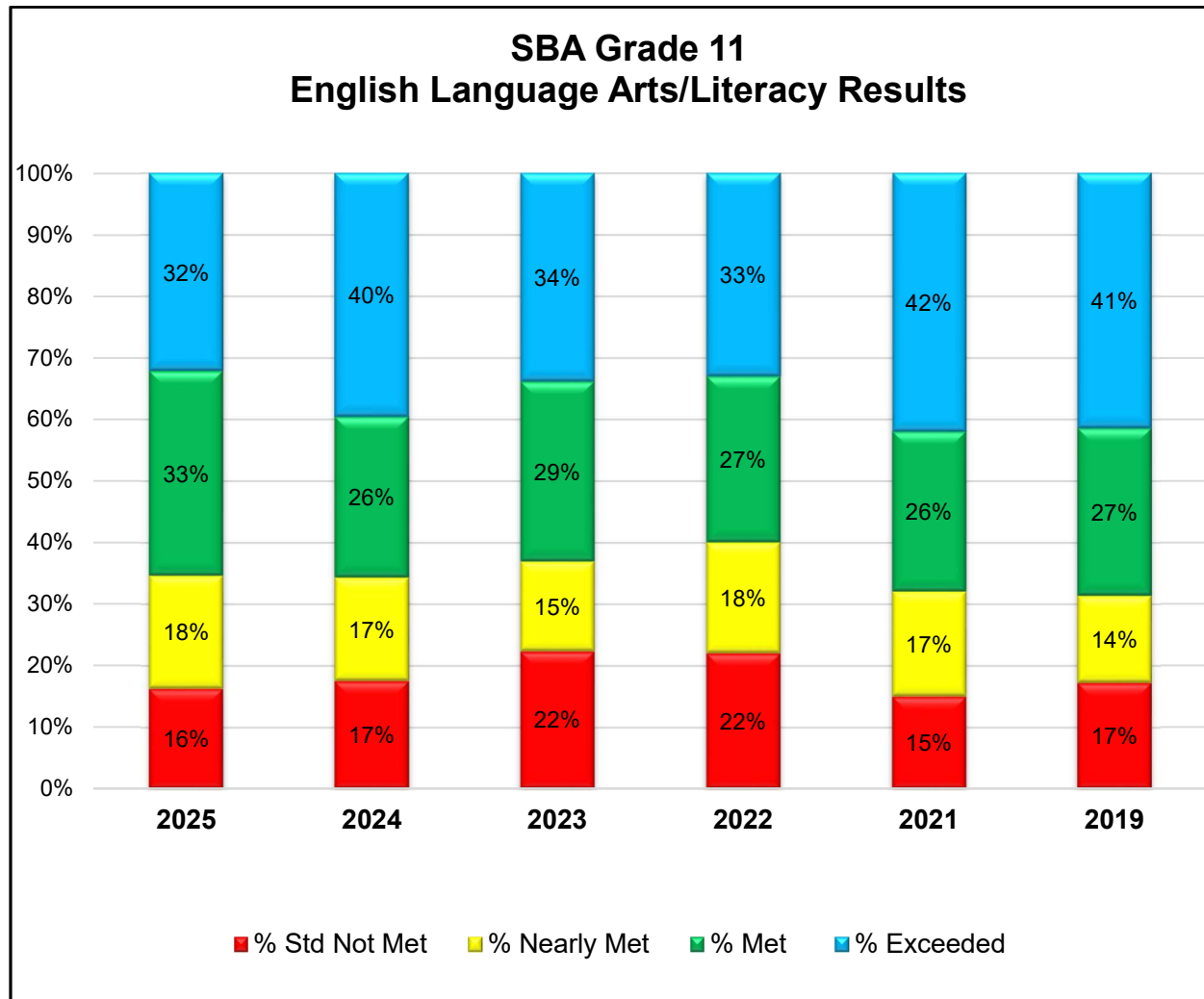
Science performance, based on California Science Test (CAST) data, shows promising upward trends as the school continues to deepen its implementation of Next Generation Science Standards (NGSS). In 2024–25, Asian and White students reached Blue performance levels, and both Hispanic and Socioeconomically Disadvantaged students improved to Green. English Learners and Students with Disabilities performed at Yellow, demonstrating improvement but still trailing their peers. These results reflect strengthened science instruction, increased hands-on learning, and equitable grading and instruction.

Collectively, Cleveland's performance record illustrates how we have met and continue to meet the needs of our community. Strong ELA outcomes, steady gains in mathematics, and emerging strength in science demonstrate the effectiveness of our instructional program. Improvements among key student groups, including Hispanic and Socioeconomically Disadvantaged students, further reflect Cleveland's focus on equity

and differentiated support. Moving forward, we will continue to build on these strengths through enhanced progress monitoring, targeted intervention for English Learners and Students with Disabilities, expanded math supports, and ongoing professional development aligned to identified needs. Cleveland’s sustained achievement patterns and data-driven instructional approach indicate our continued capacity to serve the community effectively throughout the next charter term.

**SBA Grade 11 ELA Results 2018 - 2025**

	Year	Students Counted	% Stand. Exceeded	% Stand. Met	% Stand. Nearly Met	% Stand. Not Met
<b>ELA</b>	2024-2025	616	32.14%	33.28%	18.34%	16.23%
	2023-2024	566	39.6%	26.2%	16.8%	17.5%
	2022-2023	632	33.9%	29.3%	14.6%	22.3%
	2021-2022	579	33.0%	27.0%	18.0%	22.0%
	2020-2021	550	42.0%	26.0%	17.0%	15.0%
	2019-2020	N/A	N/A	N/A	N/A	N/A
	2018-2019	664	41.0%	27.0%	14.0%	17.0%



### ELA Performance Levels on SBA by Student Groups 2018 – 2025

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
African American	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Asian	Blue	N/A	N/A	Very High	Green	Blue	Green
English Learners	Orange	N/A	N/A	Very Low	Red	Yellow	Orange
Filipino	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Foster Youth	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Hispanic	Green	N/A	N/A	Low	Orange	Yellow	Green
Homeless	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Long-Term English Learners	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Socioeconomically Disadvantaged	Green	N/A	N/A	Low	Orange	Green	Green
Students with Disabilities	Orange	N/A	N/A	Very Low	Red	Yellow	Orange
Two or More Races	No Color	N/A	N/A	No Color	No Color	No Color	No Color
White	Blue	N/A	N/A	Very High	Blue	Blue	Green

### SBA Grade 11 ELA Results Compared to District and State

	Cleveland HS	LAUSD	State
2024-2025	Green	Yellow	Yellow

### ELA Data Analysis

Cleveland students have demonstrated consistent strengths in English Language Arts over the past several years. In the 2024-25 school year, 65.4% of students met or exceeded standards. We outperformed both LAUSD and the State in overall ELA SBA scores. Cleveland continues to demonstrate strong ELA performance, with consistent achievement in meeting or exceeding standards, steady growth among historically underperforming groups, and performance above District averages.

From 2018-25, Asian and White students consistently demonstrated strong ELA performance, ranging from Green to Blue. Hispanic and Socioeconomically Disadvantaged students showed moderate performance, with improvement to Green in 2024-25. English Learners and Students with Disabilities remained the lowest-performing groups.

In 2024-25, Asian, Hispanic, Socioeconomically Disadvantaged, and White student groups performed at the Green level. English Learners improved by 24.3 points, demonstrating measurable progress and achieving an Orange performance level. Students with Disabilities increased 16.1 points and performed at an Orange level.

## **Teacher Collaboration: Collecting Data and Sharing Strategies Through the PDSA Cycle**

Despite recent growth in English Language Arts, Cleveland's EL Students and Students with Disabilities (SWD) perform below the State average. In response, Cleveland continues to strengthen its data-driven professional development, instructional practices, and targeted supports to accelerate EL and SWD achievement. To address identified gaps, the English, ELD, and Resource Specialist Program (RSP) teams launched a cross-disciplinary PDSA cycle in Fall 2025 focused on text-based analysis and argumentative writing. Teachers created and administered common assessments, conducted observations, and shared effective strategies, including sentence frames, graphic organizers, structured collaborative discussions, targeted small-group instruction, and consistent use of Answer, Cite, Explain (ACE) and Claim, Evidence, Reasoning (CER) writing structures. These efforts aligned with whole-school work on academic discussion norms and Depth of Knowledge (DOK) Levels 3 and 4 questioning to support English Learner language development and access to rigorous ELA content.

Additional support for SWDs is provided through a series of collaborative Inclusive Practices Professional Development (PD). These sessions are designed to build teacher capacity to implement instructional strategies that ensure equitable access to grade-level content; promote collaboration between general education teachers, special education teachers, and support personnel; increase engagement and participation for students with diverse learning profiles; support compliance with legal requirements and best practices related to inclusive education; create classroom environments where students feel valued, supported, and able to succeed with appropriate scaffolds and accommodations; and, improve academic outcomes by using data-based instructional decision-making and evidence-based strategies.

In addition to this ELA/ELD action plan, the following systems and supports are currently in place to improve ELA outcomes for English Learners:

### **Data-Driven Instruction & Assessment**

- Implement data-driven instructional practices by conducting regular data chats to review iReady, SBA, and formative assessment data
- Conduct comprehensive needs assessments using State and local data (iReady, SBA, ELPAC, CA Dashboard, formative assessments) to identify areas for improvement, disaggregate subgroup data, and set growth goals
- Utilize the instructional coach to support data-driven practices, including co-teaching, modeling ELD scaffolds, formative assessment strategies, and effective student feedback
- Conduct training sessions on data-driven instruction aligned with ELD standards to support teachers in using assessment data effectively, including training teaching assistants on data analysis and small group instruction to ensure targeted support for EL students
- Conduct regular classroom observations and walkthroughs to monitor instruction, use of differentiation, academic language supports for EL students, push-in support, and the impact of professional development

- Provide limited contract staff to support data-informed small-group instruction for students below grade levels
- Analyze Summative ELPAC, English Learner Progress Indicator (ELPI) data, and individual student growth in the ELPAC during professional development

### **Professional Learning & Instructional Support**

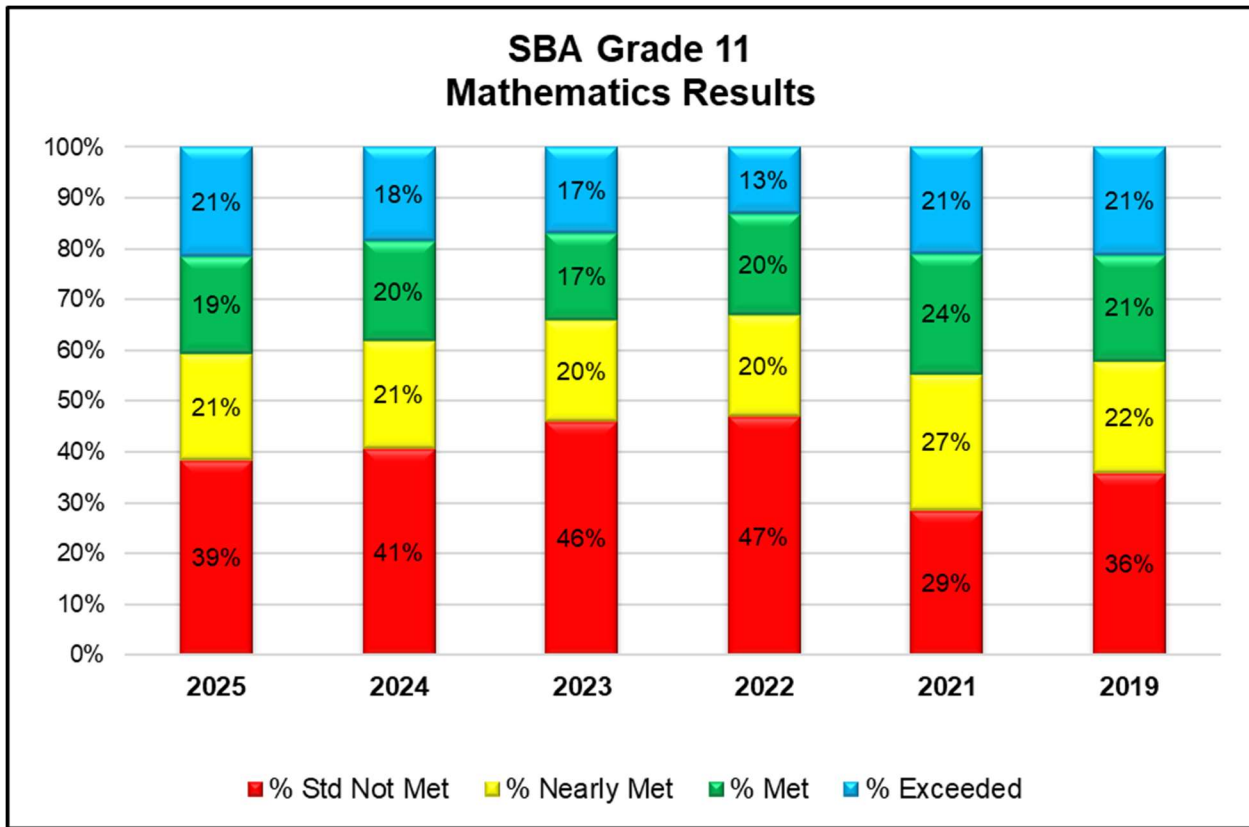
- Maintain a comprehensive departmental professional learning environment that supports continuous improvement of instructional practices
- Use Department-level Professional Learning to support collaborative planning, formative assessment development, data analysis, and flexible student grouping
- Provide monthly professional development sessions focused on identified instructional needs (literacy, integrated ELD, Universal Design of Learning (UDL), small-group instruction, formative assessment, technology integration)
- Implement weekly teacher collaboration meetings and department/program time to plan standards-aligned lessons, analyze student work, monitor assessments, share best practices, reorganize small groups, and review student performance data
- Utilize Instructional Coach, Teaching Assistants, limited contract staff, Targeted Student Populations (TSP) Adviser, Instructional Leadership Team, and International Newcomer Coach for PD delivery, classroom coaching, model lessons, co-teaching, feedback focused on ELD scaffolds and differentiation, and schoolwide professional development focused on iReady implementation and student support
- Conduct “Student Days” to provide targeted academic support

### **Technology Integration & Digital Literacy**

- Leverage technology and innovative instructional approaches to personalize learning, address diverse needs, and track progress using digital tools and platforms
- Establish technology-focused department PDs on digital literacy instruction, integration of tech tools for scaffolded and personalized learning, and analysis of tech-enhanced assessment data
- Conduct a needs assessment to identify teachers’ technology-integration skills and areas for growth, including use of tools such as iReady, Nearpod, IXL, and EdPuzzle
- Create a digital resource library with training materials, exemplar lessons, assessments, and best practices for integrating instructional technology (EdPuzzle, Turnitin, Gizmos, GoGuardian, BrainPOP, Kami, Storyboard That, Nearpod)
- Have teachers of Designated and Integrated ELD incorporate academic discussion guides, constructive conversation skills, essential academic language routines, ELD-based lessons, and activities informed by ELPAC Task Types on a daily basis, incorporating these strategies into core content areas
- Assign teaching assistants to provide targeted small-group instruction for English Learners using iReady data, monitored by ELD leadership, and support activities informed by ELPAC Task Types to promote language proficiency and academic achievement

### SBA Grade 11 Mathematic Results 2018 - 2025

	Year	Students Counted	% Stand. Exceeded	% Stand. Met	% Stand. Nearly Met	% Stand. Not Met
<b>MATH</b>	2024-2025	615	21.3%	19.2%	21.0%	38.5%
	2023-2024	564	18.4%	19.7%	21.1%	40.8%
	2022-2023	633	16.8%	17.2%	19.9%	46.1%
	2021-2022	578	13.0%	20.0%	20.0%	47.0%
	2020-2021	551	21.0%	24.0%	27.0%	29.0%
	2019-2020	N/A	N/A	N/A	N/A	N/A
	2018-2019	664	21.0%	21.0%	22.0%	36.0%



### Math Performance Levels on SBA by Student Groups

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
African American	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Asian	Blue	N/A	N/A	Very High	Blue	Blue	Blue
English Learners	Red	N/A	N/A	Very Low	Red	Orange	Orange
Filipino	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Foster Youth	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Hispanic	Yellow	N/A	N/A	Low	Orange	Yellow	Yellow
Homeless	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Long-Term English Learners	No Color	N/A	N/A	No Color	No Color	No Color	No Color
Socioeconomically Disadvantaged	Green	N/A	N/A	Low	Orange	Yellow	Yellow
Students with Disabilities	Orange	N/A	N/A	Very Low	Orange	Orange	Orange
Two or More Races	No Color	N/A	N/A	No Color	No Color	No Color	No Color
White	Blue	N/A	N/A	High	Green	Blue	Blue

### SBA Grade 11 Mathematic Results Compared to District and State

	Cleveland HS	LAUSD	State
2024 - 2025	Green	Yellow	Yellow

### Mathematics Data Analysis

Cleveland students have shown steady performance in mathematics over the past several years. In the 2024-25 school year, 40.5% of students met or exceeded standards. Cleveland outperformed LAUSD and the State in overall Math SBA scores. Furthermore, Cleveland demonstrated consistent math achievement with measurable growth among historically underperforming groups and overall performance at or above District averages.

From 2018-25, Asian and White students consistently demonstrated strong math performance, ranging from Green to Blue. Hispanic and Socioeconomically Disadvantaged students showed moderate performance, with levels in Yellow for 2024-25. English Learners and Students with Disabilities remained the lower-performing groups, though both groups demonstrated improvements in recent years.

In 2024-25, Asian and White student groups performed at the Blue level. The Hispanic student group, while in the Yellow performance level, increased by 26.2 points. Socioeconomically Disadvantaged students performed at the Yellow performance level, with an increase of 24.1 points. English Learners improved by 52.1 points, demonstrating measurable progress and achieving an Orange performance level. Students with Disabilities increased by 39.7 points, also performing at an Orange level.

To help English Learners make continued progress in mathematics, the Math Department, in collaboration with the Instructional Coach and Department Chairs, emphasizes data-driven instruction and scaffolded supports tailored to English Learner

needs. Teachers use iReady and SBA data to plan lessons, implement targeted interventions, and share effective strategies, including structured small-group instruction, scaffolded problem sets, math-specific academic language routines, manipulatives, and explicit modeling of problem-solving strategies. These efforts align with whole-school initiatives to build English Learner academic discourse and access to rigorous math content.

The following systems and supports are currently in place to improve math outcomes for English Learners:

### **Data Analysis and Targeted Instruction**

- Conduct regular data meetings to review iReady, SBA, and formative math assessments, analyzing EL performance to inform instruction and set measurable growth goals
- Utilize the math Instructional Coach to co-teach, model scaffolded strategies, provide feedback, and support development of Universally Designed Lessons for at-risk ELs
- Assign limited contract staff and teaching assistants to deliver targeted small-group instruction in math for ELs using iReady and benchmark data
- Provide PD and training on interpreting assessment results and implementing targeted math support aligned to EL needs
- Have administrators conduct observations to monitor implementation of EL-targeted strategies and intervention
- Incorporate peer-to-peer instructional rounds to encourage best practices

### **Professional Learning and Collaboration**

- Maintain a professional learning environment that supports continuous improvement in EL math instruction
- Use department-level PD to facilitate collaborative lesson planning, data analysis, formative assessment design, and flexible grouping for ELs
- Offer monthly PD on research-based math strategies, scaffolding techniques, accommodations for ELs/SWDs, and modeling of effective instruction
- Provide tutoring, credit recovery, and individualized support before and after school to address skill gaps
- Conduct teacher observation visits and debriefs to reflect on effective instruction and personalize strategies for ELs

### **ELD Integration in Math Instruction**

- Integrate ELD standards into math lessons using structured language routines and math academic language strategies
- Design math activities informed by ELPAC Task Types to develop language proficiency and conceptual understanding

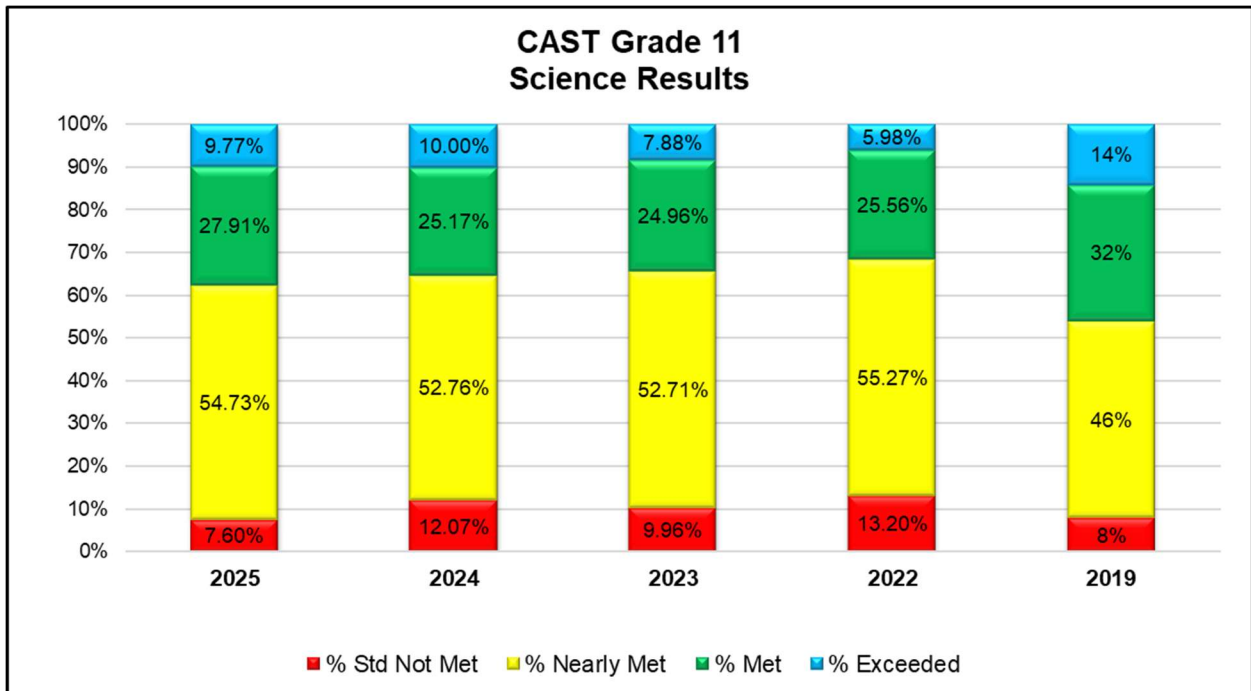
- Have teachers of Designated and Integrated ELD embed discussion guides, academic language strategies, and ELD-based activities daily
- Newcomer Counselor collaborates with TSP Adviser/EL Designee to support PD implementation and ensure effective instruction for newcomer ELs

**Progress Monitoring and Evaluation**

- Analyze iReady and SBA results for ELs to track progress and adjust instruction. Hold monthly data meetings to review EL performance, share effective strategies, and make instructional adjustments
- Evaluate PD impact through observations, walkthroughs, and teacher feedback to ensure EL instructional growth
- Review math data to guide program improvements and instructional planning
- Maintain tutoring/intervention logs to monitor EL participation and link supports to outcomes

**CAST Grade 11 Science Results 2018 - 2025**

	Year	Students Counted	% Stand. Exceeded	% Stand. Met	% Stand. Nearly Met	% Stand. Not Met
<b>SCIENCE</b>	2024-2025	645	9.77%	27.91%	54.73%	7.60%
	2023-2024	582	10.00%	25.17%	52.76%	12.07%
	2022-2023	674	7.88%	24.96%	52.71%	9.96%
	2021-2022	1205	5.98%	25.56%	55.27%	13.20%
	2020-2021	N/A	N/A	N/A	N/A	N/A
	2019-2020	N/A	N/A	N/A	N/A	N/A
	2018-2019	613	14%	32%	46%	8%



### Science Performance Levels on CAST by Student Groups

	2023 - 2024	2024 - 2025
African American	No Color	No Color
Asian	No Color	Blue
English Learners	No Color	Yellow
Filipino	No Color	No Color
Foster Youth	No Color	No Color
Hispanic	No Color	Green
Homeless	No Color	No Color
Long-Term English Learners	No Color	No Color
Socioeconomically Disadvantaged	No Color	Green
Students with Disabilities	No Color	Yellow
Two or More Races	No Color	No Color
White	No Color	Blue

### CAST Grade 11 Science Results Compared to District and State

	Cleveland HS	LAUSD	State
2024 - 2025	Green	Green	Yellow

### Science Data Analysis

According to Cleveland’s 2024-25 science data, 9.8% of students exceeded standards, 27.9% met standards, 54.73% nearly met standards, and 7.6% did not meet standards. Compared to the previous year, there was a small increase in students meeting or exceeding standards (37.7% in 2023-24 versus 35.2% in 2022-23), indicating gradual growth. The fact that over half of students are nearly meeting standards suggests many are close to proficiency but need additional support to reach full mastery. English Learners and Students with Disabilities student groups are areas for targeted focus, while Asian and White students are performing above average. Cleveland outperformed the State.

The following systems and supports are currently in place to improve science outcomes for English Learners and Students with Disabilities:

### Data Analysis and Targeted Instruction

- Provide PD and training on interpreting assessment results and implementing targeted science support aligned to EL needs
- Meet as a department to analyze common assessments to determine skill gaps and areas of instructional growth
- Provide tutoring, credit recovery, and individualized support before and after school to address skill gaps
- Design small group instruction using Modern Classroom techniques to target students who are not meeting learning targets
- Fund the Organized Binder system to assist students with executive functioning skills

### **Professional Learning and Collaboration**

- Provide opportunities for science teachers in the general education program to work with SDC teachers to help align content-standards and assist with hands-on activities
- Maintain a professional learning environment that supports continuous improvement in EL science instruction
- Use department-level PD to facilitate collaborative lesson planning, data analysis, formative assessment design, and flexible grouping for ELs
- Conduct teacher observation visits and debriefs to reflect on effective instruction and personalize strategies for ELs
- Share laboratory investigations and hands-on activities to enrich student learning
- Develop learning targets for each academic standard in the broad NGSS scope

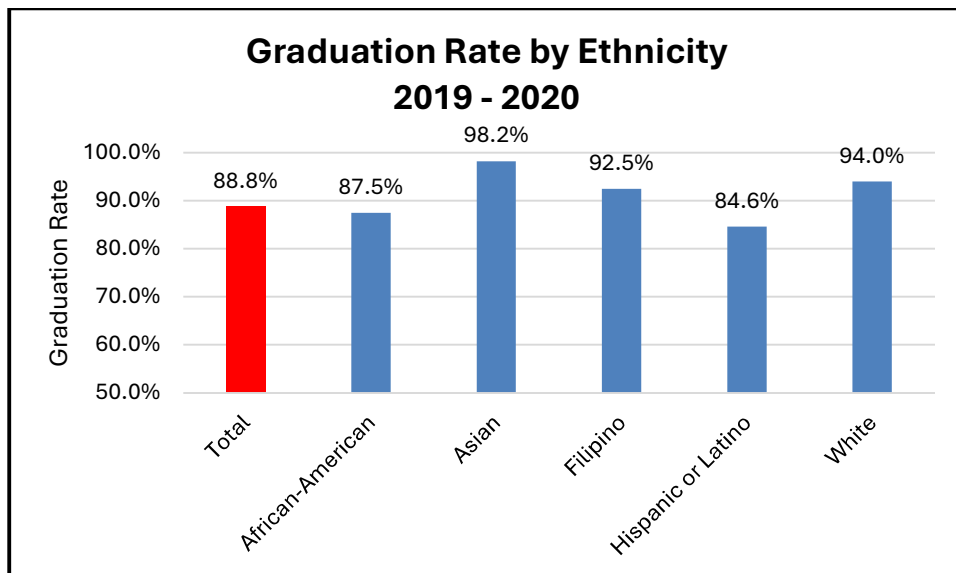
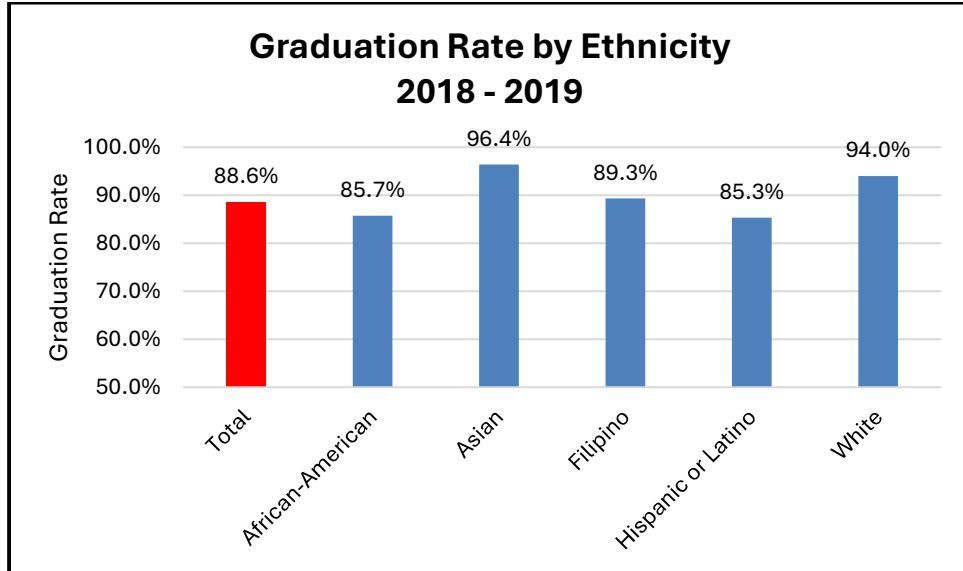
### **ELD Integration in Science Instruction**

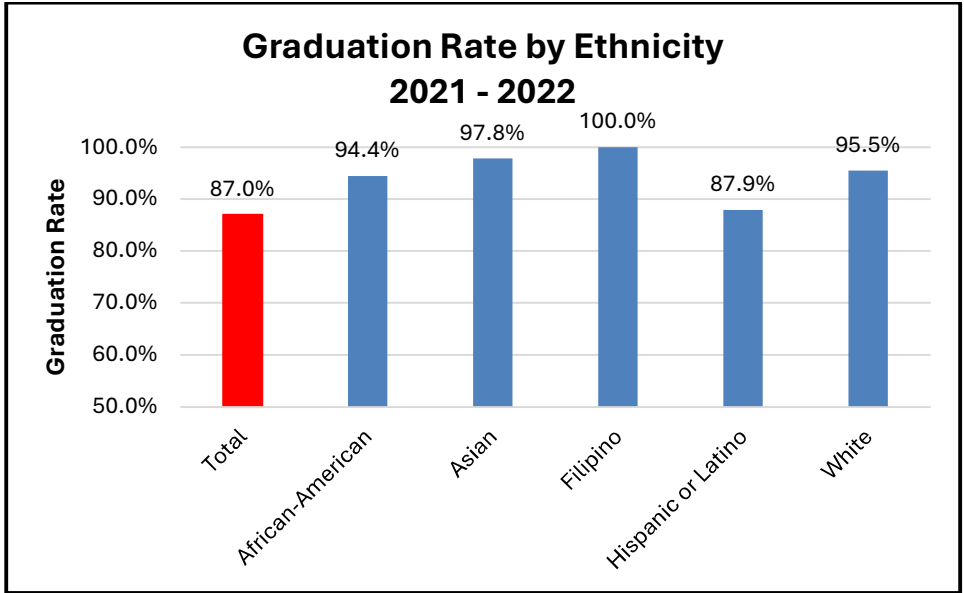
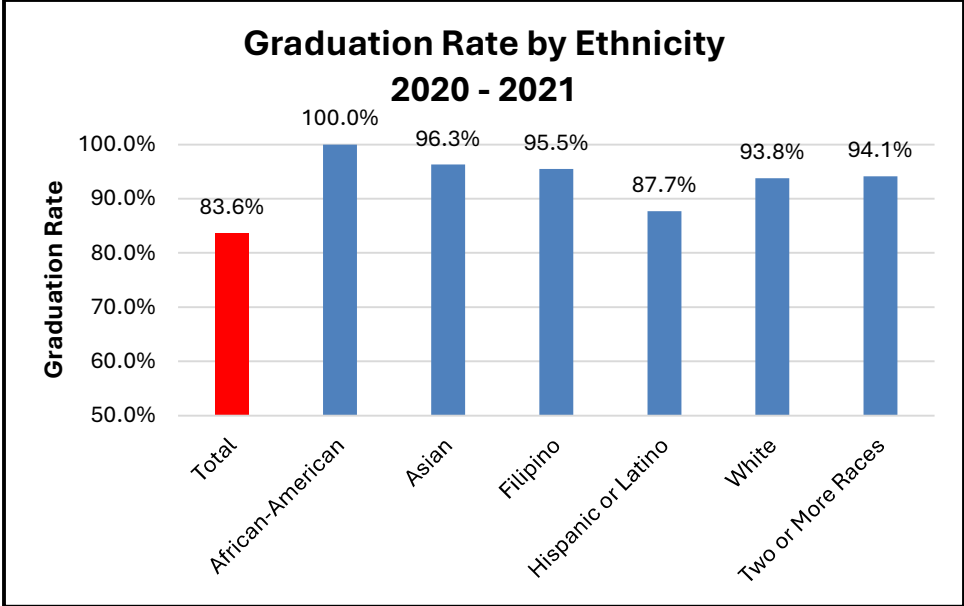
- Integrate ELD standards into science lessons using structured language routines and science academic language strategies
- Incorporate introductory science course for Newcomer EL students to encourage scientific inquiry in an integrated ELD course
- Incorporate peer-to-peer instructional rounds to encourage best practices
- Ensure effective instruction for newcomer ELs through PD implementation and Newcomer Counselor/TSP Adviser/EL Designee collaboration

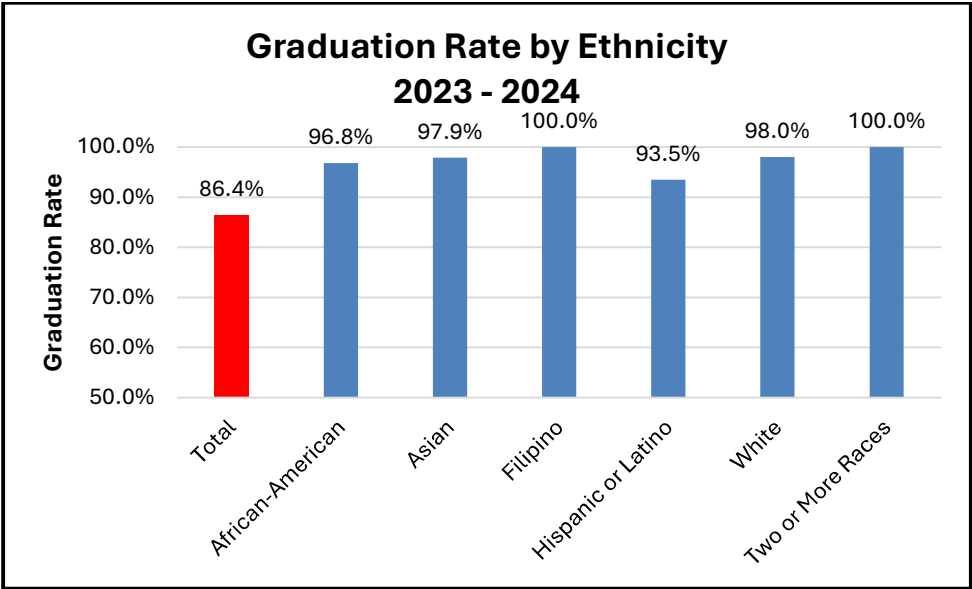
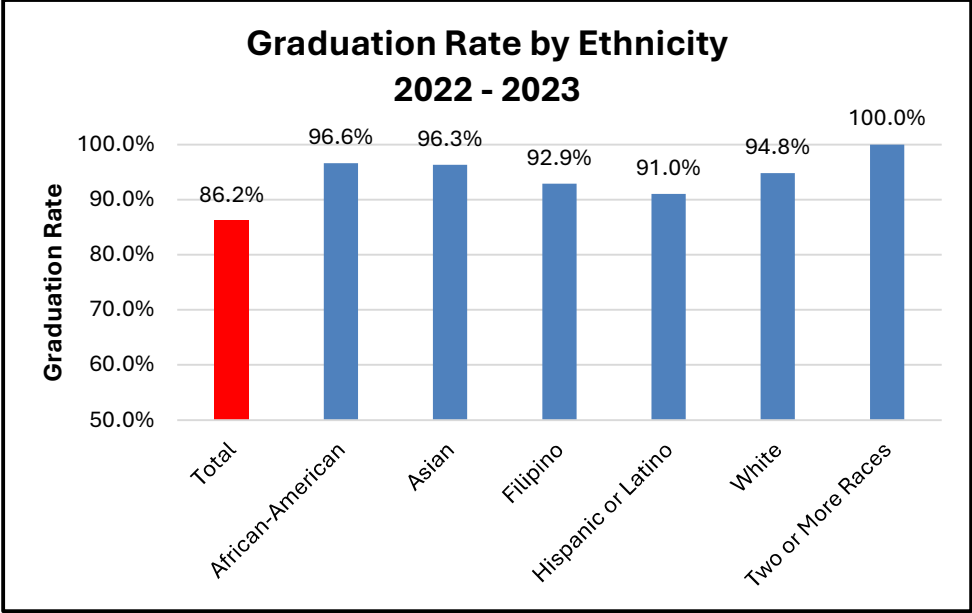
### **Progress Monitoring and Evaluation**

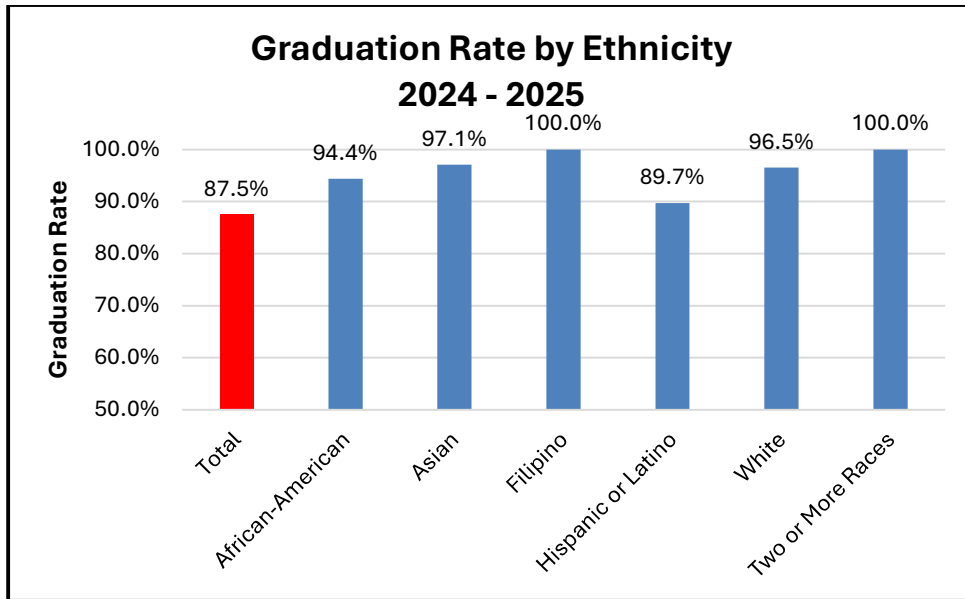
- Analyze iReady and SBA results for ELs to track progress and adjust instruction.
- Provide tutoring, credit recovery, and individualized support before and after school to address skill gaps
- Evaluate PD impact through observations, walkthroughs, and teacher feedback to ensure EL instructional growth
- Review science data to guide program improvements and instructional planning
- Maintain tutoring/intervention logs to monitor EL participation and link supports to outcomes

## Graduation Rate by Ethnicity 2018 - 2025









### Graduation Rate Compared to District and State

	Cleveland HS	LAUSD	State
<b>2024 - 2025</b>	Yellow (92.1%)	Yellow (86.5%)	Green (87.8%)

In consideration of the data above, Cleveland continues to provide full-time Pupil Services and Attendance (PSA) counselors to assist with attendance issues and design incentives. Psychiatric Social Workers (PSWs) provide mental health support and lead workshops for social-emotional learning. Cleveland staff provide workshops to promote academic skills and bridges to social and emotional health services for all students.

Due to limited space at continuation schools, and there are no continuation schools that currently offer a dedicated program for English Learners, Cleveland expanded the Cleveland Learning Academy (CLA) program to support English Learners in addition to SWDs and other at-risk students. Cleveland also provides accelerated English and Social Studies courses for EL students who want to advance in credits.

In addition, at Cleveland, we provide struggling students with the following supports:

- Individual Graduation Plans (IGP) every semester
- a-g counselors to work with Tier 2 and Tier 3 off-track students
- College Counselors and Career Technical Education (CTE) Counselor to identify postsecondary educational and career outreach opportunities
- Additional teachers on limited contracts and teaching assistants to provide targeted push-in academic intervention in Special Day Classes, English Learner support courses, and other core content classes with higher enrollment of English Learners
- Virtual academy where students can take online courses
- Before and after school The LAB for targeted academic skills support workshops
- Cookies with the Counselors to increase parent involvement and awareness

The counseling staff provides the following interventions:

- Review progress and final report cards
- Conduct IGPs
- Provide all seniors by October an IGP meeting to review graduation progress
- Utilize a-g counselors to provide lists of Tier 2 and 3 students to counselors
- Work with teachers to identify struggling students and refer them to counselors
- Send notification about need for additional credits
- Meet with students who do not return the enrollment form for credit recovery
- Set up one-on-one sessions with students in danger of being dropped from credit recovery
- Offer parent meetings with a counselor and a-g counselor
- Develop Parent Center workshops to inform families about credit recovery option
- Distribute to all seniors and their parents a graduation check at the 5-week mark each semester
- Send a certified letter home to seniors in the spring semester at the 10-week progress report for those in danger of not graduating
- Distribute 18-week spring semester grade checks for seniors identified with a D or Fail in a required course

The school implements a comprehensive, data-informed intervention system that targets student needs across all content areas through tutoring, advisory contracts, and regularly scheduled Targeted Intervention and Enrichment Support (TIES) Days. ELs and SWDs receive tailored support through ELPAC Bootcamps, counselor push-ins, and personalized interventions grounded in progress monitoring tools like iReady and IGPs. For ninth grade students, advisory programs, peer mentoring, and coordinated support from teachers and counselors ensure early intervention and academic guidance, all reinforced by a schoolwide culture of data use to drive instructional decisions and student support plans.

Faculty and staff provide individualized interventions such as one-on-one academic and social-emotional support, mastery assignment contracts, and tutoring. Teachers and counselors meet periodically with students throughout the semester, initiate parent conferences, and maintain detailed spreadsheets to track struggling students' progress and coordinate interventions.

ELPAC Bootcamps, push-in support, and one-on-one Tier 1 and Tier 2 interventions in ELA and Math provide targeted help to ELs and SWDs. Special Education teachers use iReady data and IGP's to personalize academic plans and interventions through IEPs and Present Levels of Performance (PLPs). Counselors of Newcomers and Intervention Prevention Support Coordinator offer guidance and assistance to students.

Ninth grade students receive specialized academic and social-emotional support through the ninth Grade Home Base in the Humanities Magnet. Counselors of Newcomers, support personnel, and school mentors collaborate to provide interventions and design interdisciplinary supports tailored to ninth graders' developmental needs. Counseling staff design small groups for focus students and larger group presentations on topics ranging from high school transition, SEL, and career and college planning.

Teachers and staff regularly review a variety of data, including assessment scores, progress reports, IGPs, and survey results to identify students in need of intervention and design in-class, small-group supports. Push-in teachers, data chats, and P-ACE contracts ensure that interventions are timely, targeted, and individualized. We created extended learning opportunities like Saturday Student Days and TIES Days in direct response to ongoing data analysis to help struggling students succeed. Data on school climate led to the establishment of The LANDing Ground to provide a calm room and a communal wellness space offering mental health and yoga sessions.

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
- Mindfulness workshops in The LANDing Ground
- SEL PDs
- Counseling presentations include growth mindset
- Targeted group counseling sessions
- a-g counselor presentations for students and parents
- PSW-led mental health workshops in The LANDing Ground

We further provide the following:

- Focused PD on Tier I intervention and good first teaching
- Peer-to-peer Instructional Rounds
- Additional academic and college counselors
- Summer PD Institute

**Class of 2025 Dropout Information**

In recent years, the political climate, not to mention economic uncertainties, has impacted student attendance and enrollment, especially for some of our student groups including English Learners, Hispanic, and Socioeconomically Disadvantaged. According to graduation data, of the 629 graduating students in the class of 2025, 39 students did not graduate.

Percentage of Students Who Did Not Graduate	Reason
48.7%	Employment
46.1%	Moved, left no forwarding address
2.6%	Earned GED
2.6%	Aged out

Of the students who did not graduate in the Class of 2025, the majority were English Learners (85%) and most were socioeconomically disadvantaged (69%). Nearly half (48.7%) left school to work, while 46.1% moved without providing a forwarding address. One student earned a GED (2.6%) and another aged out of the system (2.6%). Hispanic students accounted for the largest group of non-graduates (85%), with over half of them leaving to work and one aging out at 22 years old. Among other groups, two White

students were identified as dropouts after attempts to contact the families were unsuccessful, one Asian student earned a GED, and three students listed as “Unknown” (all English Learners) either left to work or could not be contacted.

### College/Career Indicator

Year	Percent Prepared	Color
2018 - 2019	44.2%	Yellow
2019 - 2020	No data	No data
2020 - 2021	No data	No data
2021 - 2022	No data	No data
2022 - 2023	61.3%	High
2023 - 2024	56.3%	Yellow
2024 - 2025	58.1%	Yellow

	2023 - 2024	2024 - 2025
African American	No Color	No Color
Asian	Blue	Blue
English Learners	Red	Red
Filipino	No Color	No Color
Foster Youth	No Color	No Color
Hispanic	Orange	Orange
Homeless	No Color	No Color
Long-Term English Learners	Red	Red
Socioeconomically Disadvantaged	Orange	Orange
Students with Disabilities	Orange	Yellow
Two or More Races	No Color	No Color
White	Blue	Green

Cleveland is making a concerted effort to address the College and Career Indicator (CCI) for English Learners, Long-Term English Learners (LTEL), Hispanic students, and Students with Disabilities. These student groups need more access to and information about alternative opportunities to meet the indicator, including access to dual enrollment pathways. Until this year, dual enrollment classes were only offered after school, which limited enrollment for students with jobs and other extracurricular and family responsibilities.

To address the CCI, Cleveland has done and will do the following:

- Increased the number of college counselors, including the addition of more bilingual staff, to expand outreach and services
- Added a newcomer counselor to provide early outreach to English learner students about career and college readiness opportunities at Cleveland and to monitor student progress
- Hired a CTE counselor to support with expansion of CTE programs and pathways
- Expanded online AP course offerings through our Summer Virtual Enrichment Program
- Increased online AP course offerings outside of the school day by expanding the number of online course mentors

- Increased identification of students eligible for State Seal of Biliteracy, create informational workshops to support students, and offer proficiency testing during the school day
- Enhanced outreach to increase the number of students taking dual enrollment courses available periods 5-6, and after school
- Added a dual enrollment Art CTE course to our Academy of Arts and Technology (AOAT) program
- Continue to add dual enrollment courses during the period 1-6 school day
- Continue to increase CTE course offerings during the school day to expand availability to more students
- Continue to broaden elective offerings to help students explore college and career interests
- Continue to expand Career and College Resource Fair and offer additional career guest speakers and panels to provide students opportunities to explore a variety of fields and industries
- Continue to invite additional community resource agencies, local businesses, and local college representatives to conduct classroom workshops and assemblies
- Continue to publicize the College Bound program schoolwide and have counselors and teachers identify students for participation
- Continue to work with career transition centers, regional occupation centers, and postsecondary institutions to expand outreach for SWDs
- Continue to develop outreach opportunities with local businesses, community agencies, and postsecondary institutions to expand classroom learning experiences for students

**Additional School-Determined College/Career Indicator**

To support student post secondary success, the District pays for tenth grade students to take the PSAT and Cleveland funds the test for eleventh grade students. Students are able to use the results to guide future test prep through Khan Academy and Bluebook, explore college and career options with BigFuture, check scholarship eligibility, and focus on specific reading, writing, and math content areas for improvement.

**PSAT Scores 2023 - 2025**

Year	# of Students	Average Score	Average Math Score	Average Reading/Writing Score
Fall 2023	1,093	889	439	450
Fall 2024	1,169	888	434	451
Fall 2025	946	920	451	469

Over the past three years, average PSAT scores have steadily increased, with students consistently scoring higher on the reading/writing section.

## GOALS AND PHILOSOPHY

### Mission and Vision

Our goals and philosophy are reflected in our school vision and mission statements.

#### Vision

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

#### Mission

Grover Cleveland Charter High School's mission is to maximize student potential and growth opportunities by engaging educational partners to develop and expand

- Support systems that address the whole child
- Parental communication and involvement
- Innovative initiatives based on current educational research and practices
- Allocation and utilization of human, material, and physical resources
- Outreach with postsecondary institutions and community agencies

### What It Means to be an “Educated Person” in the 21<sup>st</sup> Century

To be educated in the 21<sup>st</sup> century requires students to learn and hone a variety of knowledge and skills in four key domains: cognitive, academic, technological, and social-emotional. The 21<sup>st</sup> century learner has to be prepared to meet the demands of a rapidly changing job market and technological landscape. Educators must teach students skills that will be valuable in a variety of future college and career contexts (Kain et al. 2024).

According to the Global Partnership for Education's 2025 factsheet, we can prepare students for a modern workforce by fostering creative thinking, analytical reasoning, complex problem-solving, effective collaboration and communication, and engagement with emerging technologies. Additionally, the educated 21<sup>st</sup> century student's learning experience must promote critical media engagement and value their identities and lived experiences (McArthur 2019).

Cleveland prides itself on framing school culture around various social responsibility practices. Per the school mission, students explore and appreciate different cultures and languages; contribute to the enhancement of civic life; collaborate with others to perform humanitarian efforts; and respect and protect the local environment and global community. The school pursues this daily mission in individual classrooms, as well as through student club activities and school-wide events such as cultural fairs and career and college conferences for various student groups. Our vision and mission statements are delineated through our Student Learner Outcomes, called The Four Cs.

## **Student Learner Outcomes: The Four Cs**

### **Critical and Analytical Thinking**

*(Higher-order reasoning, evaluation, synthesis, and inquiry)*

- Explore, synthesize, analyze, evaluate, and apply information across multiple perspectives
- Apply knowledge in order to solve a variety of complex problems
- Become self-directed scholars who practice inquiry

### **Communication and Literacy**

*(Reading, writing, languages, and expression across media)*

- Read, write, and communicate clearly and persuasively
- Analyze and evaluate a variety of texts across disciplines and cultures
- Utilize technology and research skills to explore, gather, and interpret information

### **Creativity, Academic Knowledge, and Innovation**

*(Original thinking, design, and production)*

- Generate new ideas and content
- Collaborate and engage in project-based learning
- Participate in scientific and mathematical reasoning and argumentation

### **Collaboration, Leadership, and Citizenship**

*(Working with others and contributing to society)*

- Be flexible, work cooperatively, and contribute meaningfully to society
- Possess the requisite social skills to lead and demonstrate a growth mindset
- Cultivate humanitarian ideas and develop a strong work ethic

## **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* educational partners: students, parents, school, and community (Fisher and Heikkinen 2010; Willis, Faeth, and Immordino; Yang 2010; Fisher and Frey 2010-13; Mazur and Redish 2015; Learning Policy Institute 2019; Denham et al. 2025; Mann 2025).

Teachers foster student learning by acknowledging and incorporating different ideas, opinions, cultures, and languages. 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 engage in four competencies that underscore our mission and vision: critical and analytical thinking; communication and

literacy; creativity, academic knowledge, and application; and collaboration, leadership, and citizenship.

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

To achieve our school goals, Cleveland will implement and/or continue to:

- Produce and uphold policies and processes to decentralize District decision-making by providing educational partners (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 grant, including future block grants, when available
- Develop procedures to increase educational partner involvement in decision-making
- Utilize alternative learning settings to increase the flexibility of teacher staffing, expand course offerings, and accommodate student interests and needs
- Interview and select new teachers, administrators, and classified staff that best meet the needs of the school
- Choose curricular areas for improvement
- Expand opportunities to incorporate equitable grading and instruction into decisions related to curriculum, instruction, and assessment
- Coordinate curriculum and instruction across grade levels, through career pathways and academic programs, 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, including personalized learning pathways, dedicated common planning and collaboration, structured peer observations and debrief sessions, and equity and justice initiative
- Boost articulation with feeder schools and strengthen parental and community outreach through sporting, artistic, and cultural events, and thematic programs, activities, and exhibits
- Supplement parent workshops with knowledge, experiences, activities, and classes that support community wellness, language acquisition, and student achievement and wellbeing
- Establish grade-level, course-alike, and department-wide learning objectives and assessments
- Construct activities calendar and bell schedules
- Set aside time during the school day to maximize subject-specific intervention and targeted-assistance and enrichment opportunities
- Deliver targeted, skill-specific intervention across disciplines
- Schedule weekly instructional leadership team meetings to analyze data, determine action steps, and implement strategies to increase student outcomes
- Support the growth of cultural and linguistic literacy
- Identify problems, develop, and fund appropriate academic and behavioral interventions and enrichment opportunities and courses, which may occur

quarterly, trimesterly, semesterly, year round, before school, during the school day, after school, virtually, and on weekends, intersessions, and summer school sessions

- Offer regular staff office hours during contractual time for student support, intervention, and enrichment
- Institute pupil discipline policies
- Determine effective facilities usage
- Organize the instructional program, including placement of students in appropriate classes and pathways
- Examine ways to develop innovative career and college programs and pathways through dual enrollment and career technical education
- Increase staff and programs for mental, emotional, and physical health
- Supplement staff and resources for artistic and musical expression
- Extend resources and supplies currently being offered in the Cleveland Care Center
- Incorporate a senior exit presentation and interview process

Our programs further enable students to become self-motivated, competent, and life-long learners within each academic program and pathway. Cleveland offers students opportunities for self-exploration, and ultimately, the prospects of becoming more knowledgeable, skilled, and self-reliant individuals who enter the postsecondary 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 (Cleveland 4Cs). Through the 50 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 KCAV 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 Cleveland 4Cs through involvement in over 70 clubs and activities available on campus. Organizations such as Heal the Bay and Plant Pals help students learn to respect the environment and find ways to conserve it; Key Club, Bee The Hope, and Sisters on the Streets offer occasions for students to develop civic responsibility and improve the quality of life in their community; Politics Club, Gender and Sexuality Alliance (GSA), and UNICEF Club engage students in dialogue about contemporary political and social issues to generate solutions, accordingly; Scholars in Action, Best Buddies, and Sage and Scribe develop peer-mentoring opportunities to help students explore resources beyond the classroom; Latinx Student Union, Black Student Union, Armenian Student Union, Vietnamese Student Association, and Filipino Student Union host activities to promote cultural awareness; The Writer's Block and Astrophysics 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.

**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(d).)

<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)</b>										
GOAL #1										
<p><b>Academic Excellence:</b>            All students at Cleveland Charter High School will graduate as life-long learners and engaged global citizens. Cleveland continues to provide individualized educational experiences to support student needs and goals with a focus on developing the foundational knowledge and necessary skills to graduate and succeed in college and the workforce. We provide high-quality instruction and support to achieve our goal of 100% graduation while preparing students for success in high school. Implementation of our Cleveland Learning Academy (CLA) program has empowered Cleveland Charter High School students to more effectively challenge themselves and prepare them for the future.</p>	<p style="text-align: center;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 4</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 2</td> <td style="text-align: center;"><input type="checkbox"/> 5</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p style="text-align: center;">Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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**Specific Annual Actions to Achieve Goal**

Cleveland Charter High School provided Career Technical Education programs offerings in all academic and career pathways, as applicable, to help students make connections between classroom learning and career pathways. Cleveland continued the Career and College Resource Fair and offered additional career guest speakers, fairs, and panels to provide students opportunities to explore a variety of fields and industries. Credit recovery, before and after school tutoring helped with foundational skills and combat regression. The Instructional Coach and Limited Contract teachers pushed-in to English and Math classes aid in providing foundational ELA and Math skills. Using data, the Instructional coach also organized professional development that provided targeted instruction and intervention.

Cleveland proceeded with summer bridge programs for both of its magnet programs to successfully transition students into high school. Cleveland Charter continued to set aside time for teachers and administrators to do monthly reviews of State standards and analyzed school and student data to train teachers to use assessment data to design lessons that provide students with additional opportunities in the classroom.

**Expected Annual Measurable Outcomes**

**Outcome #1:** The school will annually increase the number of students meeting and/or exceeding proficiency in English Language Arts.

**Metric/Method for Measuring:**

Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11

APPLICABLE STUDENT GROUPS	Baseline 2024-25	Year 1 of Term 2025-26	Year 2 of Term 2026-27	Year 3 of Term 2027-28	Year 4 of Term 2028-29	Year 5 of Term 2029-30
All Students (Schoolwide)	41.3	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
English Learners Students	-88.6	2% decrease from baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	11.1	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	-68.2	2% decrease from baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

African American Students	71.8	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	92.4	0.5% increase above baseline	1% increase above baseline	1.5% increase above baseline	2.0% increase above baseline	2.5% increase above baseline
Filipino Students	67.2	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Hispanic Students	3.0	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	92.9	0.5% increase above baseline	1% increase above baseline	1.5% increase above baseline	2.0% increase above baseline	2.5% increase above baseline
White Students	126.7	0.5% increase above baseline	1% increase above baseline	1.5% increase above baseline	2.0% increase above baseline	2.5% increase above baseline

\*CA Dashboard

**Outcome #2:**

The school will annually increase the number of students meeting and/or exceeding proficiency in mathematics

**Metric/Method for Measuring:**

Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-28.1	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

English Learners Students	-116.8	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	-61.6	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	-119.9	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
African American Students	-35.1	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	52.6	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Filipino Students	-18.2	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
Hispanic Students	-73.1	2% decrease from baseline	4% decrease from baseline	6% decrease from baseline	8% decrease from baseline	10% decrease from baseline
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	31.1	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
White Students	62.1	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

\*CA Dashboard

**Outcome #3:**

The school will annually increase the number of students meeting and/or exceeding English proficiency

**Metric/Method for Measuring:**

Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	52.6%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Long-term English Learners	75.5%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

\*CA Dashboard

**GOAL #2**

**Joy & Wellness**

According to LAUSD WholeChild2.0, from the 2022–2023 to the 2023–2024 school year, we saw a promising increase in the percentage of students with excellent attendance (96% or higher) reaching proficient or advanced levels—rising from 44.65% to 46.25%. This encouraging trend highlights how our continued efforts to promote strong attendance are making a real difference in student achievement. In the latest School Experience Survey, 68% of Cleveland students stated that they felt safe on campus, while LAUSD's perceptions of safety were at 61%. When answering the same question, parent perception of safety was 75% compared to the district's 77%. Cleveland Charter HS successfully implemented and continues to use "The LANDing Ground," which are three designated spaces to provide opportunities for students and staff to help address their mental, physical, or emotional wellbeing. The school also implemented SEL activities in their Professional Development and in classrooms.

**Related State Priorities:**

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

**Local Priorities:**

- :

**Specific Annual Actions to Achieve Goal**

Cleveland Charter High School effectively positioned additional nursing support, two base-funded school climate support staff, supplemental school climate staff to provide additional support to our Emergent Bilinguals, students in foster care, and low income students. SENI investments were used towards Joy and Wellness to ensure school supervision, campus aides, student mental health, secondary counselors, and curricular trips.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

The school will annually increase the% of students meeting and/or exceeding excellent attendance.

**Metric/Method for Measuring:**

Percent of All Students with Excellent Attendance (96% or Higher)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	51.67%	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline	10% increase above baseline
English Learners Students	36.15%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Long-term English Learners	25.0%	1% increase above	2% increase above	3% increase above	4% increase above	5% increase above

		baseline	baseline	baseline	baseline	baseline
Socioeconomically Disadvantaged Students	44.15%	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	35.82%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Students with Disabilities	44.72%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
African American Students	53.26%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	72.38%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Filipino Students	75.36%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Hispanic Students	46.58%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	59.57%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
White Students	55.90%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

*Data Source: LAUSD Whole Child*

**Outcome #2:**

The school will decrease the percentage of students who are chronically absent.

**Metric/Method for Measuring:**

Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	27.02%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
English Learners Students	47.31%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Long-term English Learners	57.50%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Socioeconomically Disadvantaged Students	35.19%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Foster Youth Students	NA	NA	NA	NA	NA	NA
Homeless Youth Students	53.73%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Students with Disabilities	37.27%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
African American Students	32.61%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	12.97%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline

Filipino Students	10.14%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Hispanic Students	31.63%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	22.34%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
White Students	18.78%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline

*Data Source: Whole Child*

<b>Outcome #3:</b>						
The school will decrease the percentage of students who are chronically absent.						
<b>Metric/Method for Measuring:</b>						
Single Student Suspension Rate						
<b>APPLICABLE STUDENT GROUPS</b>	<b>Baseline 2024-25</b>	<b>Year 1 of Term 2025-26</b>	<b>Year 2 of Term 2026-27</b>	<b>Year 3 of Term 2027-28</b>	<b>Year 4 of Term 2028-29</b>	<b>Year 5 of Term 2029-30</b>
All Students (Schoolwide)	0.2%	0.1% decrease below baseline	0.2% decrease below baseline	Maintain 0.0%	Maintain 0.0%	Maintain 0.0%
English Learners Students	0.9%	0.1% decrease below baseline	0.2% decrease below baseline	0.3% decrease below baseline	0.4% decrease below baseline	0.5% decrease below baseline
Long-term English Learners	1.4%	0.1% decrease below baseline	0.2% decrease below baseline	0.3% decrease below baseline	0.4% decrease below baseline	0.5% decrease below baseline

Socioeconomically Disadvantaged Students	0.2%	0.1% decrease below baseline	0.2% decrease below baseline	maintain 0.0%	maintain 0.0%	maintain 0.0%
Foster Youth Students	NA	NA	NA	NA	NA	NA
Homeless Youth Students	0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%
Students with Disabilities	0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%
African American Students	0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%	maintain 0.0%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	0.0%	maintain baseline	maintain baseline	maintain baseline	maintain baseline	maintain baseline
Filipino Students	0.0%	maintain baseline	maintain baseline	maintain baseline	maintain baseline	maintain baseline
Hispanic Students	0.3%	0.1 decrease below baseline	0.2 decrease below baseline	0.3 decrease below baseline	maintain 0.0	maintain 0.0
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	0.0%	maintain baseline	maintain baseline	maintain baseline	maintain baseline	maintain baseline
White Students	0.0%	maintain baseline	maintain baseline	maintain baseline	maintain baseline	maintain baseline

DATA SOURCE: CA DASHBOARD

**GOAL #3**

**Engagement and Collaboration:**  
 Cleveland continues to develop and make progress which is reflected in the data that could be found in the School Experience Survey. In the 2023-24 School Experience Survey (SES) was 35%, in 2022-2023 was 36% and in 2021-22 it was 6%. Cleveland has been making strides in parent engagement since resuming full-time after COVID. Cleveland will strategize to increase parent participation, to get a better "picture" of an important group of educational partners.

**Related State Priorities:**

<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6	

**Local Priorities:**

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**Specific Annual Actions to Achieve Goal**

In addition to emails, Blackboard connect phone calls, Schoology messages, and parent conferences, Cleveland has implemented numerous workshops and outreach programs through our Parent Center to foster engagement. Each month, parents and community members have the option to attend workshops focusing on Health and Wellness, Civic Engagement, and Student Achievement presented by our community center representative and various workshop vendors.

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
 The school will increase the percentage of parents indicating that they feel included in important decisions on their child's education.

**Metric/Method for Measuring:**  
 Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	79%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

**Outcome #2:**

The school will increase the percentage of parents indicating that they can find information about workshops.

**Metric/Method for Measuring:**

Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs"

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	80%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

**Outcome #3:**

The school will increase the percentage of parents/guardians indicating the school provides instructional resources to help support students' education.

**Metric/Method for Measuring:**

Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	79%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

**GOAL #4**

<p><b>Operational Effectiveness and Investing in Staff:</b>                  As an affiliated charter school, Cleveland Charter prepares a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual goals for all pupils, develop specific activities to address State and local priorities, and all report data through an LCAP that is consistent with data reported in the SARC.</p>	<p style="text-align: center;">Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7  <input checked="" type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8  <input type="checkbox"/> 3    <input checked="" type="checkbox"/> 6                 </p> <p style="text-align: center;">Local Priorities:</p> <p> <input type="checkbox"/>:  <input type="checkbox"/>:                 </p>
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**Specific Annual Actions to Achieve Goal**

Percentage of teachers that were appropriately credentialed for the students they were assigned to teach, and percent of students provided with standards-based instructional materials remained at 100%.

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
 School facilities are maintained in good repair.

**Metric/Method for Measuring:**  
 Percent of facilities in good repair.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

**Outcome #2:**  
 The school will maintain or increase the number of teachers that are appropriately credentialed to teach their assigned students.

**Metric/Method for Measuring:**  
 Percent of teachers are appropriately credentialed for the students they are assigned to teach

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-25	2025-26	2027-28	2028-29	2029-30
All Students (Schoolwide)	85.1%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

**Outcome #3:**

School will provide textbooks and other instructional materials.

**Metric/Method for Measuring:**

Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	maintain baseline	maintain baseline	maintain baseline	maintain baseline	maintain baseline

## INSTRUCTIONAL DESIGN

### Innovative Components and Key Features

Grover Cleveland Charter 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 inquiry-based learning, gamification, educating the whole child, modern classroom, culturally and linguistically responsive education, and inclusivity.

We design professional development focused on effective instruction: rigor by design; small group instruction; equitable grading; addressing educational inequities; meeting the academic, personal, and social-emotional needs of our diverse population; and creating a community of compassionate care for all. In accordance with this, we have integrated our Student Learner 4Cs into the development and modification of rich and relevant curricula that promote high student engagement and 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)
- Cleveland Learning Academy (CLA)
- English Language Development
- English Language Arts
- Global Media Studies Magnet
- Health

- Humanities Magnet
- Language Other than English (LOTE)
- Mathematics
- Performing Arts
- Physical Education
- Science
- Social Sciences
- Special Education

## **LEARNING INNOVATIONS**

To meet the needs of our diverse population and to personalize learning for students, Cleveland has several specialized programs and career and technical education (CTE) pathways:

### **Academy of Art and Technology (AOAT)**

Academy of Art and Technology is a California Partnership Academy and Communication Design Career Technical Education pathway specializing in graphic design with Adobe Creative Suite, digital photography, and social media marketing and branding. Through California's Pre-Apprenticeship Program, students gain hands-on training, earn industry-recognized certifications, and apply their learning through real-world projects, job shadowing, mock interviews, mentorship, and internship opportunities. AOAT also partners with local businesses and community organizations to provide mentorship and strengthen college and career readiness in the creative industries.

### **Advanced Studies**

The Advanced Studies program is a premier academic pathway for State-identified highly gifted, gifted, and high-achieving students who are ready to be challenged, inspired, and transformed. Our program combines rigor with opportunity, ensuring students not only meet high school graduation requirements, but also surpass the competitive a-g standards that open doors to private colleges, and UC and CSU universities. Through college-level experiences in AP Seminar and the Cal-GETC pathway, Advanced Studies scholars engage in inquiry, research, and cross-disciplinary learning that mirror the challenges of higher education. Beyond academics, our students cultivate intellectual curiosity, resilience, and leadership, thus preparing them to excel at the nation's finest universities and to shape tomorrow's world.

### **Career Technical Education (CTE) Pathways**

CTE programs equip students with the skills and certifications they need to succeed in high-demand careers. By connecting classroom learning with the real world, providing hands-on experience, and preparing students for college and their chosen profession. Cleveland offers CTE pathways in Video Production, Design and Media Arts (offering Graphic Design and Animation), and Child Development.

### **Global Media Studies (GMS) Magnet**

GMS is a four-year, project-based program that combines academic rigor with creativity, storytelling, and social justice themes. Through an interdisciplinary curriculum that integrates history, English, and the arts, students research, analyze, and communicate

ideas that culminate in film and animation projects merging scholarly inquiry with artistic expression. Each production requires critical analysis of real-world issues and is showcased at our annual Film Festival, GMS Fest. The heart of our program is our two-story, 6,000-square-foot professional facility that includes a green screen studio, a control booth with a TriCaster multi-camera switcher, television sets donated by Nickelodeon, editing labs, and computer suites. With guidance from educators and industry experts, students gain valuable work experience while developing the intellectual depth and creative innovation to tell meaningful stories.

### **Humanities Magnet**

Cleveland's Humanities Magnet is one of the highest performing magnet schools in LAUSD. The program offers a thematic, interdisciplinary, and writing-based curriculum committed to preparing students to thrive in any college and university they choose. Over 80% of the Humanities Magnet program's graduating seniors attend a 4-year college or university their freshman year. In 2025, the program received the Dr. Ronald P. Simpson Merit Award of Excellence by Magnet Schools of America, distinguishing Cleveland's Humanities Magnet as the #1 magnet school in the country.

As Cleveland seeks to meet the educational needs of the 21<sup>st</sup> century learner, the program will continue to design and implement innovative curricula and 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 (Addis, Greer, & Dunlap 2020; Chang, Chavez, & Hough 2024; Kho & Rabovsky 2022).

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 originally outlined by Hefner-Packer, described by Donnelly (2021), 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

## **Equity and Justice**

Cleveland prides itself on its inclusion, diversity, and equity strategies, framing school culture around various social responsibility practices. Per the school mission, students explore and appreciate different cultures and languages; contribute to the enhancement of civic life; collaborate with others to perform humanitarian efforts; and respect and protect the local environment and global community. The school pursues this daily mission in individual classrooms, as well as through student club activities and school-wide events including cultural fairs. Additionally, students gain insight from alumni, industry experts, and community and educational leaders through our Black Student Excellence Summit, Emergent Bilingual Achievement Plan Forum, and Women’s Leadership Conference and Expo. Cleveland has established an Equity and Justice initiative, a team-led effort to help staff understand and confront systemic racism and conceive a learning environment centered on equity and justice.

## **Teaching Innovations**

Cleveland believes that it is vital for all educators—teachers, coordinators, instructional coaches, counselors, and administrators—to incorporate current educational research and to hone their knowledge and skills as master teachers. This includes serving as content area experts, pedagogical leaders, and daily practitioners who collaborate, guide, and model innovative strategies and learning outcomes (Allington & Cunningham, 2006; Barnwell, 2015; Learning Policy Institute, 2017).

## **Center for Teaching and Learning (CTL)**

Research shows that there is notable improvement in instruction and student outcomes when educators work collaboratively and engage in targeted professional development with a “focus on student learning, a culture of collaboration, and a results-oriented approach,” (Cottingham & Myung 2025; Shakman et al. 2020). A Policy and Research Brief from the Center for the School of the Future at Utah State University suggests that teachers too often work alone despite being surrounded by colleagues and suggests that, “teacher collaboration addresses this isolation by encouraging educators to work together to solve instructional challenges. Research shows that collaboration enhances professional growth, improves student learning, and increases overall school effectiveness” (2025). A report from the Learning Policy Institute calls “teacher professional learning” an “important strategy for supporting the complex skills students need to be prepared for further education and work in the 21<sup>st</sup> century” (Darling-Hammond et al. 2017). Although published in 2017, this foundational report continues to be relevant. The report suggests that effective professional development is content-focused, actively engages participants in learning, supports collaboration, models effective practice, provides coaching and expert support, offers feedback and opportunities for reflection, and is of sustained duration. A 2024 research synthesis from the Global Partnership for Education Knowledge and Innovation Exchange also highlights the importance of teachers’ commitment to professional development, the critical role of effective leadership by administrators, and the increasing need for technology to support professional learning.

To achieve this, Cleveland proposes to continue the onsite teaching and learning sessions that will provide continuing professional development for our educators. The 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 (2017) 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 (Widener 2014 & Brown 2018). 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 pathways 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 evaluating technology and applying it critically into the curricular program
- Reinforce culturally and linguistically responsive and relevant education
- Integrate social emotional learning and trauma-informed practices to support school community
- Design modern classrooms that reflect the needs of student learners
- Offer additional opportunities to share best practices and engage in lesson study with colleagues working within and outside the department, program, or pathway
- Provide teachers with additional support in helping students monitor their own learning and communicating academic needs

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with

California content and performance standards, including the Common Core State Standards, and CAASPP.

Cleveland 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:*

- Revisit and align the school's vision with current research and practices, as needed
- Meet regularly in instructional leadership teams, departments, and programs to analyze student achievement data and make actionable decisions based on a shared vision
- Make decisions on the use of human, material, and financial resources focused on student achievement and personalized enrichment and support for staff
- Engage in data-driven conversations and use the results to drive instruction
- Reevaluate existing systems, structures, and schedules to meet the academic and personal needs of students and the school community
- Collaborate and engage in professional development focused on helping students meet academic standards
- Make timely adjustments and revisions to schoolwide action plans
- Reinforce inclusion, diversity, and equity practices in the decision-making process

**Curriculum** - *an affiliated charter would provide opportunities to:*

- Offer a variety of programs, electives, and partnerships with community organizations and local businesses that meet graduation and university requirements, and assist students in exploring postsecondary schooling and accessing career pathways
- Engage in a rigorous, relevant, and research-based course of study that focuses on student achievement and academic standards
- Embed culturally and linguistically relevant and sustaining curriculum for learners
- Assist students in developing personal learning plans that meet academic requirements, explore co-curricular interests, and guide career goals
- Develop social responsibility and compassion for self and others
- Monitor student mastery of academic standards and personal goals
- Collaborate in departments to identify key standards and align curricula and assessments accordingly
- Determine instructional materials, tools, technologies, and resources that meet the needs of student groups and overall school community

**Instruction** - *an affiliated charter would provide opportunities to:*

- Establish and select research-based instructional programs to meet support attainment of academic standards and student outcomes
- Support students in applying higher-order thinking skills to whole-group and small-group discussions and activities

- Use technology ethically, critically, and creatively
- Utilize a variety of instructional approaches in and beyond the classroom, including labs, simulations, research, career technical education, and project-based learning to foster inquiry and real-world applications
- Allow students to monitor their own learning and provide feedback to teachers
- Embed culturally and linguistically relevant and responsive instructional strategies in all classrooms
- Incorporate peer-to-peer observation for reflection, collaboration, and refinement of instructional practices
- Assign additional in-classroom support personnel, as needed, to improve student achievement toward academic standards across disciplines

**Assessment and Accountability** - *an affiliated charter would provide opportunities to:*

- Set aside time during and outside the school day for the Instructional Leadership Team to examine data, and to design professional development and schoolwide and departmentwide cycles of inquiry
- Participate in schoolwide and small group discussions around academic performance data and other progress indicators to analyze growth and determine goals
- Design grade-level and course-alike formal and informal assessments to gauge student understanding and 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
- Use assessment results to monitor student progress and provide appropriate academic and personal intervention support services
- Designate personnel to analyze and communicate performance data and academic progress indicators in order 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 additional channels to communicate with parents and community members in languages other than English and Spanish to engage them in helping students meet the academic standards
- Broaden cultural events and celebrations to foster a sense of belonging and community connection and provide academic thematic events to encourage college and career exploration
- Encourage personal success and sense of belonging through expansion of grade-level “houses”
- Create a variety of academic programs, intervention resources, and proactive strategies to support student achievement
- Create co-curricular programs and extracurricular activities to support student growth.

- Expand enrichment and credit recovery options during and beyond the school day, including online courses, year-round offerings, dual enrollment pathways, and flexible course completion deadlines
- Encourage and support the enrollment of underrepresented students in higher level classes
- Expand mental and social emotional health services and utilize restorative practices available through additional counseling and school climate support, wellness and well-being initiatives, and community agency outreach

## **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 academic programs and pathways and are articulated through the Four Cs: Critical and Analytical Thinking; Communication and Literacy; Collaboration, Leadership, and Citizenship; Creativity, Academic Knowledge, and Innovation. These outcomes guide the instructional approaches of all academic departments and career-technical pathways, with teachers integrating the Four Cs into their curricular plans, from daily classroom activities to assessments. Students regularly apply higher-order thinking, engage in authentic communication tasks, collaborate with peers, and demonstrate creative problem-solving.

An overview of evidence across departments indicates a concerted effort to implement the Four Cs into instructional practice and student learning experiences. Students are provided frequent, authentic opportunities to practice and demonstrate skills aligned with college, career, and civic readiness. Instructional routines, assessment practices, and pathway-specific projects show that the Four Cs function as a coherent throughline across the curriculum.

## 21<sup>st</sup> Century Learning Skills - The Four Cs

<p style="text-align: center;"><b>Critical and Analytical Thinking</b></p>	<ul style="list-style-type: none"> <li>● Explore, synthesize, analyze, evaluate, and apply information across multiple perspectives</li> <li>● Apply knowledge in order to solve a variety of complex problems</li> <li>● Become self-directed scholars who practice inquiry</li> </ul>
<p style="text-align: center;"><b>Communication and Literacy</b></p>	<ul style="list-style-type: none"> <li>● Read, write, and communicate clearly and persuasively</li> <li>● Analyze and evaluate a variety of texts across disciplines and cultures</li> <li>● Utilize technology and research skills to explore, gather, and interpret information</li> </ul>
<p style="text-align: center;"><b>Creativity, Academic Knowledge, and Innovation</b></p>	<ul style="list-style-type: none"> <li>● Generate new ideas and content</li> <li>● Collaborate and engage in project-based learning</li> <li>● Participate in scientific and mathematical reasoning and argumentation</li> </ul>
<p style="text-align: center;"><b>Collaboration, Leadership, and Citizenship</b></p>	<ul style="list-style-type: none"> <li>● Be flexible, work cooperatively, and contribute meaningfully to society</li> <li>● Possess the requisite social skills to lead and demonstrate a growth mindset</li> <li>● Cultivate humanitarian ideas and develop a strong work ethic</li> </ul>

### Critical and Analytical Thinking

Across disciplines, students consistently engage in analytical reasoning, evidence-based argumentation, and problem-solving grounded in discipline-specific practices. In English Language Arts (ELA), students analyze literary and informational texts, compose arguments with cited evidence, and evaluate author intent and rhetorical strategies. Mathematics instruction emphasizes modeling, multi-step reasoning, pattern analysis, and justification of solutions. Science courses employ inquiry-based learning, laboratory analysis, data interpretation, and engineering design cycles. Social Studies courses integrate document-based questions (DBQs), primary-source evaluation, causation analysis, and historical argumentation. In Career Technical Education (CTE) pathways—including Media, Visual Arts, and Child Development—students solve real-world design challenges, interpret industry-specific data, and engage in iterative refinement of products. English Language Development (ELD) supports students through scaffolded

academic language routines and structured opportunities for interpreting and evaluating information.

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 pathways, theoretical and experiential learning are interconnected. The Humanities Magnet, AOAT, and GMS 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.

As a senior project, AOAT students participate in a six-week summer work experience internship, while Video Production students script, direct, produce and broadcast a weekly news show for the Cleveland community.

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 the Dance Academy, 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 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. Band and jazz students work with staff, parents, community members, and local businesses to plan an annual All-Valley Band Tournament and Riffin' in Reseda Jazz Festival. They sell ads and sponsorships, employ marketing strategies, and organize a daylong music competition/event open to the public at large.

CTE courses allow students to apply classroom learning to authentic settings:

- In Child Development, students create lesson plans to teach pre-school students and gain project-based experiences in child development
- In Graphic Design class, students create multimedia projects that mirror the work of professionals in the art and design fields

- In Video Production classes, students script, edit, direct, and produce film shorts, public service announcements, and other media projects

### ***Instructional Evidence:***

#### **English Language Arts**

- Deconstructing intent, rhetorical strategies, and thematic connections
- Evaluating differing perspectives in literary and informational texts
- Assessing creative writing craft, story structure, voice, and poetic devices

#### **Language Other Than English (LOTE)**

- Analyzing authentic texts to derive meaning and identify cultural nuances
- Interpreting context clues to determine vocabulary meaning
- Examining grammatical structures within real-world language use

#### **Mathematics**

- Identifying problem types before attempting solutions
- Applying patterns, properties, and theorems to evaluate solution strategies
- Comparing multiple solution pathways and justifying reasoning

#### **Performing Arts**

- Connecting rhythm, melody, and structure in musical compositions
- Exploring character motivation and narrative structure in scripts
- Comparing functional and nonfunctional movement in choreography

#### **Physical Education**

- Investigating how body systems function and applying that knowledge to performance
- Working in groups to create and design a competitive and tactical game
- Student led/coaching sessions

#### **Science**

- Appraising data from labs, models, and simulations
- Justifying scientific claims using evidence
- Probing system interactions and cause-effect relationships

#### **Social Studies**

- Synthesizing primary and secondary sources to support claims
- Delving into evidence to construct arguments
- Researching historical causation, significance, and perspective

## **Visual Arts**

- Applying elements and principles of design to analyze visual works, including composition, color theory, balance, and perspective
- Considering artworks across cultures and time periods
- Interpreting symbolism and artistic intention

## **Communication and Literacy**

*(Reading, writing, languages, and expression across media)*

- Read, write, and communicate clearly and persuasively
- Analyze and evaluate a variety of texts across disciplines and cultures
- Utilize technology and research skills to explore, gather, and interpret information

Students develop communication skills through structured speaking, listening, reading, and writing tasks embedded across the curriculum. ELA courses emphasize academic discourse, structured debates, literary analysis, and multimodal composition. Mathematics instruction includes written justification of solutions, oral explanation of reasoning, and the use of precise vocabulary. Science teachers utilize CER (Claim-Evidence-Reasoning) writing, lab reporting, and formal presentations of experimental results. Social Studies instruction incorporates Socratic seminars, argumentative writing, and analytical discussions of historical texts. In Visual and Performing Arts (VAPA) and CTE media arts pathway, students engage in script writing, visual storytelling, digital production, and exhibition of artistic work to authentic audiences. ELD courses explicitly teach academic language structures, enabling multilingual learners to communicate effectively in academic contexts. Across the school, communication skills are purposefully developed, aligned to both disciplinary literacy goals and the school's student learner outcomes.

Teachers integrate technology into their instructional programs as a means to engage students in learning activities designed to meet academic standards and the Four Cs. Many teachers use Canva, CapCut, Duolingo, PhET, Khan Academy, Nearpod, Adobe Express, Kami, Pear Deck, social media, Google Drive, Apple Apps, EdPuzzle, Storyboard That, Google Suite, Flipgrid, and the Schoology Learning Management System to augment lessons. Moreover, many instructors employ the use of laptops, tablets, digital active panels, and video equipment:

- In English classes, students use editing software to create movies, design student lessons, write essays, and access online software to obtain immediate feedback on writing skill
- Mathematics students use the online iReady MyPath and IXL programs, Edpuzzle, Delta Math, and Desmos Online Graphing Calculator to reinforce foundational skills
- LOTE classes participate in Linguascope interactive activities

- In alternative curriculum classes, students utilize CNN 10 to incorporate real-world learning activities
- Science classes use Vernier probes to measure force and acceleration and Gizmos to participate in simulated labs
- Photography, digital imaging, and graphic design classes use industry-standard software to create and enhance images for projects
- English, social studies, and science classes integrate YouTube and EdPuzzle into their instructional delivery to enhance student interest and understanding

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, packaging labels, and menus.

Drawing 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. Animation CTE pathway students also complete projects comic strips, animation, portraits, and pictures.

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

Through cross-curricular analysis in History, ELA, and Film Studies, GMS students learn to interpret meaning across written texts, film, and digital media, as well as across different cultural and historical contexts.

### **English Language Arts**

- Conveying complex ideas through analytical and evidence-based writing, structured summaries, and multimodal presentations
- Engaging in academic dialogue through structured discussions and rhetorical analysis
- Presenting information clearly with digital, visual, and written products tailored to the purpose and audience

### **Language Other Than English (LOTE)**

- Practicing interpersonal, interpretive, and presentation skills
- Storytelling through spoken dialogues, written compositions, and cultural understandings
- Formulating target language in partner/group tasks

## **Mathematics**

- Incorporating peer-to-peer explanation of steps and processes
- Using sentence starters to facilitate speaking and writing
- Using Kagan cooperative learning strategies to increase student academic discourse

## **Performing Arts**

- Providing director's notes, script readings, and performance critique
- Communicating through visual, auditory, and physical modes
- Showcasing varied historical, cultural, and linguistic music and dance to connect with school community

## **Physical Education**

- Communicating rules, strategies, and feedback to partners/teams
- Using reflective writing to describe growth in skills or fitness
- Sportsmanship scenarios and discussion circles

## **Science**

- Synthesizing understanding and application lab reports, scientific explanations (CER), presentation of findings, and current scientific research
- Constructing diagrams, models, and graphs to communicate relevant understandings and solutions to natural problems
- Promoting climate literacy among students through sustainable school garden project

## **Social Studies**

- Structuring academic conversations and historical argument writing
- Debating social, cultural, and civic issues
- Creating multimedia presentations on historical topics

## **Visual Arts**

- Incorporating artistic statements describing purpose, technique, and intention
- Contextualizing visual style within historical period to engage in deeper examination of artistic forms
- Adapting stories into well-planned sequences, animations, art objects, and other visual representations

## **Creativity, Academic Knowledge, and Innovation**

*(Original thinking, design, and production)*

- Generate new ideas and content
- Collaborate and engage in project-based learning
- Participate in scientific and mathematical reasoning and argumentation

Creativity is fostered both in arts-based coursework and in general academic classes through open-ended tasks, original compositions, and inquiry-driven learning. In ELA, students create narratives, multimodal projects, and original interpretations of texts. Mathematics encourages creativity through alternative solution strategies, modeling tasks, student-designed approaches to complex problems, and implementing projects-based assessments. Science coursework incorporates engineering design, independent investigations, and student-driven experimentation. Social Studies students create simulations, historical reenactments, documentary-style projects, and inquiry-based research presentations. In VAPA and CTE pathways, creativity is foundational. Students design visual art pieces, produce media, develop portfolios, code digital products, and generate technical or artistic works aligned with industry standards.

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 dystopian literature and conduct a mock trial to defend those fictional societies.

In the Special Education English classes, students work collaboratively to create satirical news reports, podcasts, plays, and commercials. In Advanced Physical Science, students make catapults and participate in egg drops to illustrate potential and kinetic energy in the real-world. 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, storytelling, small group instruction, 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.

English Learner students in ELD 9 thru 12 engage in rigorous academic work, including but not limited to, informative and explanatory writing, narrative writing, and evidence based argumentative writing. Through these tasks, students build the academic language and literacy skills needed for success across all content areas. 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 art

projects, scientific laboratory displays, mathematical concept posters, literary magazines, 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, students receiving special education services are mainstreamed into general education courses. In this setting, students receive whole group and one-on-one instruction.

In the Humanities 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. GMS teachers integrate film, media literacy, and cross-curricular project-based learning to connect storytelling, history, and digital production

Some twelfth Grade English classes analyze modern advertisement and marketing strategies to assess rhetorical techniques and look critically at the media landscape. Students then remix the found media to reveal its messaging or create a counternarrative. Many English classes write poetry and engage in readings with professional poets. In the Humanities Magnet twelfth grade classes, students read *All the Light We Cannot See* and then produce memorial projects to pay respect to those impacted by the Holocaust and Armenian Genocide.

Across various mathematics courses, students work on hands-on projects designed to apply mathematical principles to real-world scenarios:

- Geometry students use trigonometry to calculate the height of a building and design a new city using parallel lines and angle relationships.
- Algebra 2 students build the unit circle using spaghetti and trig identities, design a roller coaster using polynomial functions, and build and launch a rocket using the principles of quadratic functions.

Students may also explore intellectual interests, experience academic enrichment, or earn additional credits by enrolling in college classes on campus during school, after school, or online. Courses range from American Sign Language, Statistics and Chicano Studies to Psychology, Anthropology, and Vocal Ensemble.

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.

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

- Field trips to the Theatricum Botanicum support a tenth grade Magnet unit on the Renaissance
- Performances at events and feeder middle schools provide Mariachi students the opportunity to hone their musical skills
- 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 tenth 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 Japanese American National Museum, 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
- Live theater and dance performances further student grasp of curricular themes
- Tours of postsecondary educational institutions reinforce a college-going culture
- Immersive experiences such as the Ronald Reagan Library's Situation Room offer Government students real-world experience with crisis management
- Exploration of the Los Angeles River give Biology students an opportunity to learn about ecosystems
- Science trips to the La Brea Tar Pits and Channel Islands National Park help document the existence, diversity, extinction, mutualism and change of life forms
- Visits to the Skirball Cultural Center help social studies and English Language Arts students reinforce skills in cultural exploration and storytelling
- Band, choir, and dance clinics and competitions provide opportunities to learn from and receive feedback from professional experts and peers
- Daytrips to Academy Museum of Motion Pictures allow GMS students to connect their in class learning to interactive film exhibits and screenings

### **English Language Arts**

- Producing music videos to interpret themes, satirize human vices, and defend different viewpoints
- Using imagery, tone, and voice to develop individual expression and produce impactful writing in a variety of genres and styles, including sonnets, screenplays, slam poetry, children's books, haiku, and short stories
- Planning, writing, and developing documentaries about local and global issues

### **Language Other Than English (LOTE)**

- Developing original skits, dialogues, cultural artifacts, and video projects
- Learning about different historical figures, creating symbolic representations, and presenting the information in target language

- Designing games and activities highlighting different cultural traditions and customs for interactive display and learning during schoolwide cultural festivals

### **Mathematics**

- Integrating mathematical practices to build physics models, measure rate of change, and calculate other scientific formulas
- Designing visual representations and mathematical solutions to simulate urban planning
- Engaging students in projects that showcase authentic, real-world engineering and aeronautical designs

### **Performing Arts**

- Employing all facets of theatre production: musical composition, dramatic performance, screenplay writing, and staging
- Improvising and constructing student-led choreography, dance exercises, and group routines
- Honoring past and present artists by staging inspired choreography, stagecraft, and dramatics

### **Physical Education**

- Creating games or variations of physical activities to demonstrate rules/strategies
- Establishing individual fitness routines and warm ups
- Using movement and data investigation to compare resting and exercise heart rates

### **Science**

- Developing engineering design challenges with original prototypes
- Participating in inquiry-based investigations and student-generated questions
- Building models of biological, physical, geological, and energy systems

### **Social Studies**

- Emulating important historical events via simulations and documentary-style projects
- Exploring historical contexts and identities through rap battles
- Organizing schoolwide lessons, games, and activities to teach students about democracy and American history and government for Constitution Day

### **Visual Art**

- Demonstrating mastery of technique and personal aesthetic via original artwork
- Generating mixed-media projects, digital art, and community-based visual installations

- Utilizing diverse materials to design and create props, floats, and costumes for schoolwide events

## **Collaboration, Leadership, and Citizenship**

*(Working with others and contributing to society)*

- Be flexible, work cooperatively, and contribute meaningfully to society
- Possess the requisite social skills to lead and demonstrate a growth mindset
- Cultivate humanitarian ideas and develop a strong work ethic

The schoolwide focus on collaboration is reflected in frequent cooperative learning structures, project-based tasks, and interdisciplinary teamwork. Students work together to conduct experiments, co-author analytical essays, engage in peer review, solve mathematical problems, and create historical interpretations. In CTE pathways, students collaborate in production teams, design groups, critique circles, and project management structures modeled after industry norms. ELD courses embed structured partner and group interactions to support language development and increase student participation. Across subjects, teachers employ protocols such as jigsaw, peer conferencing, group labs, and collaborative inquiry routines.

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. US History classes engage in service learning projects that focus on social issues and solutions. In Economics, 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 study the literature of “Power, Protest, and Change,” and collaborate to research the media of changemaking movements, including speeches, manifestos, visual and performing arts, and poetry. They present their findings in academic conference style presentations and workshops, in which they facilitate interactive lessons, screen documentaries, and give multimedia presentations.

In science classes, students apply their knowledge of environmental issues by volunteering for Tree People and Heal the Bay and designing a school topological garden. Teachers and students also design and lead workshops during EarthFest to teach real-world conservation and sustainable practices.

Additionally, students have opportunities to integrate learning among disciplines. Mathematics students use geometry theorems and postulates to solve construction dilemmas. 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 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.

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. In Japanese classes, they reinforce comparative language skills by creating music videos and haiku poem trees.

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

- Students create public service announcements on teen issues.
- Science classes create demonstrations to address global environmental issues.
- Art classes create projects for exhibition in galleries throughout the San Fernando Valley and online.
- Leadership students plan schoolwide blood drives and charity campaigns.
- Film students write and produce pieces showcased at local film festivals.

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 eleventh grade AOAT classes, students create websites and computer-designed brochures on American Heroes.

In the ninth grade Humanities Magnet English classes, students participate in a unit entitled “Give and Take: The Blending of Cultures in the Making of Modern Mexico.” Students engage in a coordinated curriculum that connects the content of their Human Geography, English, Art, and Environmental Science classes to grasp the history and complexity of Modern Mexico, then design artwork and write interdisciplinary essays to demonstrate their learning. In tenth grade Humanities Magnet classes, students perform rap battles, conduct Socratic seminars, create games and cartoons, and make films that demonstrate knowledge of western civilization. Students in the eleventh grade Humanities

Magnet complete an extensive study of race and gender and reflect on their experiences through spoken word performances. Many Humanities Magnet seniors study philosophy where they are encouraged to question ideas and challenge common assumptions.

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

Physical education 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 Graphic Design classes.

Twelfth grade GMS students participate in a portfolio defense to demonstrate their mastery of pathway outcomes, highlighting their challenges and growth through two selected artifacts. Ninth grade GMS students participate in the My Hero documentary project, a showcase featuring a local community figure they believe is making a meaningful difference.

### ***Instruction Evidence***

#### **English Language Arts**

- Designing peer workshops, collaborative writing tasks, and group literary projects
- Establishing shared analysis and group discussion protocols
- Communicating with community agencies and government officials to raise awareness of social issues and to offer solutions

#### **Language Other Than English (LOTE)**

- Illustrating use of linguistic skills via group setting, such as partner conversations, peer teaching, and cultural presentations
- Organizing student work showcases to increase awareness of cultural traditions and events
- Bridging students to other cultural understandings to promote global citizenship

#### **Mathematics**

- Designing math-based activities, dances, contests, and games for schoolwide Pi Day celebration.
- Working in small groups to plan school-community Math Night offering hands-on stations, presentations, and activities that highlight problem-solving, creativity, and real-world applications of math.

- Engaging in peer-to-peer coaching activities to practice mathematical and reasoning skills

### **Physical Education**

- Cooperating in skill-building, group drills, and team tasks
- Reflecting on self and others via goal setting and evaluation
- Developing sportsmanship through fair-play and inclusive initiatives

### **Science**

- Investigating scientific phenomena and sharing through gallery walks
- Delineating leadership responsibilities throughout labs, reports, and presentations
- Promoting environmental stewardship through workshops wherein students take responsibility of and care for individual and collective climate footprint

### **Social Studies**

- Rendering group-based inquiry projects, simulations, and role-based discussions to explore multiple perspectives and engage with real-world social issues
- Using debates around current court cases and legal issues to examine the judicial system
- Comparing historical and contemporary events and making connections for peers

### **Visual Arts**

- Peer critique circles and collaborative murals or installations
- Designing multimedia projects that highlight cultural connections and contemporary events on campus and in the community
- Producing original graphic design posters, flyers, banners, and logos for school clubs and activities and local businesses

### **Performing Arts**

- Dissecting performance quality through peer and teacher feedback
- Planning community band tournaments and music festivals
- Developing scripts, choreography, and rehearsal coordination

### **Comprehensive Textbook List**

#### **Social Studies**

- AP European History – *Western Civilization; Art through the Ages; Heretics and Heroes* (10-12)
- AP Government – *Government in America* and *The Lanahan Reader in the American Polity* (12)
- AP Psychology – *Myer's Psychology for the AP Course* (11-12)
- AP United States History – *American's History* (11)
- AP United States History - *Digital Inquiry Group (DIG) Reading, Thinking, Writing Like a Historian* (11)
- AP United States History - *The DBQ Project - Mini-Qs in American History* (11)

- AP United States History – *A People’s History of the United States* (11)
- AP World History – *Traditions and Encounters* (9)
- Government – *Government Alive* (12)
- Government - *The DBQ Project - Mini-Qs in Civics* (12)
- United States History – *American Vision: Modern Times* (11)
- United States History - *Digital Inquiry Group (DIG) Reading, Thinking, Writing Like a Historian* (11)
- United States History - *The DBQ Project - Mini-Qs in American History* (11)
- World History – *World History: Modern Times* (9-10)
- World History – *Digital Inquiry Group (DIG) Reading, Thinking, Writing Like a Historian* (9-10)
- World History – *The DBQ Project - Mini-Qs in World History*
- AP African American Studies - *African American Studies: From Slavery to Freedom* (10-12)
- AP African American Studies - *Freedom on My Mind; A History of African Americans* (10-12)

### 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
- California My Perspectives English Language Arts Companion
- StudySync

### Mathematics

- Algebra 1 and H. Algebra 1 – *Big Ideas Math: Algebra 1* –(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 - *Elementary Statistics Picturing the World* – 11-12 (11-12)
- AP Statistics – *The Practice of Statistics* – 12 (11-12)

### Science

- Biology – *Biology: The Living Earth* (Pearson Education, 2020) 9-10
- AP Biology – Campbell *Biology in Focus* (Pearson Education, 2020) 10-12
- Biotechnology – *Biotechnology: Science for the New Millennium* – 0-12
- Chemistry – *Chemistry in the Earth System* (Houghton Mifflin Harcourt, 2020) – 10-12
- AP Chemistry – *Chemistry* (Cengage Learning, 2020) 10-12
- Environmental Studies – *Environmental Science* (Holt Science) – 9-12
- AP Environmental Studies – *Exploring Environmental Science for AP* (Cengage Learning, 2020) 10-12
- Forensics – *Forensic Science: Fundamentals and Investigations* – 10-12
- AP Physics 1 – *College Physics: Explore and Apply* (Pearson Education, 2020) 11-12

- AP Physics C - *Physics for Scientists and Engineers with Modern Physics* (Cengage Learning, 2018) 11-12
- Physics - *Physics of the Universe* (Discovery Education, 2020) 11-12
- Physiology – *Essentials of Human Anatomy & Physiology* (Pearson Education, 2020) 11-12
- Marine Biology - *Marine Science: Marine Biology and Oceanography* (Perfection Learning, 2020) 11-12

### Language Other Than English

- Japanese 1 AB - *Adventures in Japanese 1* – 9 (9-12)
- Japanese 2 AB - *Adventures in Japanese 1* – 10 (9-12)
- Korean 1 AB – *Epic Korean 1* – 9 (9-12)
- Korean 2 AB – *Epic Korean 2* – 10 (9-12)
- Korean 3 AB and 4AB – *Epic Korean 3* – 11 (9-12)
- Spanish 1 AB – *¡Qué chévere! 1* – 9 (9-12)
- Spanish 2 AB – *¡Qué chévere! 2* – 10 (9-12)
- Spanish 3 AB – *¡Qué chévere! 3* – 11 (9-12)
- AP Spanish Language AB – *Temas* – 11 (9-12)
- AP Spanish Literature AB – *Abriendo puertas: Tomo I & II and Abriendo puertas Ampliando perspectivas* – 12 (9-12)

### College Preparatory Electives

- Economics & H Economics – *Economics* – 12
- AP Human Geography – *Human Geography: People, Place, and Culture* – 11

## **a-g REQUIREMENTS and COURSE OFFERINGS**

(subject to change)

<b>Subject</b>	<b>Years/Credits</b>	<b>Course Offerings</b>
1. History / Social Sciences	3 yrs / 30	World History AB H World History AB AP World History AB AP African-American Studies AB US History AB H US History AB AP US History AB Principles of American Democracy H Principles of American Democracy AP Government and Politics AP European History AB AP Human Geography AB
B. English	4 yrs / 40	English 9AB H English 9AB English 10AB H English 10AB American Literature / Contemporary Comp

		(11) H American Literature / Contemporary Comp (11) Expository Comp (12) World Literature (12) Advanced Composition (12) H Advanced Composition (12) English 12 Critical Media Literacy H English 12 Critical MediaLiteracy AP English Language and Comp AB AP English Literature & Comp AB H English Literature 12 H African-American Literature English Language Development 10-11
C. Mathematics	3 yrs / 30	CC Algebra 1 H CC Algebra 1 CC Geometry AB H CC Geometry AB CC Algebra 2AB H CC Algebra 2AB Financial Algebra 2AB Pre-Calculus AB H Pre-Calculus AB H Precalculus/AP Calculus A Intro to Data Science AB Statistics and Probability AB H Statistics AB AP Statistics AB AP Calculus AB AP Calculus BC
D. Laboratory Science	2 yrs / 20	Biology of the Living Earth AB H Biology of the Living Earth AB AP Biology AB AP Environmental Science AB Chemistry of the Earth Systems AB H Chemistry of the Earth Systems AB AP Chemistry AB Physics of the Universe AB H Physics of the Universe AB AP Physics C: Mechanics AB H Forensic Science Investigation Marine Biology AB H Marine Biology AB Physiology AB H Physiology AB

<p>E. Language Other Than English</p>	<p>2 yrs / 20</p>	<p>Japanese 1AB  Japanese 2AB  Japanese 3AB  Korean 1AB  Korean 2AB  Korean 3AB  Korean 4AB  H Korean 4AB  Spanish 1AB  Spanish 2AB  Spanish 3AB  Spanish for Spanish Speakers 1AB  AP Spanish Language and Culture AB  AP Spanish Literature and Culture AB</p>
<p>F. Visual &amp; Performing Arts</p>	<p>1 yr / 10</p>	<p>Band SH  Adv Band AB  Instruments AB  Music Tech AB  Music History and Analysis AB  H Music History and Analysis AB  Mariachi SH AB  Orchestra SH AB  Advanced Orchestra AB  Art History  H Art History  AP Art History AB  AP Studio Art: 2D Design AB  Cartooning and Animation AB  CTE Drawing and Animation Foundations AB  Animation 1AB CTE  CTE Animation 2AB  Harmony AB  Glee AB  Choir SH AB  Chorus SH AB  Vocal Ensemble AB  Choreographic Process SH 1AB  Choreographic Process SH 2AB  Dance AB  Jazz Dance SH AB  Modern Dance 1-3 AB  Dance History SH AB  Digital Imaging SH AB  Digital Imaging SH 2AB  Digital Imaging Prod AB</p>

		Drawing AB Filmmaking 1AB Filmmaking 2AB Video Production 2AB Video Production 2AB Video Production Portfolio AB Jazz Ensemble AB Painting 1AB Painting 2AB Theatre Portfolio AB
G. College Preparatory Elective	1 yr / 10	English Language Development 9 English Language Development 12 AP Psychology CTE Child Growth and Development CTE Intro to Child Development AB CTE Careers with Children AB CTE Child Development Prin/Pract AB H Personal Narrative H Writing Colloquium Creative Writing Economics H Economics AP Macro Economics AP Micro Economics Environmental Studies AB Marine Science AB Algebra 1 Foundations 1AB Literacy Foundations SH 1AB Speech AB H Gender Studies Senior High Seminar International Relations
Physical Education	2 yrs / 20	Advanced Physical Education 1AB Advanced Physical Education 2AB Advanced Conditioning Flag Football Competitive Cheer Football, V and JV Softball, V and JV Swimming, V and JV Cross Country Track and Field Boys Golf Girls Golf Boys Tennis Girls Tennis

		Boys Basketball, V and JV Girls Basketball Boys Soccer, V and JV Girls Soccer, V and JV Boys Waterpolo Girls Waterpolo Boys Volleyball, V and JV Girls Volleyball, V and JV
Health	1 semester / 5	Health
Ethnic Studies	1 semester / 5	Ethnic Studies

Academic instruction for all programs and pathways is fully aligned with District, State, and national standards and meets the a-g University of California and California State University entrance requirements. The instructional program continues to align with Common Core State Standards (CCSS) for English Language Arts and Mathematics and Next Generation Science Standards (NGSS). Additionally, we align curricula to the California Content Standards for Career Technical Education (CTE), Computer Science, English Language Development (ELD), Health Education, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages standards. The faculty meets as departments and academic and career pathways to design course of studies that ensure all students have the opportunity to pursue their postsecondary endeavors.

Cleveland fosters a learning environment where all students have an opportunity to participate in a broad course of study in a challenging standards-based educational program that is both meaningful and appropriate to their individual needs. Our credo – vision, mission, and schoolwide learner outcomes – incorporates California curriculum frameworks, Every Student Succeeds Act (ESSA) legislation, and educational research on 21<sup>st</sup> century learning.

Our instructional program fosters academic success and social awareness so all students will have the knowledge to comprehend societal challenges and the expertise necessary to resolve them. Our curricula integrate critical thinking and creativity as well as self-development and self-reflection to provide academic rigor, high retention of knowledge, and strong student achievement (Marzano, *The Highly Engaged Classroom*, 2010).

To address the whole child, we examined research on social emotional learning and incorporated the concepts of growth mindset (Dweck, *Mindset: Key Takeaways and Analysis*, 2017); coaching emotional intelligences (Aguilar, *The Art of Coaching*, 2013); culturally relevant and responsive pedagogy (Hammond, *Culturally Responsive Teaching and The Brain*, 2014); teacher commitment and student engagement (Palmer, *The Courage to Teach*, 2017); and the role of childhood trauma and its effect on student learning (National Center for Injury Prevention and Control, *Preventing Adverse Childhood Experiences [ACEs]*, 2019).

At Cleveland, we believe that every student can learn and achieve success given the right

setting and opportunity. Some students find success in traditional classroom settings; 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).

Students meet regularly with academic counselors, college counselors, and additional counseling support staff to review student progress towards graduation and to go over benchmarks for their postsecondary aspirations. The counseling staff communicates regularly with students and families through individual graduation plan review sessions, one-to-one conferences, and night events. Translation support is provided at meetings and events, as needed.

Achievement indicators and disaggregated data from District, State, and national assessments assist staff with curricular decisions and targeted intervention and support. Students who are not meeting grade-level requirements are provided with a variety of opportunities to get back on track, including but not limited to participation in extended learning programs, virtual courses, rolling credit recovery options, enrollment in the Cleveland Learning Academy, tutoring, and The LAB academic skills support.

### **Transitional Kindergarten**

Charter School shall comply with all applicable 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.

N/A

### **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, including but not limited to provisions related to work year, academic calendars, and schedules.

In 2011, Cleveland entered into a Memorandum of Understanding (MOU) with LAUSD to become an Expanded School Based Management Model (ESBMM) school. Continuing with the spirit of 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, so long as they are on-track to graduate.

Students also have the opportunity to enroll in online courses, as well as dual enrollment classes onsite and concurrent enrollment courses off campus through the Los Angeles Community College District.

The Cleveland Governance Council reserves the right to alter the bell schedules and daily minimum number of classes, as needed, so long as the school adheres to District and State minimum instructional minute requirements.

### Current Bell Schedules - Subject to Change

REGULAR DAY		PD DAY		MINIMUM DAY		SHORTENED DAY		FINALS DAY	
0	7:26-8:22	0	7:26-8:22	0	7:26-8:22	0	7:26-8:22	0	7:26-8:22
1	8:30-9:26	1	8:30-9:16	1	8:30-9:05	1	8:30-9:16	1/2	8:30-10:37
2	9:34-10:37	2	9:24-10:17	2	9:13-9:51	2	9:24-10:12	N	10:37-10:52
N	10:37-10:52	N	10:17-10:32	3	9:59-10:34	N	10:12-10:27	3/4	11:00-1:00
3	11:00-11:56	3	10:40-11:26	L	10:34-11:04	3	10:35-11:21	L	1:00-1:30
4	12:04-1:00	4	11:34-12:20	4	11:12-11:47	4	11:29-12:15	5/6	1:38-3:38
L	1:00-1:30	L	12:20-12:50	5	11:55-12:30	L	12:15-12:45	7	3:46-4:42
5	1:38-2:34	5	12:58-1:44	6	12:38-1:13	5	12:53-1:39		
6	2:42-3:38	6	1:52-2:38	7	1:21-2:17	6	1:47-2:33		
7	3:46-4:42	7	3:46-4:42			7	2:41-3:38		

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	132	343	36	283	8	253	4	318	180	64800	58760	-6040
10	Yes	132	343	36	283	8	253	4	318	180	64800	58760	-6040
11	Yes	132	343	36	283	8	253	4	318	180	64800	58760	-6040
12	Yes	132	343	36	283	8	253	4	318	180	64800	58760	-6040

### Mathematics Placement Act

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

### WASC Accreditation

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

Cleveland adheres to the provisions established through the WASC accreditation process. During the last full self-study, Cleveland received a six-year term of accreditation with no midterm visit. The term extends from July 1, 2022 through June 30, 2028.

### PROFESSIONAL DEVELOPMENT

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

Our administration, Instructional Leadership Team, Equity and Justice Team, Data Squad, and departments meet to analyze data, review current educational research, organize and facilitate professional development, and implement instructional coaching. We provide professional development to help teachers integrate more cooperative grouping and intentional higher-level discussions, equitable grading and instructional practices, social-emotional pedagogy and culturally relevant and responsive educational practices into their classroom. We continue to offer professional development on topics including EL strategies and implicit bias. The school's Equity and Justice team plans professional development on topics such as racial literacy and identity, identity mapping, racial socialization, and implicit bias. Working with our Equity and Justice team and the ILT, we expanded Black Student Achievement Plan (BSAP) curricular planning for all departments.

Our Data Squad supports staff with accessing, analyzing, and using data to inform instructional practices. Our Emergent Bilingual Achievement Program team supports the needs of our newcomers and other English language learners. We offer onsite Equitable Grading and Instruction (EGI) professional development sessions fall and spring, and have an EGI Champion to support teacher implementation of EGI practices in the classroom. This year, we are in year two of our implementation of the Plan-Do-Study-Act (PDSA) cycle to look at a schoolwide problem of practice and implement common strategies around discussion techniques and Depth of Knowledge 3 and 4 level questions related to the cycle of inquiry. We expanded support for SEL to students and staff, including offering after school yoga. Effectiveness is measured through professional development evaluations, marks analysis, the School Experience Survey, and other school surveys, as needed.

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, Humanities Magnet, Math, Science, and Social Studies Departments along with programs and pathways 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.

As an affiliated charter, Cleveland is exempt from District established deadline dates for District professional development modules and mandates, so long as we complete all training and modules within that stated school term.

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

Furthermore, the Art, English, Global Media Studies Magnet, Humanities Magnet, Math, Science, and Social Studies Departments along with pathways 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 Instructional Leadership Team, in conjunction with the Professional Development Committee, recommends the scheduling, content, and design of all professional development, subject to the final approval by the Cleveland Governance Council (CGC). The CGC shall allocate funding to support professional development programs.

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 Humanities magnet teachers meet weekly, on Saturdays, and during the summer to develop, plan and map curricula and to assess student achievement.
- GMS teachers meet by grade-level and whole-group to review student progress and determine skills gaps to address.
- AOAT project-based approach enables English, art, and history classes to examine topics from varied viewpoints and content standards.
- Advanced Studies teaching teams meet regularly during the school year and summer to plan curricula, consider academic foci, and discuss focus students.

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 LOTE Department designs assessment tools, uses a uniform rubric, and compares assessment results.
- The Humanities 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 Whole Child and modify their instruction as appropriate.
- The English Department has aligned its core literature to content standards and culturally and linguistically responsive education. Additionally, members of the department have participated in performance task 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.
- 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 the California three-course model instructional segments calendar.
- The Humanities Magnet uses vertical alignment across grade levels to develop thematic units, focus on key ideas, and integrate Common Core State Standards.

### Fall 2018

Date	Grouping & Location	Topic	Facilitator (s)
9/9/18	Various Classrooms	<ul style="list-style-type: none"> <li>• Emotionally Literate Classrooms</li> <li>• EL/SWD Strategies Collaborative Classrooms</li> <li>• Discipline Strategies</li> <li>• Student Engagement Strategies</li> <li>• You're Annoying: Seeing Yourself Through a Student's Eyes</li> <li>• Naviance</li> <li>• Leadership Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Macon, Del Pino</li> <li>• De La Vega, Frnzyan, Papazian</li> <li>• Au, W. Hall</li> <li>• Goodman</li> <li>• Peroff)</li> <li>• R. Hall)</li> <li>• Cobb, Howe</li> <li>• Curi-Morton, W. Smith</li> </ul>
9/10/18		<ul style="list-style-type: none"> <li>• Technology Workshops</li> <li>• Promethean/Classflow</li> <li>• Schoology A/B/C</li> </ul>	<ul style="list-style-type: none"> <li>• Jenet Dove</li> <li>• Broyles, Curi-Morton, Mancuso</li> </ul>
9/13/18	Departments	<ul style="list-style-type: none"> <li>• ELD: Student placement, Best</li> </ul>	

		<p>practices, ELPAC information, Common planning.</p> <ul style="list-style-type: none"> <li>• ELA: Introductions, Composition alignment, Literature, Novels, MyPerspectives</li> <li>• Special Ed: Department Chair vacancy, Welligent, RSP minutes, Caseloads, IEP scheduling</li> </ul>	
9/21/18	Departments	Common Planning	Department chairpersons
9/04/18	Pathways	Common Planning and differentiated instruction strategies.	Coordinators
9/18/18	Whole group	<p>ELD: 2018 Master Plan for English Learners &amp; Standard English learners</p> <p>MTSS: Ensuring Multi-Tiered Support System (MTSS) for every student-Part 1</p> <ul style="list-style-type: none"> <li>•Blood-borne Pathogens</li> <li>•Attendance Review</li> <li>•Safe School Plan</li> </ul>	De La Vega, Russell, Amaya, Papazian Broyles
10/02/18	Whole group	<ul style="list-style-type: none"> <li>• PSAT</li> <li>• EL Training ELPAC Awareness</li> <li>• Reclassification Process</li> <li>• Finding and Interpreting EL Data</li> <li>• Support Services DOTS</li> </ul>	<ul style="list-style-type: none"> <li>• Drell</li> <li>• De La Vega, Russell, Amaya, J. Stewart</li> <li>• Support Staff, handout</li> <li>• Laura Fairbanks</li> </ul>
10/16/18	Departments	Math, Science, ELA, Social Studies, Art, ELD, PE, Special Ed., LOTE, Magnet, Music, counseling: Instructor-led Workshops in Departments/Best practices	Department chairpersons
10/30/18	Departments	Math, Science, ELA, Social Studies, Art, ELD, PE, Special Ed., LOTE, Magnet, Music, counseling: Data Analysis/Intervention Strategies for At-Risk Students	
11/13/18	Pathways	Common Planning	Coordinators
11/27/18	Departments	Math, Science, ELA, Social Studies, Art, ELD, PE, Special Ed., LOTE, Magnet, Music, counseling: Common Planning	

### Spring 2019

Date	Grouping & Location	Topic	Facilitator (s)
1/8/19	Departments	Common Planning: curriculum development, shared resources, instructional strategies, grading policy, reviewing student data	Departments
1/16/19	Whole group	District Validation Review	Special Education
1/22/19	Pathways	Common Planning CANCELLED DUE TO TEACHER STRIKE	
2/5/19	Whole group	QEDU Speaker	Dominic
2/19/19	Whole group	ATSI School Status and Data Review	
	Departments	Departmental Smart Goals and strategies to address Areas of Improvement	
3/5/19	Departments	Culturally and Linguistically Responsive Pedagogy: Skillset Departmental Smart Goals and strategies to address Areas of Improvement	Department chairpersons
3/19/19	Whole group	Supporting Foster Youth Success: Laws, Policy and Best Practices	

	Departments	Open House Preparations	
3/28/19	Whole group	Open House Preparations	
4/2/19	Whole group	WASC	Curi-Morton
5/7/19	Focus groups	WASC	Focus group leaders

### Additional After School and Saturday Optional 2018-2019 PD Dates

Date	Topic	Facilitator(s)
2/9/19	Promethean Training	Fran Smiland
2/19/19	"Like" Documentary: Viewing, Discussion and Lesson Design	
3/16/19	Courageous Conversation Series Facing History and Ourselves: "Race and Membership"	Jason David

### Fall 2019

Date	Grouping & Location	Topic	Facilitator (s)
8/15/19 (optional)	Small groups	<ul style="list-style-type: none"> <li>Facing History, Part 1</li> <li>Promethean Training</li> <li>Schoology Training</li> <li>Best Practices</li> </ul>	various
8/16/19 (optional)	Small groups	<ul style="list-style-type: none"> <li>Facing History, Part 2</li> <li>Promethean Training</li> <li>Schoology Training</li> <li>Best Practices</li> </ul>	various
8/19/19	Small group rotations	<ul style="list-style-type: none"> <li>Opening Day Procedures</li> <li>District Mandates</li> <li>Instruction and Employee Expectations</li> </ul>	administration
8/27/19	Departments	<ul style="list-style-type: none"> <li>WASC Questionnaire</li> <li>Common Planning</li> </ul>	Department chairpersons
9/3/19	Period by Period	<ul style="list-style-type: none"> <li>WASC Overview</li> <li>Review of CHS Mission and Vision Statements</li> </ul>	WASC team
9/17/19	WASC Focus groups	Focus Group Meeting #1 <ul style="list-style-type: none"> <li>Question 1 Prompts &amp; Rubrics</li> </ul>	
9/24/19	Small group rotations	<ul style="list-style-type: none"> <li>Supporting Students with Dyslexia Through a Multi-tiered System of Supports</li> <li>Integrated English Language Development-Instructional Planning Strategies</li> <li>School Safe Plan</li> </ul>	
10/08/19	WASC Focus groups	Focus Group Meeting #2 <ul style="list-style-type: none"> <li>LCAP Presentation</li> <li>Stakeholder Survey</li> <li>Question 1 Review</li> </ul>	
10/15/19	Whole group Departments	PSAT Training WASC-Review of Smart Goals	Drell
10/29/19	Pathways	WASC <ul style="list-style-type: none"> <li>Create 3 to 4 paragraph narrative describing your</li> </ul>	

		Pathway <ul style="list-style-type: none"> <li>Identify lesson within Pathway to be filmed for WASC video</li> <li>Describe classroom activities within Pathway and how they relate to Student Learner Outcomes</li> </ul>	
11/5/19	Period by Period	WASC	
11/19/19	Departments	Common Planning Standards, Focus Areas and Strategies Implementation	
12/3/19	Whole group	School Experience Survey	
12/10/19	Focus Groups	WASC: Review of narrative	

### Spring 2020

Date	Grouping & Location	Topic
1/14/20	Focus Groups	WASC: Identifying Areas of Strength & Areas of Growth
1/21/20	Focus Groups	WASC: Review of Self-Study & Finalize Areas of Strength/Growth
2/4/20	Pathways	Common Planning
2/18/20	Rotations	<ul style="list-style-type: none"> <li>Implementing Culturally and Linguistically Responsive Pedagogy</li> <li>Creating Trauma-Informed, Resilient Communities</li> <li>Blood-borne Pathogens</li> </ul>
3/3/20	Rotations	WASC Visit Preparation
3/17/20	Rotations	WASC Visit Preparation
4/2/20	Whole group	Distance Learning Update
5/7/20	Whole group	Distance Learning Update

### Fall 2020

Date	Grouping & Location	Topic
8/14/20	Optional PD: Best Practices for Distance Learning	9-9:50 AM (3 choices) <ul style="list-style-type: none"> <li>Loom, Flipgrid and Embedding Apps into Schoology (Amaya)</li> <li>EL Teaching Strategies for Distance Learning (De La Vega)</li> <li>Incorporating Edgenuity Content into Curriculum (Aranaga)</li> </ul> 10-10:50 AM (2 choices) <ul style="list-style-type: none"> <li>Social Emotional Learning Strategies for Distance Learning (De La Vega/Syed)</li> <li>Digital Tools for Formative Assessment: Zoom Polls, Flipgrid, Padlet and Mentimeter (Papazian)</li> </ul> 11-11:50 AM (3 choices) <ul style="list-style-type: none"> <li>Zoom Meeting Tips (Basinger, B.W)</li> <li>Using Pear-Deck (Cheyne/Curi-Morton)</li> <li>Lockdown Productivity: Optimizing your Workspace and Creating a Work/Life Balance (Clutario/Loconte)</li> </ul> 12-12:50 AM (3 choices) <ul style="list-style-type: none"> <li>Culturally Relevant Pedagogy in Distance Learning (Macon/Oh)</li> <li>Nearpod (Cheyne/Curi-Morton)</li> <li>Intro to Google Suite: Using Docs, Slides, Sheets and Forms to Create Embedded Assignments in Schoology (Papazian)</li> </ul>
8/17/20	Optional PD	Facing History and Ourselves (Sunny Garcia/Mary Hendra/Arisela Hernandez)

8/18/20	Classroom Teachers (Departments)  Counselors  Other Out-of-Classroom Certificated	Common Planning <ul style="list-style-type: none"> <li>Department Chairs may incorporate information from the LDNW-provided links.</li> </ul> Advisory Planning <ul style="list-style-type: none"> <li>Create plan/schedule for visiting classrooms per teacher request during advisory period.</li> </ul> Breakout Sessions Planning <ul style="list-style-type: none"> <li>Create/plan/schedule for providing adult supervision for classroom teachers' breakout sessions.</li> </ul>
8/19/20	Classroom Teachers (Departments)  Counselors  Other Out-of-Classroom Certificated	Common Planning <ul style="list-style-type: none"> <li>Department Chairs may incorporate information from the LDNW-provided links.</li> </ul> Advisory Planning <ul style="list-style-type: none"> <li>Create plan/schedule for visiting classrooms per teacher request during advisory period.</li> </ul> Breakout Sessions Planning <ul style="list-style-type: none"> <li>Create/plan/schedule for providing adult supervision for classroom teachers' breakout sessions.</li> </ul>
8/24/20	Schoolwide Rotations 12:30-1:15 PM 1:30-2:15 PM	<ul style="list-style-type: none"> <li>Equity Based Practices, Access, and Support Tyrone Howard, Tsunami Part 2 (Duong, Macon)</li> <li>Organizing Your Life (Basinger, W./Howe)</li> </ul>
8/31/20	Departments	Back to School Night Preparations/ Best Online Instructional Practices
9/14/20	Schoolwide	PHBAO Conferences
9/21/20	Departments	Common Planning/Best Practices
10/5/20	Schoolwide	Equity Based Practices, Access, and Support
11/2/20	Pathways	Common Planning/Best Practices
10/19/20	Schoolwide	District Training (Safe School Plan)/WASC
10/25/20	Departments	Common Planning/Best Practices
11/220	Schoolwide	Equity Based Practices, Access, and Support
11/9/20	Pathways	Common Planning/Best Practices
11/16/20	Schoolwide	District Training/WASC
11/30/20	Departments	Common Planning/Best Practices
12/7/20	Schoolwide	Equity Based Practices, Access, and Support
12/14/20	Pathways	Common Planning/Best Practices

### Spring 2021

Mondays	Grouping & Location	Topic
1/11/21	Schoolwide/ Departments	<b>Pupil-free Day</b> <ul style="list-style-type: none"> <li>Engagement Strategies Module: Whole Group (Goodman, Rakauskas)</li> <li>Connecting Engagement Strategies and Advisory Curricula (Hall, Papazian)</li> <li>Sample Advisory Lessons: Whole Group (W. Basinger)</li> <li>Small Group Planning: Breakout Rooms (PD Committee)</li> <li>Organizing for Success: Agreements for Student Engagement and Advisory Curriculum</li> <li>Faculty Meeting: Opening Day and Sideletter (Admin, Broyles)</li> </ul>
1/25/21	Departments	<b>Department Meetings/PD</b>
2/1/21	Schoolwide	<b>District Training: COVID-19</b> <ul style="list-style-type: none"> <li>Part 1(synchronous, 30 min): COVID-19 Prevention Safety</li> </ul>

		Protocols <b>Pathways: Common Planning</b>
2/8/21	Schoolwide Pathways	<b>Equity and Justice</b> <ul style="list-style-type: none"> <li>• CHS Staff, Facilitators</li> </ul>
2/22/21	Schoolwide	<b>Best Practices for Student Engagement</b> <ul style="list-style-type: none"> <li>• Welcome (Duong)</li> <li>• SES Student Survey Results (Russell)</li> <li>• Panel Discussion: Voices from the Classroom</li> <li>• Breakout Rooms: Teacher-Shared Best Practices</li> <li>• Department Meetings to discuss student engagement and marks analysis (last 30 min)</li> </ul>
3/1/21	Schoolwide	<b>District Training: COVID-19</b> <ul style="list-style-type: none"> <li>• Part 4(synchronous, 30 min)</li> </ul> <b>Pathways: Common Planning</b>
3/8/21	Departments	<b>Department Meetings/PD Modules</b>
3/15/21	Schoolwide	<b>Equity and Justice</b> <ul style="list-style-type: none"> <li>• CHS Staff, Facilitators</li> </ul>
3/22/21	Schoolwide Pathways	<b>Equity Based Practices, Access and Support</b> <ul style="list-style-type: none"> <li>• Dr. Tyrone Howard Video (60 min)</li> </ul> <b>Pathway Meetings (15 min)</b>
4/5/21	Departments	<b>Department Meetings/PD Modules</b>
4/12/21	Schoolwide Pathways	<b>Equity Based Practices, Access and Support</b> <ul style="list-style-type: none"> <li>• Dr. Tyrone Howard Video (60 min)</li> </ul> <b>Pathway Meetings (15 min)</b>
4/19/21	Schoolwide	<b>Reopening Training</b>
5/3/21	Schoolwide	<b>Equity and Justice</b> <ul style="list-style-type: none"> <li>• CHS Staff, Facilitators</li> </ul>
5/10/21	Departments	<b>Department Meetings/PD Modules</b>
5/17/21	Schoolwide	<b>Equity and Justice</b> <ul style="list-style-type: none"> <li>• CHS Staff, Facilitators</li> </ul>
5/24/21	Schoolwide Pathways	<b>Equity Based Practices, Access and Support</b> <ul style="list-style-type: none"> <li>• Dr. Tyrone Howard Video (60 min)</li> </ul> <b>Pathway Meetings (15 min)</b>

### Fall 2021

Date	Grouping & Location	Topic
8/16/21	Classrooms	CAAT/Cybersecurity Training/Teacher Planning
8/23/21	Departments	Common Planning- Back to School Night (September 1)
8/30/21	Schoolwide	WASC
8/13/21	Schoolwide	Safe School Plan/EL Training
9/20/21	Focus Groups	WASC
9/27/21	Departments	Common Planning: Black Student Achievement Plan (BSAP)
10/4/21	Schoolwide	Equity & Justice
10/6/21	Period by Period Training	PSAT/SAT Administration
10/11/21	Focus Groups	WASC
10/18/21	Departments	Common Planning
10/25/21	Departments	Secondary Grading Policy Guidance 2021-22
11/1/21	Focus Groups	Equity & Justice/Tyrone Howard: Creating a Trauma Aware Learning Environment Part 1
1/18/21	Focus Groups	Equity & Justice/Tyrone Howard: Creating a Trauma Aware Learning Environment Part 2
11/15/21	Pathways	Common Planning
11/29/21	WASC Focus Groups	BSAP Implementation: Best Practices
12/6/21	Schoolwide	Equity & Justice

<b>Other PDs</b>		
Saturdays / After School	Department (5-15 hours per department)	Black Student Achievement Plan: Lesson Planning

### Spring 2022

<b>Date</b>	<b>Grouping &amp; Location</b>	<b>Topic</b>
1/24/22	Schoolwide	WASC Update
1/31/22	Departments	Common Planning
2/7/22	Schoolwide	Equity & Justice: Student Voices
2/14/22	Departments	Common Planning
2/28/22	Schoolwide	WASC Update <ul style="list-style-type: none"> <li>• preview WASC Schoology Course/FOL Document (join via email)</li> <li>• mock visit 3/8-3/10-every classroom visited</li> <li>• classroom checklist and credo (in mailboxes)</li> </ul>
3/7/22	Departments	Common Planning -Open House (3/24), Mock Visit Strategies
3/14/22	Schoolwide	WASC <ul style="list-style-type: none"> <li>• debrief mock visit</li> <li>• 3-day lesson plan</li> <li>• expectations w/sample</li> <li>• checklist for room/lesson plans (in mailboxes)</li> </ul>
3/21/22	Schoolwide	E&J Guest Speaker: Dr. Chris Emdin
6/10/22	Schoolwide	Tyrone Howard: Modules 3 and 4 <ul style="list-style-type: none"> <li>• Confronting Implicit Bias and Microaggressions</li> </ul>

<b>Other PDs</b>		
Saturdays / After School	Department (5-15 hours per department)	Black Student Achievement Plan: Lesson Planning
Saturday 2/22, 3/5, 3/19/22	Optional PD	Mastery Learning and Grading

<b>Other Important Dates</b>		
3/8-10/22 (Tu-Th)	Schoolwide	CHS Mock Visit
3/22 (Wed)	Students	WASC- Period by Period Pep Rally for Students
3/31/22 (TH)	Whole Focus Groups	Faculty Meeting: 3:45-4:45 PM <ul style="list-style-type: none"> <li>• WASC mock visit group interviews</li> </ul>
April 4-6/22 (MTW)	Schoolwide	WASC Visit

### Fall 2022

<b>Monday</b>	<b>Grouping/Type</b>	<b>Agenda</b>
8/22/22	Departments	Common Planning for Semester/ Back to School Night on August 31
8/29/22	Schoolwide	Data Squad/SBAC/District Trainings
9/12/22	Pathways	Data Review/Best Practices/Common Planning
9/19/22	Schoolwide	Safe School Plan
10/3/22	Schoolwide	EL/SPED
10/10/22	Schoolwide	SEL
10/17/22	Departments	Data/Midterm Grades/Intervention Plans
10/24/22	Schoolwide	Equity & Justice
10/31/22	Schoolwide	BSAP Session 1: How Culturally Responsive is Your Curriculum?
11/7/22	Departments	Best Practices/Common Planning
11/14/22	MyPLN	Technology
11/28/22	Schoolwide	Equity & Justice Part 1
12/5/22	Departments	Common Planning/Intervention for Accelerated Days 12-19 & 12-20

12/12/22	Schoolwide	Academic Course Extension and Acceleration Days
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Faculty Meetings		
10/6/22	Period by Period	PSAT Training for October 12 Administration

### Spring 2023

Mondays	Grouping/Type	Agenda
1/9/23	Departments	Best Practices/Common Planning
1/23/23	Pathways	Best Practices/Common Planning
1/30/23	Schoolwide	BSAP Section 2: Understanding the Impacts of Anti-Black Racism
2/6/23	Departments	BSAP Unit 3 Planning and Revision
2/13/23	Schoolwide	Equity & Justice Part 2
2/27/23	Schoolwide	Equity & Justice Part 3
3/6/23	Schoolwide	Maximizing Student Achievement by Optimizing the Bell Schedule: Options
3/13/23	Departments	Common Planning for Open House on March 29
3/20/23	Departments	Data Review/Midterm Grades/Intervention Plan for Accelerated Days April 3 & 4
3/27/23	Schoolwide	Breaking the Silence: Child Abuse Awareness Training
4/10/23	Schoolwide	Equity & Justice: Guest Speaker, Dr. Bryant T. Marks- Implicit Bias
4/17/23	Schoolwide	CAV Time Q & A
5/1/23	Schoolwide/Depts	TUPE/Common Planning
5/8/23	Schoolwide	Tyrone Howard, Session 4: Designing Culturally Responsive Learning Experiences
5/15/23	Departments	Common Planning/TIES Prep
5/22/23	Schoolwide	Every Student Safe: Grooming Awareness

### Fall 2023

Date	Grouping & Location	Topic	Facilitator (s)
8/15/23	Whole Group PAC	SEL and PD Overview; Creating safe spaces school wide	
8/22/23	Small Group PAC	*PDSA (Cycle of Inquiry) and Data Chats	Harris
8/29/23	Whole Group PAC	Literacy and Numeracy Across the Curriculum Overview	Frnzryan, Salas
9/5/23	Whole Group Dining Hall	PDSA: TLF/Informal Observation/Instructional Rounds	Papazian, Slaughter
9/12/23	Whole Group PAC	*Emergent Bilingual (Mandated)	Duran, Russell
9/19/23	Whole Group PAC	Equity and Justice	Macon
9/26/23	Departments	*PDSA: Problem of Practice and Identification of Department Strategy  <i>Follow up in department meetings on October 4, 2023</i>	Harris, Papazian
10/3/23	Whole Group PAC	SPED/SEL	Curtis
10/10/23	Departments	*PDSA: Data-Driven Teaching and Learning - Best Practices on Department-Identified Strategies	ILT/Harris

		<i>Follow up in departments on October 25, 2023</i>	
10/17/23	Whole Group PAC	*Numeracy Across the Curriculum - Building Math Identities and Finding the Joy in Mathematics (Dr. Kyndall Brown)	Salas, Macon
10/24/23	Selected Small Groups Departments	PDSA: Instruction Rounds Overview	ILT/Harris
10/31/23	Selected Small Groups Departments	PDSA: Finalize observation schedule and observation tool	ILT/Harris
11/7/23	Selected Small Groups PAC	Small Group Instruction	Frnzyan/Salas/Papazian
11/14/23	Selected Small Groups PAC	PDSA: Debrief Instruction Rounds	ILT/Frnzyan, Salas
11/28/23	Whole Group PAC & Departments	School Violence Prevention Presentation & P-ACE preparation	N/A
12/5/23	Various Classrooms PAC	E & J Joy in the Classroom Demonstration Lessons	Macon
12/12/23	Whole Group PAC	BSAP PLN 3: Self Reflection and Personal Growth	Dr. Harris

### Spring 2024

Date	Grouping & Location	Agenda	Facilitator(s)
1/9/24	Whole Group Dining Hall	AI in the Classroom	Amy Morrison and Wayne Basinger
1/16/24	Whole Group PAC	Supporting EB: Academic Conversations Part 1	Duran
1/23/24	Departments	Data Chat: iReady, 20-week grades	Department Chairs
1/30/24	Whole Group PAC	E & J: SWOT Analysis Tool	Macon
2/6/24	Departments	Best Practices and Data Chats	Department Chairs
2/13/24	Dining Hall	Supporting EB: Academic Conversations Part 2	Duran
2/20/24	Whole Group PAC	PDSA Cycle 2: Numeracy	Duong/Harris/Salas
2/27/24	Breakout Rooms	E & J - Examining SWOT Analysis Data	Macon
3/5/24	Whole Group PAC	Tools of I-Ready, California Dashboard	Duong/Harris/Salas
3/12/24	Department	Open House Prep (Open House 3/21, TIES 3/20, 3/22)	Department Chairs
3/19/24	Department	Open House Prep.- Cont.	Dept. Chairs
4/2/24	Whole Group & Departments	CAASPP Training (select staff) & Dept to analyze 10-week grades	Harris
4/9/24	Whole Group PAC	Grooming Awareness PD	Administration
4/16/24	Dining Hall PAC	SBAC Pep Rally (Staff)	R. Hall
4/23/24	Small Groups	Best Practices Brainstorming for May 14 & May 21	Macon

4/30/24	Whole Group PAC	PDSA Cycle 2	ILT/Curi-Morton
5/7/24	Whole Group PAC	Breaking the Silence: Spring Child Abuse Awareness Training	Administration
5/14/24	Whole Group Breakout Rooms	Best Practices Pt 1 (BSAP)	
5/21/24	Whole Group Breakout Rooms	Best Practices Pt 2	
5/28/24	Whole Group PAC	Student-led SWOT presentation	Macon
6/4/24	Whole Group PAC	Session 5: Implicit Bias Training	Macon
6/7/24	Whole Group PAC	Updated Grading Policy	Curi-Morton/Cheyne
6/11/24	Departments	Reflection and Planning for Fall of 2024	Department Chairs

### Fall 2024

Date	Grouping & Location	Topic	Facilitator(s)
8/13/24	Dept	Departmental Meeting & Review of LAUSD Instructional Priorities- Mem-6016.12	Department Chairs
8/20/24	Whole Group	Data Driven Decision Making	Admin
8/27/24	Whole Group	Creating Welcoming Environments	Admin
9/3/24	Whole Group	Assessments informing Instruction: Use of iReady tools & IXL	Frnzryan, Papazian, Salas
9/10/24	Whole Group	PDSA Cycle 1 Prep - Data Driven Rigor for Every Learner- Optimizing data and small-group Instruction to Support Student group instruction -  Students with Disabilities Pt 2	Curtis, O'Connor
9/17/24	Whole Group PAC	PDSA Cycle 1 Prep - Data Driven Rigor for Every Learner- Optimizing data and small-group Instruction to Support Student group instruction - English Learners Pt	Clutario & Papazian
9/24/24	-Math, -Science -all other depts various locations	PDSA Cycle 1 Prep - Aligning the Unit Planning Process to Grade -Level standards and SBA released items.	Salas/Brownfield Cheyne & - Curi/Papazian
10/1/24	Whole Group and in Dept	PDSA Cycle 1 Prep - Overview & released to Dept for PDSA PD, logistics of Instructional Rounds	Curi, Admin.
10/1/24	Whole Group Faculty Mtg	Suicide Awareness & Prevention - Due 10/23	
10/8/24	Whole Group PAC	DVR Prep	Curtis
10/15/24	1) Whole Group PAC 2) Dept - various	Kagan- in dept training	1)WG- Curi, Cheyne 2) dept chairs & Kagan attendees from 10/5/24
10/22/24	Whole Group PAC	E & J - PD 1	E & J
10/29/24	Whole Group PAC	PDSA Cycle 1 - Plan for Instructional rounds - completed by 11/15	

11/4/24	Whole Group Faculty Mtg	Substance Use Awareness/Fentanyl	
11/5/24	Dept	CLRP: Rigorous instruction with Culturally and Linguistically Responsive Pedagogy	
11/12/24	Whole Group	PDSA Cycle 1- debrief instructional round	
11/19/24	Whole Group	E & J PD 2	E & J
12/3/24	Various locations	options: 1- EGI 2- Go Guardian overview 3- The 90-Second Lesson Plan: Using AI to develop innovative lesson plans in under two minutes	1 -Cheyne & Curi 2- Davidian 3- Basinger/ Morrison
12/3/24	Whole Group	De-escalation and Restorative Practices- due 1/15	
12/10/24	Dept	Dept Meeting- PDSA part 1-debrief/wrap up, end of semester closure, goal setting/next steps	

### Spring 2025

Date	Grouping/Type	Topic	Facilitator(s)
1/7/25	Dept	Department Meeting	Department Chairs
1/14/25	Whole group	Translanguaging - the Genius of the Multilingual Brain	Clutario
1/21/25	Whole group	Deepening Knowledge of Evidence- based strategies on Writing (enhancing SBA task integration)- Part 1	Clutario & Bonebrake
1/28/25	Whole group & in Dept	Deepening Knowledge of Evidence- based strategies on Writing (enhancing SBA task integration)- Part 2 in departments	Clutario & Bonebrake
2/4/25	Dept	Summer follow up part 1: - HS Math- Integrating Rigor - Fluency, Conceptual Understanding, and Real- World Applications - Science - Argumentation In Science - All Remaining Content Areas Progress Monitoring with Assessments and Student Work	Department Chairs
2/11/25	Various	Using Edpuzzle- (all levels of experience)  Best Practices for EGI in Schoology (for Beginners or those who are new to The Land)  Using AI to Differentiate Instruction "Diffit "	Cheyne  Curi  Basinger/ Morrison
2/18/25	Whole group	Staff Wellness Part 2 Beating Burnout	Basinger/ Morrison
2/25/25	Small groups various	E and J: Deepening our Understanding of Identity	
3/4/25	Whole Group	1. WASC Overview 2.PDSA Cycle 2 Overview	WASC: Janet & Annette

		Select ELA & Math teachers -SBAC training in i121	PDSA: Tina, Annette, Robin ILT meeting - Thursday March 6 to prep Dept chairs for PDSA & Visit
3/11/25	Dept	PDSA Cycle 2.0	Kagan trained staff-gives overview
3/18/25	Dept	PDSA Cycle 2.0	Kagan trained staff-gives overview
3/25/25	Whole Group	Guest Speaker: Dr. Bettina Love	
4/1/25	Whole Group PAC	Part 1: Choice Board Topic 1- Belonging - How to be an Ally for Inclusive Practices- SPED  Part 2: Online grooming PD	PDSA visit April 2
4/8/25	Dept	Open House Preparations	SBAC training for counselors & select teachers
4/22/25	Whole Group PAC	Choice board topic 2 Whole Child 2.0 - What's New for Beginning Users  Choice board topic 3 Equitable Grading and Instruction: Understanding the Updated Secondary Grading Bulletin (BUL-1353.2)	
4/29/25	Whole Group Dining Hall	1 - Intro to Cleveland Charter High School Inclusivity Pilot Program  2- Choice Board topic 4 Teachers Leading School Improvement with Whole Child	Curtis and O'Connor  Papazian and Salas
5/6/25	Whole Group Dining Hall	Be the Hero of Your Classroom	Basinger
5/13/25	Dept	Dept Meeting	
5/20/25	Whole Group PAC	E and J	
5/27/25	Whole Group	Choice board topic 5- SST/ ELA- <a href="#">Integration of Literacy and History</a> (LOTE)  Choice board topic 6 Science/ Math - <a href="#">STEAM Maker Mindset &amp; Planning</a> (ART)	
6/3/25	Whole Group	Choice Board Topic 7 Understanding Disabilities and Accommodations	
6/10/25	Dept	Dept Meeting: Close out of this year & Goal setting for next year	

### Additional 2024-2025 PD Dates

Date	Topic	Facilitator(s)
After School & Saturdays	<b>Kagan</b> - October 5, 2024; Nov 16, 2024; Feb 8, 2025 <b>EGI</b> - Oct 19, 2024; Jan 25, 2025; Feb 8, 2025; March 1, 2025; March 22, 2025; April 26, 2025	EGI - Curi

### Fall 2025

Date	Grouping/Type	Agenda	Facilitator(s)
8/19/25	<b>D8</b> Math/Science  <b>E10</b> English/SS  Library <b>Art, Performing Arts, PE, LOTE, CLA, CTE</b> Counseling, Health ("APPL-2C")	Using Data to Guide Plan-Do-Study-Act Cycles of Improvement	Library D8 E-10
Wednesday 8/20/25	<b>D8</b> Math/Science  <b>E10</b> English/SS  <b>Library</b> Art, Performing Arts, PE, LOTE, CLA, CTE, Counseling, Health ("APPL-2C")	Resources Introduce resources that staff can offer to students -Boys and Girls Club / Librarian / College Office -PSW/PSA - 9th Grade Culture & Belonging  Shortened Day Schedule	Library D8 E-10
8/26/25	Departments	Department specific follow-up from Aug. 19th P.D. (Optional Module) Collaborative Planning to Align Instruction  iReady Training with Lauren Hendrickson	Dept. Chairs
Thursday 8/28/25	Whole group	Minimum Day  (Optional Module) Building Stronger Partnerships: Parent Engagement	Frnzyan & Select Staff
9/2/25	Whole group	Backwards Planning for Student Success: Starting with the End In Mind	Curi, Bonebrake, & Salas
9/9/25	PAC	Supporting Struggling Readers in All Content Areas (Multi-Tiered System of Support)  High-Leverage Strategies & MTSS for Secondary Reading Intervention	Curtis, O'Connor
9/16/25	Department	PDSA Template	Dept Chairs
9/30/25	Department	PDSA Template & Observation Tool Look Fors	Dept Chairs
10/7/25	PAC	Elegance of 12 Suite of Strategies for English Learners	Clutario

		Culturally and Linguistically Responsive Spaces for Multilingual Learners	
10/14/25	TBD	E & J #1	E&J Committee
Wednesday 10/15/25	Individual Teacher	Minimum Day Parent Conferencing	Individual Teachers
10/21/21	Department	PDSA Logistics	Dept Chairs
10/28/25	PAC	(Optional Module) Small Group Instruction for Targeted Students, Part I	Frnzyan, Clutario & Bonebrake
11/4/25	Demonstration Rounds (3 groups) Library, F8, D8, F4	Small Group Instruction for Targeted Students, Part 2 <ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Grouping</li> <li>• Differentiated Activities</li> </ul>	Stewart/Adorable Bonebrake/O'Connor Jahani/Lozano Segovia/Zepeda
11/18/25	PAC	(Optional Module) Engaging Every Learner: Strategies to Increase Student Involvement	Clutario, Palacios & Yang
12/2/25	PAC & Library	E & J #2	E&J Committee
Wednesday 12/3/25	Departments	Minimum Day PDSA Instructional Round Debrief	Dept Chairs
12/9/25	Small Groups D4, D5, D6, D8, D9	Student-Led Panels <ul style="list-style-type: none"> <li>• GMS - Matt / Hussey</li> <li>• CORE - Jenn / Howe</li> <li>• AOAT - Annabelle / McColl</li> <li>• CLA - Stephanie / Guzman / Fonseca</li> <li>• AS - Annette / DelaTorre</li> </ul> (Same presentation for all kids)	Various Students
12/16/25	D8, E10, Library	Teacher-Led Presentations (Choice) (Maybe it can be technology themed?)  E&J Optional (Teams)	Baik/Yang Lunceford? Barreto/TBD  E&J Team
Friday 12/19/25	Departments	Minimum Day Second Semester Common Planning	Dept Chairs

## 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
- Animation projects
- Case studies
- Choral readings
- Class discussions
- Close reading
- Constructive conversations
- Collaborative groups
- Mock trials
- Modeling
- Modern Classroom
- Multimedia presentations
- Number talks
- Panel discussions
- Peer editing
- Peer teaching
- Quick writes

- Culturally and linguistically 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
- Kagan strategies
- Lab demonstrations
- Learning stations
- Lectures
- Realia
- Reflections
- Research papers
- Role playing
- SDAIE strategies
- Service learning projects
- Small-group instruction
- 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
- Advanced Studies
- Animation Pathway
- Child Development Pathway
- Design, and Media Arts Pathway
- Emergent Bilingual Students
- Global Media Studies Magnet
- Humanities Magnet
- Modified Curriculum
- Resource Specialist Program
- Special Day Program
- Video Production Pathway
- Visual and Performing Arts

We will continue to investigate the feasibility of offering other vocational and Career Technical Education pathways and expanding dual enrollment and 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 Objectives**

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 current educational research. In a 2023 article from the *Journal of Intelligence*, the authors note that 21<sup>st</sup> century learning, especially the focus on the "4Cs" of creativity, critical thinking, communication, and collaboration, offers clear benefits for students (Thornhill-Miller et al.).

These competencies help learners adapt to rapid change by strengthening problem-solving, flexible thinking, and teamwork. Twenty-first century learning must be more adaptive than traditional models, taking into consideration community-based knowledge, abilities for self-regulation, and beliefs about effort and fixed ability.

Further, research on effective schools inform the intent and purpose of our instructional program. In *Redesigning High Schools: 10 Features for Success* (2024), Linda Darling-Hammond, Matt Alexander, and Laura E. Hernández describe ten features of good schools:

- Positive developmental relationships
- Safe and inclusive school climate
- Culturally responsive and sustaining teaching
- Deeper learning curriculum
- Student-centered pedagogy
- Authentic assessment
- Well-prepared and well-supported teachers
- Authentic family engagement
- Community connections
- Shared decision-making and leadership

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 (Culver 2019; Smith, Black, and Hooper 2017).

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

Among the choices of Instructional Program Options for English Learners (Emergent Bilinguals) in LAUSD, Cleveland Charter High School offers the Language and Literacy in English Acceleration Program (L<sub>2</sub>EAP) program to Emergent Bilinguals, for whom the program is designed. Our ELD program offers a rigorous course of study where students simultaneously acquire fluency in English and develop academic proficiency along California State Standards-aligned instruction. Students have the opportunity to take specialized electives to supplement language acquisition and fundamental skills in mathematics, science, VAPA, and English Language Arts.

Additional staff, including a dedicated counselor, teaching assistants, and coordinator provide academic and socio-emotional support to improve academic outcomes and English language proficiencies.

### **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 an Advanced Studies (AS) program, which targets gifted, high achieving, and talented students. In addition to AS courses, our magnets 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.

Cleveland provides gifted students a program of study that challenges and builds on their intellectual and academic potential. Through differentiated instructional models and multiple intelligence methodologies, students can pursue individual interests and talents as they delve into a variety of content-specific courses that fuse technology, creativity, and critical thinking. Differentiated instruction, according to Carol Ann Tomlinson, is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is matched to that student's readiness level, interests, and preferred mode of learning." Our goal is to differentiate instruction in accordance with this assertion via content, strategy, and product. By providing high-quality differentiated instruction with an emphasis on depth, complexity, acceleration and novelty, we offer high-level academic opportunities that meet the unique educational needs of gifted learners.

Teachers utilize multiple strategies for differentiation including the synthesis and evaluation levels of Bloom's Taxonomy and Webb's Depth of Knowledge. Classroom instruction includes brain-based, hands-on learning opportunities that utilize multiple intelligence methodology. Higher order thinking skills are emphasized in coursework. Instruction is further differentiated in AP courses where students are expected to perform at the college level. Students produce work that integrates subject area research and multimedia resources to create high quality, perhaps professional level work. In addition, students demonstrate mastery through norm-referenced, performance, authentic, alternative, and interest-based assessments.

Honors and AP classes focus on project-based learning which incorporate 21<sup>st</sup> century skills including the use of technological tools, collaborative learning, public speaking, and college-level research. Gifted students develop advanced Depth of Knowledge skills by high-level interdisciplinary analysis and synthesis. Honors courses are open to all students willing and able to handle a challenging academic course load.

## **Students Achieving Below Grade Level**

Our School 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
- Cleveland Learning Academy
- 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
- Online digital tools
- Licenses for virtual a-g classes
- Audio visual equipment
- Credit recovery classes, including rolling credit recovery sessions
- Additional counselors to support student academic and personal needs, including career and college readiness
- 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 full-time nurse to address various health needs
- Learning lab for Resource Specialist Program students
- The LAB intervention support program
- The LANDing Ground wellness initiative

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

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 digital tools such as MyPath (iReady) and IXL to target individualized literacy needs. We have also shared strategies within departments and led professional development sessions to strengthen literacy supports for struggling students both in English Language Arts and across the curriculum. There is an Algebra I Foundations course and Math Development lab that allows students to receive immediate intervention and additional time for mastering concepts. Online programs such as MyPath and IXL provide targeting intervention and support.

The Humanities 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

Grover Cleveland Charter High School

support achievement of schoolwide learner outcomes. The GMS Magnet provides a peer support class where seniors mentor and tutor ninth and tenth grade students.

Some teachers use formative assessments to create small group instructional structures to provide specific skills support and remediation, when needed.

The Cleveland Learning Academy is specifically designed for Tier 2 and Tier 3 students who need an intensive small group academic setting for accelerated, targeted intervention, and credit recovery. Students work in an independent setting with a teacher-mentor, participate in PSW-led mental health groups, receive weekly in-class counseling presentations, and obtain resources, as needed, through the Cleveland Care Center.

### **Socioeconomically Disadvantaged**

Cleveland Charter High School will 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 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 students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the Individuals with Disabilities Education Act (“IDEA”), California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

#### **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 provided 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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. 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 met 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 pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. 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. Non-Discrimination**

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of 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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

**g. 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 typically developing peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting 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 Federal and State laws and District policies and procedures.

**h. Student Discipline**

The District Affiliated Charter School will ensure that it complies 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 align with District 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 team meeting as 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.

**2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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.

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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

## **Students in Other Student Groups** **Incoming Ninth Grade Students**

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

### ***Summer Virtual Enrichment Program***

Open to all current students, these enrichment opportunities offer the opportunity to take additional online a-g electives through virtual licenses to supplement their four-year course of study.

### ***Summer Music and Dance Academy***

Open to incoming and current students interested in instrumental music and dance, these enrichment electives provide intense focus on instrumentation, marching, drills, and choreography.

### ***Newcomers***

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

### ***Global Media Studies (GMS)***

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

### ***Humanities Magnet***

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

### ***CSUN Math Camp***

In partnership with California State University, Northridge (CSUN), Cleveland staff and peer ambassadors provide incoming ninth grade students with a CSUN-developed curriculum that focuses on reinforcing math foundations and concepts through art, growth mindset, and coding activities. Students participate in whole group and small group discussions, familiarize themselves with high school, and engage in community-building activities.

### ***Advanced Studies Summer Bridge***

Incoming ninth graders in the Advanced Studies program have the opportunity to create bonds with their fellow peers while exploring a variety of subjects and skills. Activities include logic puzzles and breakout boxes to strengthen critical thinking and collaboration. Students also participate in an Edgar Allan Poe-themed escape room based on the poem "The Raven." To familiarize themselves with the layout of The Land, there is a fun campus scavenger hunt designed by current seniors. Other engaging events like Coordinate Plane Battleship and Cup Stacking Challenge help students relax and feel supported for their upcoming high school experience.

### ***High School Transition Program***

Open to ninth grade students, the 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.

To further promote a sense of belonging, all incoming ninth grade students are placed in Freshmen houses ("Gemstones"). With the support of a Freshman Success Coordinator, students engage in a variety of social activities throughout the school year where they have the opportunity to engage with peers in a safe, welcoming environment.

### **Sharing Promising Practices**

#### **Academic Support**

Cleveland implements a comprehensive, data-driven system of academic interventions that supports all students through tutoring, mastery contracts, weekly intervention activities, and TIES Days. ELs and SWDs receive targeted, individualized support such as ELPAC Bootcamps, counselor push-in services, and data-informed IEP planning. Ninth grade students receive early, personalized interventions through peer mentoring and consistent data chats, while department, program, and course-alike meetings and student support teams use a range of data sources to ensure timely, equitable academic support schoolwide.

We provide targeted academic intervention through before- and after-school tutoring in ELA, math, Emergent Bilingual Development, and science. Teachers create contracts for at-risk students and continuously monitor academic progress through data chats and parent-teacher conferences. Teachers also implement weekly intervention activities and P-ACE contracts, as needed. TIES Days offer students opportunities during class time to receive additional assistance through one-on-one instruction, small-group sessions, and online resources.

English Learners receive academic intervention through ELPAC Bootcamps, newcomer counselor push-in services, and one-on-one Tier 1 and Tier 2 support in ELA and math. Our newcomer counselor and a psychiatric social worker organize small group sessions to focus on the specific needs of our Emergent Bilingual students. Emergent Bilingual Achievement Plan Forum and International Village Club provide academic, social, and personal support. Special Education teachers use iReady data, IGP, and regular Grover Cleveland Charter High School

academic progress meetings to design personalized interventions, including writing and updating IEP documents. Additional teaching staff provide weekly in-class intervention in ELA and math classes.

The Humanities Magnet utilizes Home Base configurations, which pairs ninth grade students with advisory teachers for targeted monitoring, support, and intervention. Teachers collaborate with support staff, initiate parent conferences, and use academic progress checks to develop mastery contracts for struggling students. In addition, upperclassmen mentor programs and newcomer counselor push-in support academic achievement for ninth-graders. Counselors provide individual and grade-level support through monthly presentations in PE classes.

Departments, programs, and course-alike teachers meet regularly to review student work, assessments, and graduation progress, using data chats to drive academic interventions. Data analysis informs student referrals to Saturday Student Days, P-ACE contracts, peer-mentoring programs, and extended learning opportunities. Student support teams use data from formative assessments, iReady, the School Experience Survey (SES), and IGPs to create individualized and small-group intervention plans.

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 847 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:

- Before and after school classes
- During the school day classes
- During the school day blended learning (APEX and Edgenuity)
- After school and summer online academy
- Rolling Credit Recovery: Locally Designed Program
- Saturday School: Locally-Designed Program
- Summer non-Core classes (e.g., Health)
- Cleveland Learning Academy
- Dual enrollment and concurrent enrollment courses

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

- IGPs every semester
- a-g counselors to work with Tier 2 and Tier 3 off-track students
- Full-time PSA counselors to handle attendance issues and design incentives
- PSWs to provide mental health support and social emotional learning groups through The LANDing Ground
- College Counselors to identify postsecondary educational and career outreach opportunities
- Additional teachers on limited contracts and teaching assistants to provide targeted push-in academic intervention in Special Day Classes, Emergent

Bilingual support courses, and other core content classes with higher enrollment of Emergent Bilinguals

- Virtual academy where students can take online courses
- Before and after school The LAB academic skills support workshops
- Cookies with the Counselors to increase parent involvement and awareness

The Counseling Staff provides the following interventions:

- Review progress and final report cards
- Conduct IGPs
- Provide all seniors by October an IGP meeting to review graduation progress
- Utilize a-g counselors to provide lists of Tier 2 and 3 students to counselors
- Work with teachers to identify struggling students and refer them to counselors
- Send notification about need for additional credits
- Meet with students who do not return the enrollment form for credit recovery
- Set up one-on-one sessions with students in danger of being dropped from credit recovery sessions
- Offer parent meetings with the counselor and a-g counselor
- Develop Parent Center workshops to inform parents about credit recovery option
- Distribute to all seniors and their parents a graduation check at the 5-week in the fall and the spring
- Send a certified letter home to seniors in the spring semester at the 10- week for those in danger of not graduating
- Send the 18-week spring check for seniors identified with a D or Fail in a required course

### **Student Support**

The school implements a comprehensive, data-informed intervention system that targets student needs across all content areas through tutoring, academic contracts, and regularly scheduled TIES Days. Emergent Bilinguals and SWDs receive tailored support through ELPAC Bootcamps, counselor push-ins, and personalized interventions grounded in progress monitoring tools like iReady and IGPs. For ninth grade students, advisory programs, peer mentoring, and coordinated support from teachers and counselors ensure early intervention and academic guidance, all reinforced by a schoolwide culture of data used to drive instructional decisions and student support plans.

Faculty and staff provide individualized interventions such as one-on-one academic and social-emotional support, mastery assignment contracts, and tutoring. Teachers and counselors meet periodically with students throughout the semester, initiate parent conferences, and maintain detailed spreadsheets to track struggling students' progress and coordinate interventions.

ELPAC Bootcamps, push-in support, and one-on-one Tier 1 and Tier 2 interventions in ELA and math provide targeted help to ELs and SWDs. Special Education teachers use iReady data and IGPs to personalize academic plans and interventions through IEPs and Present Level of Performance. Newcomer counselor and Intervention Prevention Support Coordinator offer guidance and assistance to students.

Counseling staff design small groups for focus students and larger group presentations on topics ranging from high school transition, SEL, and career and college planning. Grade-level meetings with counselors help identify and support students who would benefit from programs like EAOP or Summer Bridge. Virtual field trips, interactive STEM simulations, and career workshops also allow ninth graders to connect classroom learning to career possibilities. A dedicated CTE counselor works to establish outreach programs with local businesses and career-technical education institutions, as well as ensure students complete CTE pathways.

Teachers and staff regularly review a variety of data, including assessment scores, progress reports, IGP, and survey results to identify students in need of intervention and design in-class, small-group supports. Push-in teachers, data chats, and P-ACE contracts ensure that interventions are timely, targeted, and individualized. We created extended learning opportunities like Saturday Student Days and TIES Days in direct response to ongoing data analysis to help struggling students succeed. Data on school climate led to the establishment of The LANDing Ground to provide a calm room and a communal wellness space offering mental health and yoga sessions.

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
- Mindfulness workshops in The LANDing Ground
- SEL PDs
- Counseling presentations include growth mindset
- Targeted group counseling sessions
- a-g counselor presentations for students and parents
- PSW-led mental health workshops in The LANDing Ground

We further provide the following:

- Focused PD on Tier I intervention and good first teaching
- Peer-to-peer Instructional Rounds
- Additional academic and college counselors
- Summer PD Institute

### **Career and College Exploration**

The school has strengthened college and career readiness by expanding interdisciplinary CTE pathways, dual enrollment options, and academic electives. Inclusive programming and data-informed outreach ensure that Emergent Bilinguals, Students with Disabilities, and ninth grade students are actively engaged in college and career exploration through targeted supports such as CaliforniaColleges.edu, program activities, and scholarship programs. Ongoing collaboration among faculty supported by regular analysis of a-g completion, CTE participation, and AP enrollment ensures equitable access to postsecondary planning and continuous monitoring of student progress.

We expanded college and career pathways through interdisciplinary CTE projects, dual enrollment courses with Pierce College, and AB288 articulation agreements that link

academic learning to careers. Students explore college and career options through electives like Marine Science, Speech, and new AP and Honors courses. In addition to fall and spring career and college fairs, Earth Fest, Black Student Excellence Summit, Women's Leadership Conference and Expo, the COREer Fair, Science Bowl, and CTE mock interviews integrate academic achievement with career exploration and postsecondary readiness. We funded a third college counselor to provide more outreach to students and families.

We provide inclusive college and career exploration opportunities through events such as the EBAP Forum, and career and college fairs featuring a wide range of industries. Faculty and staff use student data to identify Emergent Bilinguals and SWDs for outreach programs such as Educational Opportunity Program (EOP), Posse, Questbridge, and the Hispanic Scholars Foundation.

Teachers, counselors, and coordinators collaborate regularly to review career and college success indicators like a-g completion rates, CTE enrollment, and AP participation. Grade-level meetings and individual counselor-student planning sessions ensure timely outreach for Summer Bridge, EOP, and scholarship programs. Data-driven efforts have expanded access to postsecondary opportunities, while the College and Career Center help monitor progress and create next steps for students.

To support student postsecondary success, the District pays for tenth grade students to take the PSAT and Cleveland funds the test for eleventh grade students. Students are able to use the results to guide future test prep through Khan Academy and Bluebook, explore college and career options with BigFuture, check scholarship eligibility, and help students focus on specific reading, writing, and math content areas for improvement.

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

Between July 2024 and June 2025, 58 students have reclassified. Fifty-three percent of these students are LTELs. Overall, the total number of ELs enrolled on campus was reduced from 285 in August 2024 to 222 in June 2025.

In order to address the performance of Emergent Bilingual students, Cleveland Charter High School has developed multiple systems of support to reinforce students' learning that includes the following:

- Offering targeted professional development focusing on math, Designated ELD, and Integrated ELD instruction, and schoolwide on-going training on SEL and Culturally and Linguistically Relevant Pedagogy (CLRP). Training will enable Cleveland to identify targeted and differentiated ELA and Math strategies for all student groups that teachers will utilize in the classroom to design instructional lessons that increase student outcomes for targeted groups on SBA Assessments, CAST, and ELPAC.
- Integrating literacy software (e.g., iReady, IXL, StudySync curriculum) into ELD coursework to reinforce reading comprehension and vocabulary development
- Implementing departmental PDSA instructional rounds focused on intra- and interdisciplinary best practices and addressing problems of practice

- Academic progress monitoring and reclassification progress through quarterly marks analysis and Individual Reclassification Acceleration Plans (IRAPs)
- Providing academic skills workshops and social and emotional health services for all Emergent Bilingual students across English proficiency levels to address obstacles to success and establish continuum of support
- Utilizing various multimodal online platforms to practice literacy skills across the four ELPAC testing domains (Reading, Writing, Listening, Speaking)

### **Foster Youth**

Cleveland’s Foster Youth are identified when they register. LAUSD has supplied the school with an itinerant Specialized Student Services PSA 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 eight foster youth (two in grade 9, none in grade 10, two each in grade 11, and four in grade 12).

### **“A TYPICAL DAY”**

#### **Any Given Day**

It is 7:00 AM 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 Charter High School – affectionately known as “The Land.”

Upon drop off, students are greeted by the digital marquee that welcomes our Cavaliers and communicates upcoming school events and meetings. Entering the Administration Building, 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. High on the walls is an historic portrait gallery of past and present Associated Student Body presidents chronicles the rich tradition and enduring pride of Cleveland High.

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. Our Information Technology Support technician stands guard to troubleshoot 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, conducting credit recovery sessions, and refining their lesson plans for the day.

Many students head off to early 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. The Cavalier Regiment and Color Guard practice musical selections for the year's field show in the classroom and rehearse marching techniques on the football field.

As first period approaches, the activity level steadily increases. Students enter their classes ready to learn. So richly intense and visible is the school pride that the latest fashion leans toward "Cleveland Gear": red, black, and white school-colored T-shirts, caps, jackets, and sweatshirts representing the array of clubs, organizations, academic programs, and sports teams can be seen in every direction – on the grounds and throughout every hallway and courtyard.

The official school day starts with the 8:30 AM bell. Chemistry students head to the lab to begin the day's Northern Lights demonstration, Physics students design catapults and calculate projectile motion, while Biology students model the cell membrane using a bubble frame. In Spanish, Korean, and Japanese, students communicate in multiple languages and prepare projects for media presentations. Students enrolled in dual enrollment Pierce College Child Development CTE courses are studying cognitive, physical, and social-emotional development and assisting with Cleveland's preschool program. Humanities Magnet students engage in coursework to prepare for their Interdisciplinary Unit Exams (IUEs) that incorporate studies of social institutions, philosophy, art, and literature. In the A-building, art students work on designs and digital projects in specialized artistic media. English Language Arts students create TED Talks, which connect their ideas to major works of literature. Cleveland Learning Academy students meet with mentor teachers to review their academic progress. Other students convene at the front of the school to board buses for field trips to museums, colleges and businesses, cultural sites, theaters, libraries, and civic centers.

Families head to the Parent Center for meetings and trainings, including Coffee with the Administrators, Cookies with the Counselors, and community outreach and parent workshops. Our Community Representatives organize financial, personal, and educational workshops where parents learn about school, District, and community resources and opportunities to support students.

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 morning announcements. On Fridays, the daily announcements are communicated and viewed via KCAV, Cleveland's very own student-run television station. The much-anticipated weekly news broadcast is streamed live online, offering an opportunity 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 firsthand information, while specialized activities take place in the Performing Arts Center (PAC), including dance

productions, class presentations, community outreach activities, career presentations, cultural celebrations, and college fairs. During the Renaissance Faire, tenth grade Humanities 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 historical periods of revolution and independence and present their findings. In math classes, students use translation, rotation, reflection, and dilation geometric concepts to design Dia De Los Muertos masks. In Forensics, students examine simulated bullet trajectories and reverse engineer the location of the weapon. Students in Special Education English classes annotate and analyze informational texts and synthesize their findings into argumentative essays while those on the modified curriculum participate in community-based enterprise programs that provide real-world career preparation.

When the bell rings for nutrition, students congregate on the Plaza and Quad or in one of Cleveland's thematic walkways – 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 on the benches of the covered dining hall, surrounded by fragrant sage plants and butterfly-attracting milkweed. 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 three minutes. Classes resume, and Ethnic Studies discuss patterns, structures, and systems of marginalization and develop critical consciousness. Advanced Orchestra students refine their string sections ensemble in preparation for concerts. Eleventh grade English students participate in mock trials to show proficiency in their reasoning and argument skills. Those taking one or more of the 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.

RSP teachers apply their expertise in inclusive practices, collaborating with general education teachers to make a welcoming and supportive environment for all students. Art History students study the development and stylistic genres, designs, and formats of classical pieces. In the Global Media Studies (GMS) Magnet, 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. Environmental Studies students examine the lasting impact of colonization and the detrimental effects global corporations have on ecosystems, air quality, and water resources.

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 yearbooks and buy school supplies and clothing, while others visit the library to study, read, do assignments,

check out and return books, research, or utilize the available technology.

This midday break provides an ideal opportunity for students to participate in Cleveland's many clubs and organizations. Numerous teachers host club activities in their classrooms that reflect the great diversity of ethnicities, cultures, and interests of the student body; other instructors offer remediation and enrichment for students.

Lunch is the time for pep rallies, school elections, spirit contests, cultural festivals, and featured club and community activities. Spirit Day activities are held on the Plaza while music plays from the outdoor stage. It is also a time for meeting with counselors, visiting the Cleveland Career Center, 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 twelfth-grade only activities. College Peer Counselors assist other seniors with college and financial aid applications. COREdinators and GMS Ambassadors work on the latest project or program event. Creative Writing and Get Lit students compose original works while Mariachi students practice songs to perform at La Plaza at the Land, Dia De Los Muertos observations, and other school and community events.

By sixth period, academic instruction is still going strong as co-curricular activities pick up. APEX and Edgenuity students take a variety of virtual online credit recovery and enrichment courses. Students as early as ninth grade select from a variety of dual enrollment Pierce classes. Competitive Cheer practice stunts and flips, while other athletic teams get ready for games, matches, and tournaments. Yearbook students take photos of Cleveland activities to include in the design of their layouts. In the PAC, theater students rehearse for their upcoming performances and competitions.

Although the school day officially ends at 3:38, Cleveland is still bustling with action. On the service road, Color Guard prepares for upcoming competitions. Dance Academy students choreograph hip, lyrical, acrobatic, modern, and character dances and perfect their technique with the assistance of dance coaches and peers. Writer's Block students compose written and artistic works and design layouts to create annual student-produced publications. Students gather at the Boys and Girls Club College Bound Program to take college workshops, prepare for robotics competition, and learn folklorico. 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, science clubs, test preparation sessions, athletics, film projects, plays, and dance rehearsals.

On weeknights, the campus is still in high motion with some activities beginning at 3:45 or 6:00 PM – College Nights, School Site Council meetings, parent organization meetings, Music, Choir, Dance performances, concerts, Café Nights, parent informational meetings, sporting events, local civic activities, and pathway 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. School Counselors assist with programming and individual concerns. The a-g Counselors provide additional support to ensure students remain on the graduation path. Three College Counselors and a CTE counselor support students with their post-high school endeavors. The Pupil Services and Attendance Counselors encourage in-seat attendance goals and facilitates incentive activities. Specialized personnel, Psychiatric Social Workers and School Psychologists, counsel students with personal concerns, lead wellness workshops in The LANDing Ground, and arrange for students to visit The Cleveland Care Center and Pantry to pick up school supplies, gently worn clothes, and non-perishable foods. The Title I Coordinator and TSP Adviser 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 math instructional coach is collaborating with teachers to design effective lessons while limited contract staff engage students in small, focused groups to strengthen foundation skills.

On Saturdays, The Land comes alive with community events, music festivals, campus beautification projects, tutoring, Student Days, credit recovery sessions, band rehearsals, athletic tournaments, theatrical productions, class study sessions, college application and financial aid workshops, and field trips. On Sundays, the school is still in action with community events and Youth Services activities. It is safe to say that Cleveland never sleeps.

There is a reason why we call this place The Land: it is 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 subdivision (a) of Section 52052. 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(c)(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(c)(5)(C).)*

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation in 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(d)(1), 60605.)

Charter School shall work toward aligning 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) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Academic Excellence:**

Cleveland Charter High School is committed to ensuring that all students graduate as life-long learners and engaged global citizens by aligning our educational program to clear, measurable outcomes. Our school maintains a focused effort toward achieving a 100% graduation rate by providing individualized, data-informed instructional experiences that develop the foundational knowledge and skills necessary for success in college and the workforce. Through high-quality, standards-aligned instruction and targeted supports, Cleveland monitors student progress toward graduation benchmarks and postsecondary readiness indicators. The implementation of the Cleveland Learning Academy (CLA) has further strengthened these efforts by offering structured opportunities for students to challenge themselves, track their academic growth, and engage in rigorous learning experiences that prepare them for future academic and career pathways.

**Joy & Wellness:**

According to LAUSD's WholeChild2.0 database, Cleveland Charter High School is strengthening our focus on measurable student success indicators, demonstrated by an increase in the percentage of students with excellent attendance (96% or higher) achieving proficient or advanced levels, from 44.7% in 2022-23 to 46.3% in 2023-24.

Safety measures continue to show positive outcomes as well, with 68% of students reporting feeling safe on campus, exceeding the district rate of 61%, and 75% of parents reporting that the school is safe, closely aligned with the District's 77% rate. To further improve student wellbeing and support measurable improvement in engagement, attendance, and academic performance, our school maintains The LANDING Ground, designated spaces offering mental, physical, and emotional support, and integrates schoolwide SEL activities into both professional development and classroom instruction. These efforts collectively strengthen Cleveland's progress toward improving attendance, increasing perceptions of safety, and expanding whole-child support aligned to measurable schoolwide goals.

**Engagement and Collaboration:**

Cleveland continues to demonstrate measurable progress in family engagement, as reflected in the School Experience Survey (SES). Parent participation increased significantly from 6% in 2021-22 to 40% in 2024-25. These data indicate steady post-COVID improvement and guide the school's strategy to further increase parent participation in order to capture a more accurate representation of this essential educational partner group. In support of operational effectiveness, Cleveland Charter High School prepares a Local Control and Accountability Plan (LCAP) each year to establish measurable goals, outline targeted actions, and report progress aligned to state and local priorities. This process ensures that all programmatic decisions, including investments in staff and support for students, remain aligned with documented outcomes and consistent with reporting requirements in the School Accountability Report Card (SARC).

**Operational Effectiveness and Investing in Staff:**

The LCAP ensures that program implementation and resource allocation are guided by data, and all reporting remains aligned with the SARC, providing a consistent and

transparent measure of Cleveland's effectiveness in meeting its student achievement and operational goals.

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

#### **Academic Excellence:**

Cleveland's goals for academic excellence center on steadily increasing English Language Arts proficiency for all student groups, using Grade 11 Smarter Balanced Distance from Standard (DFS) as the key metric. Schoolwide, the goal is a 1% increase above the 41.3 baseline in Year 1, growing annually to a 5% increase by Year 5. The plan includes targeted growth for groups with the greatest need, particularly Emergent Bilinguals and Students with Disabilities, who aim first to reduce their negative distance from standard by 2% in Year 1 and then achieve gains of up to 10% above baseline by Year 5. Socioeconomically Disadvantaged, African American, Filipino, Hispanic, Asian, students of Two or More Races, and White students each have incremental annual growth targets ranging from 0.5% to 5% above baseline, depending on starting DFS. These goals reflect a commitment to both overall improvement and strategic support that narrows gaps and ensures meaningful, measurable progress in ELA achievement for every student group over the five-year term.

Cleveland aims to increase the number of students meeting or exceeding proficiency in mathematics by improving Grade 11 Smarter Balanced DFS each year. Schoolwide, Cleveland will move from a baseline of -28.1 toward a 5% increase above baseline by Year 5. To address significant performance gaps, the plan prioritizes steady gains for groups farthest from standard (Emergent Bilinguals, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Filipino students, and Hispanic students) each targeting annual improvements beginning with a 2% reduction in the negative baseline and progressing to a 10% improvement by Year 5. Student groups already performing above standard, including Asian students, White students, and students of Two or More Races, will continue making incremental yearly gains ranging from 1% to 5% above baseline. Together, these targets emphasize Cleveland's commitment to strengthening math achievement across all student groups while closing longstanding opportunity gaps.

In addition, Cleveland is committed to increasing the number of students who meet or exceed English proficiency, recognizing that strong language development is essential to success across all academic areas, including mathematics. Using ELPI levels to measure progress, Cleveland seeks steady improvement from a baseline of 52.6% of Emergent Bilinguals and 75.5% of Long-Term Emergent Bilinguals demonstrating yearly growth. Both groups aim for a 1% increase above baseline in Year 1, rising incrementally to 5% above baseline by Year 5. These goals reinforce a cohesive strategy: by strengthening both English language development and content-area proficiency, Cleveland ensures that multilingual learners are better equipped to access rigorous instruction and demonstrate consistent academic progress.

**Joy and Wellness:**

Cleveland has set clear targets to increase the percentage of students achieving excellent attendance, emphasizing measurable growth over the five-year term. Starting from a schoolwide baseline of 51.67%, the goal is to reach a 10% increase above baseline by Year 5, with annual incremental growth each year. Student groups with lower attendance baselines (including Emergent Bilingual, Long-Term Emergent Bilinguals, Socioeconomically Disadvantaged students, Homeless Youth, Students with Disabilities, and Hispanic students) are expected to make steady yearly gains, ranging from 1–5% increases above their respective baselines. Groups with higher baseline attendance, such as Asian, Filipino, and White students, will also achieve incremental improvements. These targets ensure Cleveland systematically strengthens attendance while closing gaps among student populations.

To reduce chronic absenteeism, Cleveland has established targets to lower the percentage of students missing 9% or more of school each year. From a schoolwide baseline of 27.02%, Cleveland aims for a 5% decrease below baseline by Year 5, with annual reductions occurring in each year of the plan. Student groups with higher chronic absenteeism rates, including Emergent Bilinguals, Long-Term Emergent Bilinguals, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic students, will follow targeted reduction goals to ensure steady progress. Groups already demonstrating lower absenteeism, such as Asian, Filipino, White, and students of Two or More Races, will maintain modest yearly decreases. These targets position Cleveland to improve equitable access to instruction for all students.

Cleveland's targets for reducing suspensions are designed to maintain a safe and supportive campus while eliminating disparities across student groups. Beginning from a schoolwide suspension rate of 0.2%, the school aims to reduce suspensions by 0.1% in Year 1 and achieve a 0.0% rate by Year 3, maintaining that level through Year 5. Emergent Bilinguals, Long-Term Emergent Bilinguals, and Hispanic students, who have slightly higher baseline suspension rates, will see incremental annual decreases of 0.1-0.5% until the target of zero suspensions is reached. Most other student groups, including Students with Disabilities, African American students, Asian students, Filipino students, and White students, already maintain a 0.0% suspension rate and are expected to sustain that outcome. These measurable targets ensure that Cleveland continues to provide a safe, inclusive environment conducive to student wellbeing and learning.

**Engagement and Collaboration:**

Cleveland has established targets to increase parent engagement and ensure families feel included in decisions about their child's education. From a baseline of 79% of parents reporting they feel included, we aim for steady annual improvements, reaching 5% above baseline by Year 5. These incremental increases reflect Cleveland's commitment to providing opportunities for parent input through workshops, conferences, and communications, ensuring that all families, regardless of background, are actively involved in their child's learning and decision-making processes.

In addition, Cleveland is targeting improvements in parents' ability to access information about school workshops and programs. With a baseline of 80% of parents reporting they

can easily find this information, our school plans incremental increases of 1–5% over five years. These targets support Cleveland’s strategy of using multiple outreach channels, email, phone calls, Schoology, and the Parent Center, to ensure all families are aware of and can participate in opportunities for engagement, including Health and Wellness, Civic Engagement, and Student Achievement workshops.

Cleveland also focuses on increasing the percentage of parents who report that the school provides instructional resources to help them support their child’s education. Starting from a baseline of 79%, we aim for a 5% increase over five years. These measurable targets guide Cleveland’s efforts to provide families with the tools and guidance needed to support student learning at home, reinforcing collaboration between families, staff, and the broader school community.

### **Operational Effectiveness and Investing in Staff:**

Cleveland maintains clear targets for operational effectiveness by ensuring that school facilities remain in good repair. With an “Exemplary” baseline, the school is committed to maintaining this standard throughout the five-year term, ensuring a safe, welcoming, and functional learning environment for all students and staff. This focus supports a school culture where teaching and learning can occur without disruption and resources are consistently available.

In addition, Cleveland aims to increase the percentage of teachers appropriately credentialed for the students we teach. From a baseline of 85.1%, the target is a 5% increase above baseline by Year 5, achieved through ongoing professional development, support for credentialing, and monitoring of staffing assignments. These targets ensure that all students have access to highly qualified educators, aligned with Se Artsgate standards and best instructional practices.

Finally, Cleveland sets measurable targets for providing standards-based instructional materials. With a baseline of 100% of students already receiving textbooks and materials that meet Williams Act requirements, the school’s goal is to maintain this full provision throughout the five-year plan. This ensures that every student has access to the necessary instructional resources to engage fully in rigorous, standards-aligned coursework.

## **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 for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

## **DATA ANALYSIS AND REPORTING**

### **Collection of Data**

The school collects data from a variety of sources. National assessments such as the Grover Cleveland Charter High School

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/SBA, iReady Math and Reading Diagnostics, 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 Whole Child, 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, programs, and pathways 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 and IXL Diagnostic and Learning data 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**

Throughout the fall, the principal reviews annual school performance data from the previous school year. This information is then 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 *School 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 program or pathway coordinators. At the beginning of the school year, data is presented

to the faculty for discussion and analysis. During these professional development sessions, departments, programs, and pathways meet, review, and consider the implications of the data and how it informs curricula and instruction. From these meetings, the departments, programs, and pathways 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 *School Plan for Student Achievement*.

Departments also use assessment results to map their curricula. mathematics, science, social studies, Language Other Than English (LOTE), English Language Development (ELD), programs, and pathways 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.

### **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(c)(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 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 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 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 Governing Council.

The Cleveland Governance Council (CGC) is the governing body of the school and has purview and final say at the school site over the following areas: Budgets outlined in the United Teachers of Los Angeles Collective Bargaining Agreement; Campus Facilities; Curriculum, Instruction, Assessment, and Intervention; Personnel; Professional Development; Scheduling; School Discipline; Staffing Procedures; and Use of School Equipment.

The members of the CGC are elected in accordance with the UTLA contract as outlined in Article XXVII, Sections 2.0-2.4.

The agenda is determined by the two co-chairs, the principal and UTLA chapter chair, in accordance with Article XXVII of the collective bargaining agreement. The agenda is emailed to all CGC members and is posted on the school website for public viewing at least 72 hours prior to regular meetings, 24 hours prior to special meetings, and one hour prior to emergency meetings. In compliance with the Public Records Act, minutes for all meetings are posted on the school website.

To carry out its responsibilities, the CGC works in consultation with parents, students, faculty, staff, administrators, the SSC, the Curriculum Council (CC), and the English Learner Advisory Council (ELAC). These councils advise, make recommendations, and when appropriate, act on behalf of the CGC regarding the CGC's stated responsibilities. Additionally, the CGC may create an ad hoc committee or a new standing committee as deemed necessary.

The CGC regularly analyzes data: the school profile, accountability report card, SBAC results, interim assessment results, attendance, graduation rates, post-high school destinations, various achievement indicators, and stakeholder surveys. CGC reviews and approves professional development, analyzes school data and makes recommendations on how Targeted Student Population (TSP) and non-categorical school funds are used to improve outcomes in alignment with LCAP indicators and LAUSD's Strategic Plan. The CGC regularly reviews the schoolwide accreditation action plan, ensuring alignment and adherence to school goals. Further, the CGC sets a yearly calendar, school day schedule, and bell schedule based on educational partner input and with the aim of improving student outcomes.

The CGC practices a collaborative, distributive leadership model that comprises the principal, certificated staff, classified employees, parents/community members, and a student representative. The CGC considers all points of view and solicits the advice and counsel of parent organizations, other employee groups, and all other interested parties in the decision-making process, including the PD committee, Instructional Leadership Team/Curriculum Council, and ASB Student Leadership. The council functions through cooperation and consensus. Only if consensus cannot be reached will decisions be made by a majority vote.

The Cleveland Governance Council (CGC) holds monthly public meetings, as needed, from August through May. "Public Comment" is always included on the CGC's agenda and members and non-members can speak to the council about matters of concern to them and the school.

The CGC reserves the right to approve and implement future waivers, such as class-size reduction, banked-time schedule, alternative calendars and governance structures, should District-UTLA waivers and any other District opportunities become available.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), the Americans with Disabilities Act, 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.

## **STAKEHOLDER INVOLVEMENT**

Cleveland provides multiple opportunities for stakeholder involvement.

The Cleveland Governance Council (CGC) functions as both the governing body and local school site council. The CGC hold monthly public meetings, as needed, from August through May. “Public Comment” is always included on the CGC’s agenda and members and non-members can speak to the council about matters of concern to them and the school.

The composition of the CGC is as follows:

<b>Certificated</b>	<b>Principal, Parent/Community Non-Certificated</b>
1. UTLA Chapter Chair	1. Principal (District Representative)
2. Elected Certificated Member	2. Elected Parent/Community
3. Elected Certificated Member	3. Elected Parent/Community
4. Elected Certificated Member	4. Elected Parent/Community
5. Elected Certificated Member	5. Elected Parent/Community
6. Elected Certificated Member	6. Elected Parent/Community
7. Elected Certificated Member	7. Elected Classified Staff Member
8. Elected Certificated Member	8. Elected Student Body President

The members of the CGC are elected in accordance with the United Teachers of Los Angeles (UTLA) contract as outlined in Article XXVII, Sections 2.0-2.4.

To carry out its responsibilities, the CGC works in consultation with parents, students, faculty, staff, administrators, the SSC, WASC Executive Leadership Team, the Instructional Leadership Team, Curriculum Council (CC), and the English Learner Advisory Council (ELAC). These councils advise, make recommendations, and when appropriate, act on behalf of the CGC with regard to the CGC's stated responsibilities. Additionally, the CGC may create an ad hoc committee or a new standing committee as deemed necessary. Some of these groups include the Equity and Justice Team, Data Squad, and Professional Development Committee.

Cleveland's SSC is composed of 12 members including the principal, four classroom teachers, one out-of-classroom employee, three parents, and three students. Through the School Site Council (SSC), stakeholders are responsible for overseeing categorical budgets and programs including Title I and Title I Parent Budget. The SSC reviews, revises, and approves the School Plan for Student Achievement (SPSA), which allocates funding for professional development, staffing, intervention, supplemental instructional materials, and technology. Overall, the usage of these funds, directly and indirectly, supports academic standards assessed on the California Dashboard based on data-driven instructional decisions designed to enhance all students' learning.

The English Learner Advisory Council (ELAC) advises the SSC on decisions affecting students in the ELD program.

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 Coordinator, TSP Adviser, college and career advisers, academic counselors, and academic and career pathway 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.

Title I and GATE parent meetings are held to offer targeted support to these specialized populations.

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 Finalsite Connect Message phone systems keep parents informed of events on campus.

Parents may log into LAUSD Parent Passport Portal (online or via the LAUSD App) to access their children's school data. They can also interact with teachers through the Schoology Learning Management System and access their children'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 workshops available to them, including English language development, healthy living, and computer skills. Through the Parent Education Bridge for Student Achievement Foundation, we offer English classes and technology skills courses. 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.

Throughout the year, Cleveland hosts "Coffee with the Administrators" and "Cookies with the Counselors," which provide opportunities for parents to share their concerns and ask questions. It also offers the school leadership and counseling staff forums to disseminate information to parents about school programs and initiatives, policies, and procedures.

Various parent associations also meet regularly to discuss student academic and personal success. The English Learner Advisory Committee (ELAC) and PTSA 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 Cleveland Humanities Magnet Parent Association and Global Media Studies Booster offer round table discussions for parents to address specific concerns and student needs within the instructional programs. Friends of Cleveland serves as an umbrella booster club to fundraise for various student body athletic teams and co-curricular programs.

Implementation of various academic and career pathways has furthered the involvement of parents and community members. Parents have opportunities to meet with the academic and career pathway 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 academic and career pathway 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.

Additionally, we have made efforts to improve parental engagement:

- Cleveland continues using various online tools to make enrollment and support services more flexible for parents.
- We host 818 Lunch Market, La Plaza, Earth Fest, The Cleveland Cookout, Black Student Excellence Summit, and Emergent Bilingual Achievement Program Forum to celebrate and support the diversity on campus and to provide opportunities for family engagement.

## **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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

## **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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

The Cleveland Governance Council continues to reserve the right to participate in the interview and selection process for all administrative staff, and to make recommendations to the LAUSD Superintendent or designee.

### **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 a 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 or when

an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

The Cleveland Governance Council continues to reserve the right to participate in the interview and hiring process for all certificated personnel, and to select staff whose skillset and educational vision align with the school's academic programs and pathways as well as the needs of the students served by our community.

### **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.

## **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 require all of the following:***

***(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.***

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.***

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)***

## **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and local 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. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. 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 on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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 state laws and 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. 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. Education 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 Education Code section 215.

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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, District policy, and the terms of this Charter.

### Student Recruitment

Cleveland adheres to the admissions/lottery practices set by the District. All students outside the school’s traditional attendance boundary or who have opted out of Cleveland as the school of residence through Zone of Choice, must apply online via E-choices through the District’s Unified Enrollment Process for Affiliated Charters. Students residing in Cleveland’s attendance area receive automatic admissions, unless they have opted

out through the Zone of Choice application process. Students living in Cleveland's attendance area but who attend private schools or independent charters will need to complete an enrollment packet only and do not need to apply for the lottery. Students applying to any magnet programs at Cleveland must do so through the District's magnet enrollment process. We opted not to have a District-sponsored School for Advanced Studies program and thus there is no separate application process.

If the number of affiliated charter applications exceeds spaces available, a lottery will be held in-person and, when needed, virtually. Families do NOT need to be present at the lottery. Families will be contacted through the District's Unified Enrollment process with lottery results. Acceptance letters will be emailed to families. If families do not confirm a child's acceptance by the established deadline, the offer of acceptance will be rescinded. A waiting list will be established and posted on the Attendance Office window, if necessary. As openings become available, families will be contacted from the waiting list. Late entries will be placed on the waiting list in the order in which they were received.

### **Application Procedures**

#### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

#### **Non-Resident Boundary Students**

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

### **Lottery Preferences and Procedures**

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

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<sup>1</sup> For all District Affiliated Charter Schools, that are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

- **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 area (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 area (boundaries) of Charter School, shall have **third** admission preference.

- **California 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 in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth 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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the school library or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. 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, a drawing will take place. Only those that applied through the LAUSD Choices/Unified Enrollment on-time deadline will be included in the lottery at this time.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians 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. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by

telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

## **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

## **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/guardians 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/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, immigration 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **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 (i.e., District application portal) 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(c)(5)(l).)*

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(c)(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 District 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 alternative 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 applicable 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, if appropriate, 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 Section 504 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 the student's Section 504 plan?

### **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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **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(c)(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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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(c)(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(c)(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 Region 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 Ave  
Reseda, California 91335

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 5:00 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. 3

- 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. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.”*** (Ed. Code § 47605(c)(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 Board of Education 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 Board of Education 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.

Prior to revocation, and in accordance with Education Code section 47607(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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

In the event that Charter School seeks to revert voluntarily to non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), can apply for continuous enrollment through permits, as applicable.

## **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 eEducation 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 Region 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).)