ELEMENT 4—GOVERNANCE

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

GROVER CLEVELAND CHARTER HIGH SCHOOL GOVERNANCE

Expanded School-Based Management Model Assurances

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

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010,

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

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

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

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010,

> All ESBMM Schools shall base their proposals on the six elements of School Based Management. These six elements support success because the ESBMM school will have, to the maximum extent permitted by law:
>
> 1. Funding to the local school site based on the State ADA and categorical funding framework
> 2. Control over its financial resources (per pupil funding)
> 3. Control over the selection of administrative, certificated, and classified employees, subject to number 1 below.
> 4. Control over curriculum
> 5. Control over professional development
> 6. Control over bell schedules, in accordance with District requirements for minimum instructional minutes

Governance Council Functions and Composition Per LAUSD and UTLA Agreement

According to the ESBMM contract adopted by LAUSD and UTLA in July 2010,

Governance functions include but are not limited to the following tasks: set the school vision, approve the annual budget, and the selection of the school leader.

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

Cleveland Governance Structure

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

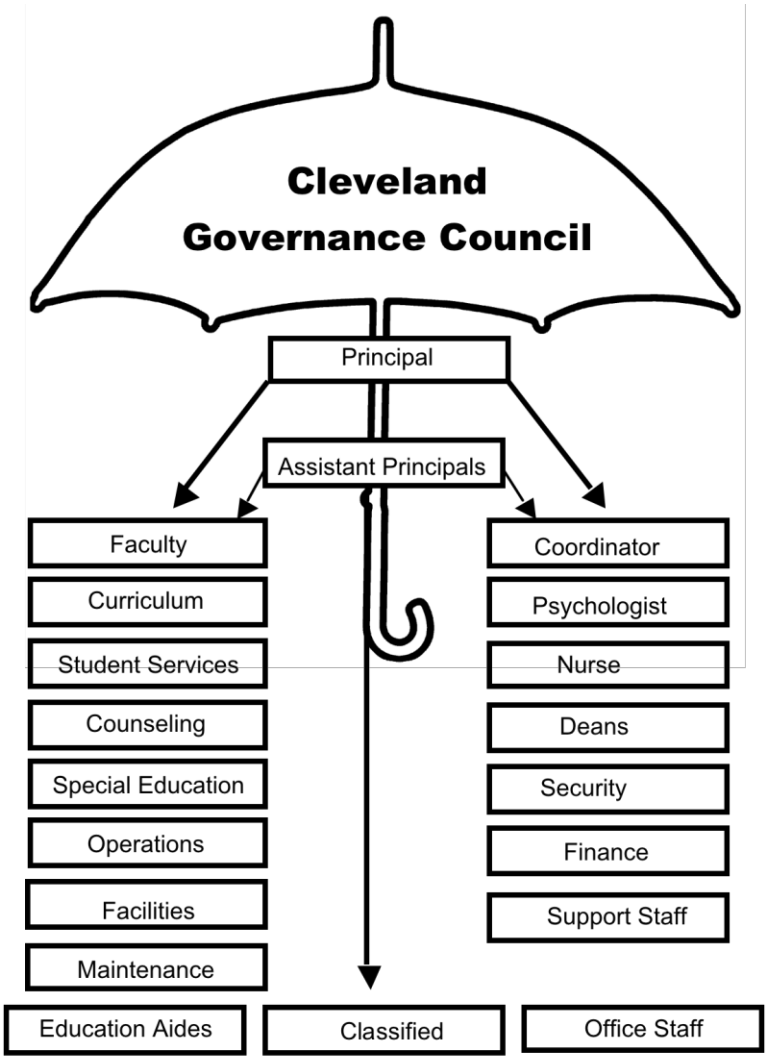
The CGC will serve as the primary decision-making body for CHS. It will replace the School Leadership Council and take on the functions and responsibilities as outlined in Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement. Consistent with Article XXVII, Section 2.4 of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

1. Personnel
2. Curriculum, Instruction, Assessment, and Intervention
3. Budgets
4. Professional Development
5. School Discipline
6. Scheduling

7. Campus Facilities
8. Use of School Equipment
9. Staffing Procedures

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

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



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

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

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

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

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

Personnel

The CGC will have full control over the hiring, although not the discipline and/or firing, of administrative, certificated, and classified employees. There will be no "must placement" employment. Consistent with this authority, the CGC will also be the body that determines whether there is a need for additional certificated or classified employees at CHS. The CGC shall not have the authority to fire personnel and must abide by all LAUSD-collective bargaining agreements and all state and federal laws. Appropriate waivers must be obtained if there is any expansion of this authority over Article XXVII, Section 2.4 of the LAUSD-UTLA collective bargaining agreement.

<u>Administrators</u>
The hiring process for administrators will be conducted as follows:

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

<u>Teachers</u>
The hiring process for teachers will be conducted as follows:

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

- Department chairs will review resumes, set up interviews, and select the interview panel in collaboration with the administrator of the department or administrative designee.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation.

Other Certificated Staff

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

- The CGC will authorize the administrator of the office or program to convene a panel.
- The interview panel shall consist of
    - the administrator of the office or program, or administrative designee
    - at least one additional member of the office or program
    - at least one other non-office or program member
- The administrator will review resumes, set up interviews, and select the interview panel.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation.

Classified

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

- The CGC will authorize the administrator of the office or program to convene a panel.
- The interview panel shall consist of
    - the administrator of the office or program, or administrative designee
    - the program coordinator or manager, when applicable
    - at least one additional member of the office or program
    - at least one other non-office or program member
- The administrator or designee will review resumes, set up interviews, and select the interview panel.
- The principal is the ultimate decision-maker and will consider the interview panel's recommendation.

CGC Duties and Responsibilities

CGC members will:

- Attend all meetings for the full duration.
- Be available after school, on weekends, and during the summer for meetings, conferences, hiring interviews, and council decisions, as needed.
- Attend District-provided training when scheduled.
- Chair a committee.
- Serve on a WASC leadership team.
- Contribute to the writing of school documents, such as the Single Plan, WASC,

Los Angeles Unified School District

Single Plan for Student Achievement
CORE Waiver Focus and Support Schools
2014-2016
Implementation
Grover Cleveland Charter High School

Superintendent
John Deasy

Board Members
Richard Vladovic, Board President
Mónica Garcia
Tamar Galatzan
Steve Zimmer
Bennett Kayser
Mónica Ratliff

Revised: 2/11/14

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SCHOOL PROGRAM IDENTIFICATION

School Name: Grover Cleveland Charter High School	Educational Service Center: North

CDS Code	County		District					School						
	1	9	6	4	7	3	3	1	9	3	1	8	6	4

For additional information on our school programs contact the following:

Principal: Herman Clay		E-mail address: Herman.Clay@lausd.net
Contact Person: William Smith	Position: Title I Coordinator	E-mail address: wms5063@lausd.net
Address: 8140 Vanalden Avenue, Reseda CA 91335		Telephone Number: (818) 885-2300

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

[X] Title I Schoolwide Program (SWP)

[ ] Reward [ ] Collaborative Partner [ ] Priority [X] Focus [ ] Support

[ ] Title I Targeted Assistance School (TAS)

[X] Title III English Language Acquisition, Language Enhancement, and Academic Achievement

[ ] Quality Education Investment Act (QEIA)

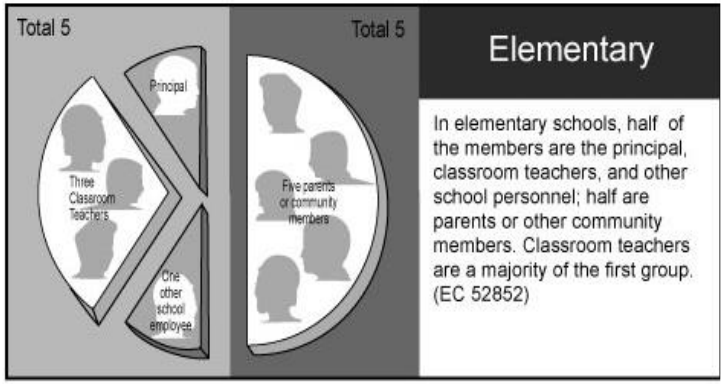
[ ] Other _____

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

The Educational Service Center staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

Signature		Signature	
Educational Service Center Instructional Director	Date	Educational Service Center Superintendent or Designee	Date

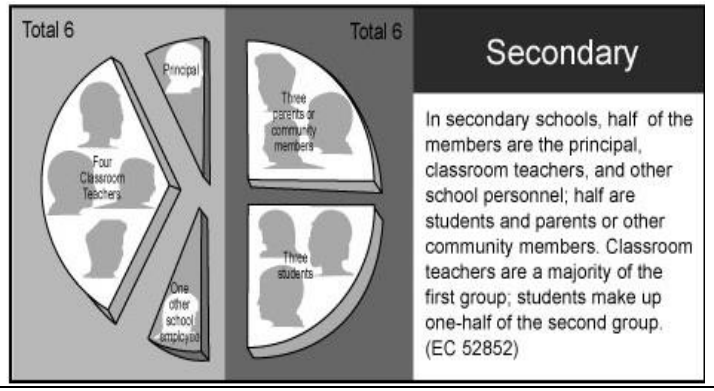
School Site Council Composition (SSC) EC 52852



Elementary

In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)

The membership of the council shall be no fewer than 10 members.



Secondary

In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)

The membership of the council shall be no fewer than 12 members. *

* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff

Name	Principal	Classroom Teacher	Other Personnel
Herman Clay	X		
Wayne Basinger		X	
Leslie Broyles		X	
Damian Goodman		X	
Rita Hall		X	
Ricky Kupferer		X	
Patricia Holguin		X	
Lori Broger-Mackey			X
Julio Ortiz			X
William Smith			X

Total number in each column: 1 | 6 | 4

Total number in Part A: 10

Part B – Parents/Community

Name	Parent	Community	Student
Tom Echlin	X		
Karen Hoffman	X		
Fatemeh Khorshidpanah	X		
Takreem Nasir	X		
Lucia Villanueva	X		
Arashjot Kaur			X
Pathum Madigapola			X
Makayla Morton			X
Sydney Price			X
Jimmy Torres			X

Total number in each column: 5 | | 5

Total number in Part B: 10

William Smith
Name of SSC Chairperson

Other Personnel/Title I Coordinator
Position (e.g., Parent, Teacher)

Signature of SSC Chairperson

Date

Herman Clay
Name of Principal

Signature of Principal

Date

Grover Cleveland Charter High School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of recommendation
	Print Name	Signature	Parent/ Community	Staff	
English Learner Advisory Committee (ELAC)	Estela Madrigal		X		
UTLA Chapter Chair or Chapter Chair's Designee	Ricky Kupferer			X	
Other – Cleveland Governance Council Chairperson	Cindy Duong			X	

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the School Site Council on: 4/2/2014
   Date

Attested:

William Smith		
Typed name of SSC chairperson	Signature of SSC chairperson	Date
Herman Clay		
Typed name of school principal	Signature of school principal	Date

Directions: Check which groups or committees participated in the plan writing process. If box is checked, indicate date.

☐ Grade Level Teams	Date(s):	☐ Vertical Teams	Date(s):
☒ WASC Focus Groups	Date(s): 11/5/13 and 10/1/13	☒ Departments	Date(s): 11/19/13
☐ Professional Learning Community (PLC)	Date(s):	☐ Community of Practice Partners	Date(s):
☐ Reward/Priority School Partnership	Date(s):	☐ Other:	Date(s):
☐ School Quality Review Team	Date(s):		

Grover Cleveland Charter High School

Parental Involvement Policy Assurances

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents, include participation from the appropriate advisory committee and be agreed upon by the School Site Council.

The written parental involvement policy at Title I schools must be developed with parent participation and describe how parents will be informed of the school's Title I program requirements, including the development of a School-Parent Compact. The policy must be distributed to parents annually.

Schools not receiving categorical funds must develop a written parental involvement policy with parent participation that describes how the school will:

(a) engage parents in their children's education by helping parents develop skills to use at home to support their children's academic efforts and their children's development as responsible members of society
(b) inform parents that they can directly impact the success of their children's learning by providing them with strategies to improve academic success and to assist children in learning at home
(c) build consistent and effective communication between the home and school so parents know when and how to help their children with classroom learning
(d) train teachers and administrators to communicate effectively with parents
(e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)

Questions regarding this requirement should be addressed to the Educational Service Center Administrator of Parent and Community Engagement or the Parent Community Student Services Branch at (213) 481-3350.

Committees	Chairperson		Check		Date of review by Committee
	Print Name	Signature	Parent	Staff	
English Learner Advisory Committee (ELAC)	Estela Madrigal		X		3/19/2014

Council	Chairperson		Check		Date of review and approval by Council
	Print Name	Signature	Parent	Staff	
School Site Council	William Smith			X	

Person(s) Responsible for Parental Involvement Activities at the School Print Name (s)	Signature(s)
Victoria Mares, Community Representative	

Grover Cleveland Charter High School

Los Angeles Unified School District Profile

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe
in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

District Description:

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

- Increasing literacy skills through the transition to the Common Core State Standards in K-12 ELA, K-12 mathematics, and literacy in secondary H/SS, science, and technical subjects.
- Increasing the number of students performing at proficient or advanced on the Algebra 1 California Standards Test.
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data.

Goal 2: English Learners—Proficiency for All

- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
  - Structured English Immersion
  - Mainstream English Instructional Program
  - Dual Language two-Way Immersion
  - Transitional Bilingual Education Program
  - Maintenance Bilingual Education Program
  - Accelerated Learning Program for Long Term English Learner Program
  - Secondary English Learner Newcomer Program
- Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the needs of students in the core subject areas including ELD
- Meeting the District's expectation for EL at the elementary level to advance on English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, ESC, and school site level
- Enhancing the quality of language instruction in the District's EL programs
- Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs
- Monitoring the continued academic success of former ELs

Goal 5: All Students will Graduate from High School—100% Graduation

- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule.
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness.
- Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready.

2013-2014 District Professional Development Priorities:

1. Transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics, and H/SS, Science, and Technical Subjects
2. Improve instruction and increase reclassification rates for English learners by implementing the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Transition to and implementation of the Smarter Balanced Assessment Consortium

Grover Cleveland Charter High School

District Core Program for All Students:

The District's core program is built on the Common Core State Standards (CCSS) in ELA and math, and on the California State Content Standards in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2013/2014 school year the District will implement a phase-in transition to the CCSS in all grade levels. This phase-in will align with the provision of 1:1 devices for all students and the 3-year strategic plan. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2013/2014

- Implementation of the standards in ELA and math using the District adopted texts, including digital text, effectively.
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument.
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another.

Instructional focus-2013/2014

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices-particularly Standard 1-Make sense of problems and persevere in solving them, Standard 3-Construct viable argument and critique the reasoning of others, and Standard 4-Modeling with mathematics.
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2013/2014

- Use of a multi-tiered system of support (RtI^2) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, *a web-based tool that will increase the availability and usability of student data for LAUSD educators, in order to improve teaching and learning*.
- Use of benchmark, progress monitoring, and diagnostic assessments (CoreK-12 Assessment System) to drive instruction and intervention.
- Use of *School Performance Framework* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2014-2015 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners (both English Learners and Standard English Learners).

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

ESEA CALIFORNIA OFFICE TO REFORM EDUCATION (CORE) WAIVER

Overview of the CORE Waiver

On August 6, 2013, eight California school districts including LAUSD, received a waiver from the Program Improvement mandates of the No Child Left Behind Act from the U.S. Secretary of Education. The eight school districts are grouped together under a consortium called the California Office to Reform Education (CORE), a non-profit organization whose charge is to collaborate to improve student achievement for the more than one million students they serve. The CORE waiver is based on three key principles that will support reform. They key principles are: Principle 1: College- and Career-Ready Expectations for All Students; Principle 2: Differentiated Recognition, Accountability, and Support; and Principle 3: Supporting Effective Instructional Leadership. Central to the CORE Waiver is a holistic school performance system with tailored support for schools and Local Educational Agencies (LEAs) called the School Quality Improvement System.

Goals of the CORE School Quality Improvement System seek to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level improvement index (School Quality Improvement Index) that clearly evaluates schools on student achievement, subgroup performance and graduation rates
- Annual Measurable Objectives (now referred to as School Quality Improvement Goals) that are used to design targeted interventions and rewards
- A school designation system that identifies and outlines rewards for high performing or high progress “reward” schools, and interventions for severely underperforming Priority schools or Focus schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self-assessments, professional learning community topics, and school partner pairing to drive tailored interventions and school support

LEA Commitments:

- Implement Common Core Standards in the 2013-2014 School Year (SY) and Smarter Balanced Assessment Consortium (SBAC) assessments, starting in 2014-2015
- Participate in the School Quality Improvement System, which includes a CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- Track, submit, and release school-level academic, social-emotional, and culture and climate information
- Develop guidelines for the teacher and principal evaluation system by the start of the 2013-2014 SY
- Implement by 2015-2016 (and pilot by 2014-2015) a teacher and principal evaluation system that differentiates performances into four tiers and includes student growth as a significant factor
- Partner with LEA peers to support and monitor waiver activity implementation
- Ensure Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

Grover Cleveland Charter High School

Required program activities for Reward schools and paired Collaboration (Other High Performing/High Progress) Schools:

- Reward schools paired with Priority or Focus schools will deliver assistance and hold monthly meetings with their paired schools
- Reward schools will establish professional learning communities with other Reward schools, and receive specialized professional development and technical assistance from CORE

Required program activities for Priority schools:

- Priority schools will be paired with Reward schools and meet monthly to support implementation of the “School Quality Review Process” and the “7 Turnaround Principles”
- Complete a School Self-Assessment Reflection, participate in a Peer Review with their partner school and develop a three-year plan.
- When completing the SPSA Goal Matrix, Priority schools must remember to describe related professional development activities in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- School Improvement Grant (SIG) schools are automatically designated Priority schools; they must continue implementation of their SIG plans

Required program activities for Focus and Support schools:

- Complete a School Self-Assessment Reflection
- Beginning in the 2013-2014 SY, Focus and Support schools will join appropriate “Communities of Practice” which will convene at least quarterly to address specific needs
- In years 1 and 2 of designation, Focus schools will have the option to pair with peer Reward schools that have demonstrated excellence in closing achievement gaps or in improving results for traditionally underserved subgroups to assist in developing the improvement plan
- Focus and Support schools are required to develop a two-year plan
- Upon reflecting on shared learning from the Communities of Practice, Focus and Support schools may revise their school improvement plans on a regular basis
- When completing the SPSA Goal Matrix, Focus and Support schools must remember to describe professional development activities related to “Communities of Practice” in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”

Grover Cleveland Charter High School

Seven Turnaround Principles

The CORE Waiver is predicated on providing meaningful, pragmatic support for school transformation. Interventions are designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles that are based on Principle 2 of the Core Waiver. For more details regarding the seven turnaround principles, go to http://coredistricts.org/school-quality-improvement-system/ and read "Full approval request for waivers." **[Please note that the Seven Turnaround Principles are applicable to Priority schools only.]**

7 Turnaround Principles	School Quality Improvement System Proposed Interventions

1. Provide strong leadership	***LEA responsibility (not under the purview of the School Site Council):***
	• LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year
	• LEA must develop criteria to hire an instructional leader and provide evidence the new principal:
	  ○ Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school
	  ○ Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead
	  ○ Has a minimum of 3 years' experience as a principal
	  ○ Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL
	• LEA must also provide evidence that:
	  ○ There is a program in place that supports the leadership team in their instructional and management skill development
	  ○ The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates
	  ○ LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction

2. Ensure that teachers are effective and able to improve instruction	***LEA responsibility (not under the purview of the School Site Council):*** • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school ***School responsibility:*** • Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Provide teacher and administrators with PD related to low-performing area(s) • Implement walk through protocols including teacher support

	• Participate in professional learning provided by CORE • Hire an instructional coach to engage teachers in school-based, job-embedded professional learning
3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration	***School responsibility:*** • Create a plan to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography • Explore and capitalize on opportunities outside of the regular student day to enhance student learning; could include after-school, before-school, lunch time, or extended year opportunities • Ensure that extended learning time is available to all students • Evaluate the effectiveness of the extended learning time
4. Strengthen school's instructional program	***School responsibility:*** • Implement curriculum fully aligned to the Common Core Standards • Schedule continuous, data-based curriculum review • Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
5. Use data to inform instruction and for continuous Improvement	***School responsibility:*** • Develop and implement a short-term action plan to achieve the goals in the school improvement plan • Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan • Design local data system, which includes multiple-levels of assessments and informs programmatic/instructional decisions • Facilitate data-driven conversations in learning communities • Train and support teachers' data use through formal and informal PD; Differentiate PD for new teachers
6. Establish a school environment that improves school safety and discipline and addressing other nonacademic factors that impact student achievement	***School responsibility:*** • Develop a sustained and shared philosophy, mission, and vision • Maintain facilities that support a culturally responsive and safe environment • Analyze teacher attendance and develop a plan for improvement, if needed • Analyze student attendance and develop a plan for improvement, if needed • Identify students who are at-risk of not graduating and develop a plan of action for supporting those students • Analyze student discipline referrals and develop a plan for improvement, if needed
7. Providing ongoing mechanisms for family and community engagement	***School responsibility:*** • Develop and implement a plan for student, family and community engagement • Provide evidence of efforts to increase effective parental and community involvement

MISSION STATEMENT AND SCHOOL PROFILE DESCRIPTION

School Vision and Mission

VISION STATEMENT

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

MISSION STATEMENT

To promote student achievement, Grover Cleveland Charter High School will

Maximize student potential and growth opportunities
Implement support systems that address the whole child
Strengthen parental communication and involvement
Support innovative initiatives among stakeholders
Incorporate current educational research and practices
Optimize the allocation and utilization of resources
Network with educational institutions and community agencies

School Profile Description

- Geographical, social, cultural, educational and economic community base data – Grover Cleveland Charter High School is located in Reseda and serves the communities of Reseda, Northridge, and Winnetka in the west San Fernando Valley. Our Humanities Magnet draws students throughout the San Fernando Valley. Reseda is a working class community of approximately 66,574 residents. Of the 74% of our students whose parents identified their highest education level, 8% have completed graduate school, 22% graduated from college, 13% attended some college, 18% graduated from high school, and 23% did not graduate from high school. Cleveland is currently a CORE Waiver Focus school. The school's AYP target in English-Language Arts of 88.9% was not met by one out of six numerically significant subgroups though the AYP target of 88.7% in Mathematics was met by all numerically significant subgroups. The single subgroup was Asian students (102 students of whom 85.7% scored proficient or higher).

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- Grade levels/school configuration data - Cleveland is a comprehensive affiliated charter high school with 3, 326 students in grades 9 through 12 (as of October 6, 2013).
- Student enrollment figures/trends data – Cleveland's residential school has 2,472 students, or 74% of the total enrollment, and 854, or 26% of the total enrollment, in the Humanities Magnet. Combining residential and magnet enrollment there are 1,022 (31%) enrolled in the 9th grade, 908 (27%) in the 10th grade, 656 (20%) in the 11th grade and 743 (22%) in the 12th grade. Cleveland did experience a small decrease in enrollment in the fall of 2013. Between 2008 and 2013 school years, Cleveland's enrollment was between 33,827 and 3,396. This year's decrease in enrollment continues the general trend of West Valley high schools losing enrollment, though not the school's loss is not as extreme as that experienced by other comprehensive high schools.
- Poverty level data - Approximately 64% of the students qualify for free or reduced meals through the federal meal program.
- Feeder program and schools data – N/A
- Language, racial and ethnic make-up of the student body data - Cleveland students speak more than 40 languages in their homes. Fifty percent of these students speak Spanish, 35% speak English, 4% speak Vietnamese, and 2% speak Korean or Pilipino. This leaves at least 35 other languages spoken by a combined total of less than 150 students' families. Combining residential and magnet enrollment there are 539 Asian students (16.2%), 16 American Indian students (0.5%), 171 African American students (5.1%), 2,016 Hispanic students (60.6%), 13 Pacific Islander students (0.4%), and 574 White students (17.2%).
- School facilities, including technology, library and media resources - With a drop in enrollment, the school has seven unused classrooms for all or part of the school day. All of Cleveland's classrooms have Internet connections, as well as at least one networked computer. In addition, the school year has a wireless network. Students have access to computers in a dedicated computer lab, in classroom labs, in the Library, and on over 15 computer carts of 15-40 computers each. All teachers in the core curricular areas also have laptop computers issued to them, if they wanted one. In addition, all classrooms have televisions that connect to the school's internal network, which permits the weekly programming provided by Cleveland's Media Academy.
- How the school community will work together to establish and promote the culture of the school - The Cleveland Governance Council (CGC) established through our ESBMM agreement with the district and continued in the school's affiliated charter, affords the school the opportunity to work with administrators, teachers, classified staff, students, parents, and community members to promote a positive school culture. We foster a learning environment where leaders in the school, in consultation with stakeholders, are empowered to make decisions that will improve learning and streamline operational procedures. Working in collaboration with our stakeholders, the CGC adopts and promotes policies and makes decisions that are consistent with the school purpose and further support the achievement of the student learner outcomes. To the largest extent possible, the school leadership and staff members make decisions and initiate activities that focus on

all students achieving academic standards. In addition to test scores and other achievement indicators, perception data is used to discern the culture of the school as well as to determine the degree to which the learning environment facilitates the students' abilities to achieve the expected schoolwide learning results. The school culture is reaffirmed regularly through activities such as: freshmen orientation; periodic grade-level assemblies; college nights; small learning community meetings; parent association meetings; ELAC meetings; SSC and Curriculum Council meetings; Back-to-School Night and Open House; PHBAO conferencing; IGP nights; testing, attendance motivation, and student recognition assemblies; School Messenger and automated phone calls; and Coffee with the Principal.

- Description of how the school will provide individual student academic assessment results in language the parents understand, including an interpretation of those results - Parent nights and workshops conducted in collaboration with the Community Representative, will provide individual student academic assessment results and interpretations in language the parents understand. This includes explaining the terminology of the test and scaffolding the information in more parent-friendly language. Additionally, with the assistance of our Title III Coordinator, the EL Coordinator, the Title I Coordinator, the International Student Leaders Association (ISLA), and our many bilingual staff members, Cleveland makes every effort to provide the information to parents in the home language, as needed.
- Description of current approved status of staff selection - In August 2011, Cleveland became an Extended School-based Management Model (ESBMM) school and in August 2013 the school became an affiliated charter. As such, the school has selected new staff members and a new administrator through the process outlined in our Memorandum of Understanding with the school district, though the school was not allowed to select a new assistant principal in spring 2014. We continue to experience a decrease in the teaching staff because of district norms, a decrease in Title I funding and a decline in student enrollment.
- Description of Reform Process: Small Learning Community (SLC) - To meet the needs of our diverse population and to personalize learning for students, Cleveland developed several small learning communities and academic programs:
  - Academy of Art and Technology (AOAT), a California Partnership Academy, offers an art-centered, technology-based education. Students are educated and trained in graphic design, web design and illustration and all aspects of the arts profession.
  - Advancement Via Individual Determination (AVID) provides a college preparatory program for students "in the middle" who are often economically disadvantaged and underachieving.
  - Interdisciplinary Studies is a humanitas-established program that provides students with high quality instruction in which the curriculum is interdisciplinary, thematic, and writing-based. Academic subjects are enriched through studies in art history, computer graphics, photography and film.

- As future professionals in the entertainment industry, through the Media Academy our students learn technical, intellectual and artistic skills. The Media Academy makes prospective filmmakers aware of how media communication is one of the most powerful means of influencing the minds and hearts of people around the world.
- School for Advanced Studies provides state identified highly gifted, gifted, and high achieving students with a rigorous program of study that challenges and builds on their intellectual and academic potential. Students are engaged in content-specific courses, where teachers implement a variety of differentiated, high-standard instructional models to facilitate learning opportunities that help students develop their abilities to the highest levels.
- Freshman Academy Wheel Rotation gives incoming 9th grade students the opportunity to experience classes in four of the school's Small Learning Communities: Green Power Academy, STEM Academy, Academy of Art and Technology, and Interdisciplinary Studies. This will allow freshmen to join an SLC for the remainder of their high school experience.

- Description of how the strategies adopted by the school incorporate a system of early warning to address the needs of underperforming students (e.g., "Early Warning System" and "At-Risk System" on the District's MyData website) –
  Cleveland High will use the MyData website to monitor progress and to identify students at risk of not meeting grade level.
- WASC Accreditation Results - The last full WASC self-study was conducted the spring of 2008. At that time Cleveland received a 6 year clear term of accreditation with eight recommendations: (1) there is a need to increase student outcomes in English, social studies, mathematics, and science, especially in introductory mathematics and science courses; (2) there is a need to increase student outcomes for English Learners; (3) there is a need to increase student outcomes for students in special education; (4) there is a need to increase the percentage of underrepresented students fulfilling graduation requirements, completing the minimum 15 a-g required courses, and enrolling in higher level classes; (5) there is a need for the administrative staff collaborate to ensure that academic rigor occurs across the curriculum at all levels in all departments; (6) there should be continued development of differentiated instructional strategies across the curriculum; (7) the school should continue to gather and evaluate data and verify the effectiveness of the instructional program; and (8) there should be more academic support during the school day by providing CAHSEE review classes for upperclassmen. The school established focus groups in spring 2012, and began the self-review process for the March 23-26, 2014 WASC accreditation visit.
- Approved autonomies under the Local Initiative School program – This is addressed in the "Description of current approved status of staff selection" section.
- Identify areas and/or subgroups not meeting School Quality Improvement Index goals – Cleveland is currently a Focus school because of the gap between the school's highest performing subgroup, our Asian students, and our lowest performing subgroup, students with Special Needs. In 2010 the gap between the subgroups was 73.5 percentage points; 2011 the gap was 70.5 percentage points; and 2013 the gap was

65.5 percentage points. The Asian and Students with Special Needs subgroups increased their proficiency rates each year and the gap between their proficiency rates decreased each year, but the gap was still too great to prevent the school from becoming a Focus school.

2012 -13 Accountability Progress Reporting (APR)

School Report
2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
3/11/2014

School: Grover Cleveland High
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-1931864
School Type: High

Direct Funded Charter School: No

Made AYP: No

Met 23 of 26 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method
Schoolwide	777	769	99	Yes		767	761	99	Yes	
Black or African American	32	32	100	--		31	31	100	--	
American Indian or Alaska Native	6	6	100	--		6	6	100	--	
Asian	123	122	99	Yes		123	123	100	Yes	

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Filipino	37	37	100	--	37	37	100	--
Hispanic or Latino	450	444	99	Yes	441	436	99	Yes
Native Hawaiian or Pacific Islander	5	5	100	--	5	5	100	--
White	124	123	99	Yes	124	123	99	Yes
Two or More Races	0	0		--	0	0		--
Socioeconomically Disadvantaged	528	523	99	Yes	518	513	99	Yes
English Learners	122	118	97	Yes	120	117	98	Yes
Students with Disabilities	73	70	96	--	72	70	98	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 88.9 % Met all percent proficient rate criteria? No					Mathematics Target 88.7 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	741	492	66.4	Yes	SH	733	552	75.3	Yes	SH
Black or African American	27	19	70.4	--		27	22	81.5	--	
American Indian or Alaska Native	6		--	--		6		--	--	
Asian	119	102	85.7	No		120	117	97.5	Yes	
Filipino	36	29	80.6	--		36	34	94.4	--	
Hispanic or Latino	429	227	52.9	Yes	SH	420	261	62.1	Yes	SH
Native Hawaiian or Pacific Islander	5		--	--		5		--	--	
White	119	106	89.1	Yes		119	109	91.6	Yes	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	504	304	60.3	Yes	SH	495	347	70.1	Yes	SH
English Learners	113	18	15.9	No		112	37	33.0	No	
Students with Disabilities	66	13	19.7	--		67	16	23.9	--	

Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Grover Cleveland Charter High School

Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
789	808	19	Yes	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2013 Cohort Graduation Rate (class of 2011-12)	2013 Target Graduation Rate	2013 Graduation Rate Criteria Met	2014 Target Graduation Rate Class of 2012-13)	Exclusion/ Alternative Method
Schoolwide	79.03	83.68	80.60	Yes	84.18	
Black or African American	87.10	79.55	N/A	N/A	N/A	U50
American Indian or Alaska Native	71.43	66.67	N/A	N/A	N/A	U50
Asian	92.24	95.28	90.00	Yes	90.00	
Filipino	100.00	92.68	N/A	N/A	N/A	U50
Hispanic or Latino	72.95	80.66	75.39	Yes	79.70	
Native Hawaiian or Pacific Islander	--	100.00	N/A	N/A	N/A	U50
White	85.00	86.89	85.71	Yes	87.40	
Two or More Races	0.00	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	76.61	82.22	78.52	Yes	82.32	
English Learners	44.26	56.98	50.79	Yes	62.46	
Students with Disabilites	59.09	54.67	63.51	Yes	60.56	5Y

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

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- Data Summary Sheet (subgroup data reflects sample size down to 11 students)

PERFORMANCE METER - DATA SUMMARY SHEET

GROVER CLEVELAND CHARTER HIGH SCHOOL
8140 VANALDEN AVE RESEDA, CA 91335

Student Demographics (2012-13)

Total Students Enrolled: 3,393

African American	5%	English Learners	13%
American Indian	0%	Redassified ELs (RFEP)	38%
Asian	12%	Students with Disabilities (SWD)	11%
Filipino	4%	Economically disadvantaged	63%
Latino	63%	Identified Gifted - All	31%
Pacific Islander	0%	Identified Gifted - African Amer	25%
White (not Latino)	15%	Identified Gifted - Latino	19%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2008-09:	727	735	8	No	6	8
2009-10:	734	756	22	No	6	8
2010-11:	754	746	-8	No	6	8
2011-12:	748	781	33	Yes	5	6
2012-13:	789	807	18	No	7	9

AYP

Met AYP 2012-13	No
Criteria Met	25
Criteria Possible	26
PI Year	5
Year Entered PI	2009-2010

GOAL 1: 100% Graduation

College Readiness - A-G Courses

Grade	2011-12 % A-G with C or Better	2012-13 % A-G with C or Better
9th Grade	42.6%	42.2%
10th Grade	37.2%	41.0%
11th Grade	41.1%	41.2%
12th Grade	36.1%	39.3%

CAHSEE Pass Rate (as of May)

	2011-12	2012-13	Chg
10th grade:	79.0%	82.8%	3.8
11th grade:	88.0%	89.0%	1.0
12th grade:	92.0%	93.2%	1.2

Graduation Rate

	2011-12	2012-13	Chg
Four Year Cohort Rate(LAUSD)	73.0%	69.8%	-3.2

Advanced Placement

	2011-12	2012-13
Students taking at least one AP course	23.0%	25.4%
Students passing at least one AP course	85.8%	93.0%

GOAL 3: 100% Attendance

Attendance Rate

	2011-12	2012-13	Chg
Staff	96.8%	95.8%	-1.0
Student	95.0%	95.8%	0.8
Student transiency	24.1%	19.6%	-4.5

Percentage with 96% or Higher Attendance

	2011-12	2012-13	Chg
Staff	70.3%	64.4%	-5.9
Student	69.0%	71.5%	2.5

GOAL 4: Parent and Community Engagement

Parent Survey	2011-12	2012-13
% of Parents that responded	13.6%	1.8%
% Strongly Agree or Agree		
Feel Welcome at school	81.2%	79.2%
Teacher informs parents about child's progress	16.8%	58.3%

GOAL 5: School Safety

Student Suspensions

	2011-12	2012-13	Chg
% Students Suspended:			
All:	3.2%	3.9%	0.7
African American:	6.2%	8.7%	2.5
Latino:	4.0%	4.8%	0.8
SWD:	6.3%	11.6%	5.3
Instructional Days Lost to Suspension:	177	161	-16

Student Survey

	2011-12	2012-13	Chg
% of Students that responded	39.4%	68.9%	29.5
% Strongly Agree or Agree:			
Feel safe on school grounds	79.2%	63.6%	-15.6

GOAL 2: Proficiency For All

English Learner Progress

	2011-12	2012-13
Scoring Proficient on CELDT	26.8%	32.2%
Scoring Basic or Above on CST ELA	29.4%	35.4%
Passing English/Adv ESL with "C" or above	36.0%	50.4%

	2010-11	2011-12	2012-13
Reclassification Rate Trend:	11.2%	7.9%	11.9%

English Learner Accountabilities

	MET	2011-12	2012-13
AMAO 1 - CELDT Annual Growth	No	46.4%	54.0%
AMAO 2 - Attaining Eng Prof: < 5 Yrs	Yes	21.0%	33.3%
> 5 yrs	No	27.2%	33.3%
AMAO 3 - Proficiency in ELA	Yes	26.5%	57.4%
Proficiency in MATH	Yes	46.2%	67.5%

Students With Disabilities (SWD)

% Basic and Above	2011-12	2012-13	Chg
CST ELA	40.7%	50.3%	9.6
CST Math	30.8%	26.3%	-4.5

CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13			
All Students	2,788	2,765	2,846	2,459	2,403	49.0%	50.6%	51.1%	57.4%	61.0%	3.6	12.0	3.0
African American	158	153	143	120	117	48.1%	47.1%	43.4%	56.7%	56.4%	-0.3	8.3	2.1
Asian	368	336	312	319	309	79.1%	78.0%	77.9%	79.6%	77.7%	-1.9	-1.4	-0.3
Latino	1,732	1,768	1,845	1,489	1,464	35.4%	37.8%	39.0%	43.9%	49.9%	6.0	14.5	3.6
White	394	351	407	388	384	75.1%	79.2%	80.3%	84.3%	85.9%	1.6	10.8	2.7
English Learner	464	422	450	330	263	2.4%	1.9%	4.2%	4.2%	6.5%	2.3	4.1	1.0
SWD	208	229	268	162	149	7.2%	7.9%	10.8%	18.5%	14.8%	-3.7	7.6	1.9
Socio-Eco Disadv	1,988	2,043	2,051	1,699	1,671	40.3%	43.9%	43.0%	49.5%	53.9%	4.4	13.6	3.4

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13			
All Students	2,332	2,387	2,449	2,172	2,257	38.1%	40.9%	45.5%	49.5%	44.4%	-5.1	6.3	1.6
African American	135	128	118	101	107	27.4%	22.7%	29.7%	44.6%	34.6%	-10.0	7.2	1.8
Asian	349	320	298	313	298	70.8%	74.1%	76.5%	77.6%	72.1%	-5.5	1.3	0.3
Latino	1,375	1,472	1,525	1,254	1,351	26.0%	29.8%	33.3%	35.0%	30.3%	-4.7	4.3	1.1
White	358	322	381	368	374	51.7%	58.4%	69.6%	72.0%	70.3%	-1.7	18.6	4.6
English Learner	337	333	353	256	238	11.6%	11.7%	11.9%	14.8%	11.3%	-3.5	-0.3	-0.1
SWD	159	175	216	133	133	8.8%	7.4%	9.3%	12.8%	10.5%	-2.3	1.7	0.4
Socio-Eco Disadv	1,637	1,742	1,738	1,467	1,556	31.3%	34.4%	39.1%	42.7%	36.9%	-5.8	5.6	1.4

CALIFORNIA STANDARDS TESTS (CST) (2012-13)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2011-12	2012-13	Chg	CHANGE IN BB/FBB 2011-12	2012-13	Chg
ELA Gr 9	992	26.4%	29.9%	23.7%	12.3%	5.6%	56.8%	58.4%	1.6	19.3%	17.9%	-1.4
ELA Gr 10	797	35.0%	28.1%	24.0%	7.8%	5.1%	56.4%	63.1%	6.7	19.1%	12.9%	-6.2
ELA Gr 11	614	33.1%	29.6%	24.1%	9.4%	3.7%	59.6%	62.7%	3.1	16.7%	13.1%	-3.6
General Math	33	0.0%	9.1%	6.1%	51.5%	33.3%	20.1%	9.1%	-11.0	39.1%	84.8%	45.7
Algebra I	826	4.6%	17.9%	25.8%	37.9%	13.8%	32.2%	22.5%	-9.7	36.9%	51.7%	14.8
Geometry	569	10.9%	29.2%	33.2%	22.8%	3.9%	56.7%	40.1%	-16.6	18.5%	26.7%	8.2
Algebra II	514	25.7%	39.1%	25.1%	9.1%	1.0%	61.8%	64.8%	3.0	13.2%	10.1%	-3.1
HS Math	315	40.0%	40.3%	12.7%	7.0%	0.0%	82.8%	80.3%	-2.5	4.3%	7.0%	2.7
World History	909	26.5%	25.5%	27.3%	7.0%	13.6%	46.8%	52.0%	5.2	25.4%	20.6%	-4.8
US History	622	30.7%	30.2%	21.5%	8.8%	8.7%	61.1%	60.9%	-0.2	16.1%	17.5%	1.4
Life Science	777	42.7%	25.5%	21.0%	7.5%	3.3%	61.6%	68.2%	6.6	12.8%	10.8%	-2.0
Biology	1098	26.2%	33.3%	25.8%	7.8%	6.8%	61.0%	59.6%	-1.4	15.0%	14.6%	-0.4
Chemistry	433	15.5%	37.0%	40.6%	5.8%	1.2%	49.2%	52.4%	3.2	13.5%	7.0%	-6.5
Physics	102	44.1%	44.1%	10.8%	1.0%	0.0%	85.9%	88.2%	2.3	2.2%	1.0%	-1.2
Int Science	512	2.5%	20.7%	50.2%	13.5%	13.1%	16.8%	23.2%	6.4	37.2%	26.6%	-10.6

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

- SPSA Evaluation

Los Angeles Unified School District
Federal and State Education Programs
Single Plan for Student Achievement (SPSA) Evaluation

Our records indicate that **WILLIAM SMITH** has submitted the ***2013-2014 SPSA ANNUAL EVALUATION*** *for* ***CLEVELAND CH HIGH (8590)***
Your answers were as follows:
School Name: CLEVELAND CH HIGH
ESC: North

1. Based on the comprehensive needs analysis, which subgroup(s), grade level(s), and/or content area(s) was targeted as needing improvement?
Students with Disabilities -SWD

2. Identify the Tier 2 intervention programs that are currently in place for:
2a. English/Language Arts
Currently the school has DRWC classes for our General Education and Special Education populations.
2b. Mathematics
The school provides a 2-hour block for students struggling in Algebra 1.
2c. English Language Development
The General Education and Special Education Long-term English Learner populations have an additional English class to assist them in reclassifying.
2d. Other
Our Humanities Magnet offers a College Prep Seminar for incoming 9th grade students who need the additional focus. Students in the AVID program take the AVID elective to help them prepare for their college careers.

3. Which English Language Arts strategies/activities supported by categorical programs address targeted subgroups or grade levels?
After school tutoring, Saturday tutoring, During the day intervention, Paraprofessionals, Certificated Support Personnel, Supplemental materials
3a. What data supports this finding?
Curriculum-based assessments, Program Assessments, Teacher-created assessments, Student work, CST, CAHSEE

4. What were the results of the English Language Arts strategies/activities supported by categorical programs?
All improved
4a. If there was no improvement or only partial improvement what are the possible underlying causes?

5. Which mathematics strategies/activities supported by categorical programs address targeted subgroups or grade level?
After school tutoring, Saturday tutoring, Between the Bell intervention, Paraprofessionals, Certificated Support Personnel
5a. What data supports this finding?
Curriculum-based assessments, Program Assessments, Teacher-created assessments, Student work, CST, CAHSEE

6. What were the results of the math strategies/activities supported by categorical programs?
All improved
6a. If there was no improvement or only partial improvement what are the possible underlying causes?

7. As measured by CELDT, what percentage of ELs are making progress in ELD (AMAO 1)?
54%
7a. As measured by CELDT, what percentage of ELs demonstrated English proficiency (AMAO 2 < than 5 year cohort)?
33%
7b. As measured by CELDT, what percentage of ELs demonstrated English proficiency (AMAO 2 > than 5 year cohort)?
33%

8. Did your Long Term English Learner (LTEL) population:
Decrease
8a. By what percentage did the LTEL population increase or decrease?
5%

9. Which English Language Development strategies/activities supported by categorical programs address targeted language proficiency levels?
After school tutoring, Saturday tutoring, Between the Bell intervention, Paraprofessionals, Certificated Support Personnel, Supplemental materials, PD X time
9a. What data supports this finding?
Program Assessments, CELDT, CST

10. What were the results of the ELD strategies/activities supported by categorical programs?
Partial growth improvement
10a. If there was no improvement or only partial improvement, what are the possible underlying causes?
Not all students took advantage of ELD strategies and activities

11. What research based professional development training or activities were funded by categorical programs?
Data Analysis, Lesson Planning, SDAIE and differentiated strategies
11a. What indicators were used to measure effectiveness of professional development provided?
Impact on student achievement

12. What other evidence (i.e. other performance data) shows an increase in student learning?

Graduation rate, reclassification rate, and performance data.

13. What strategies/activities supported by categorical programs resulted in improved parent engagement?
Parent Community Representative, Parent Trainings

14. Examine the graduation data on the California Department of Education's AYP Summary Sheet. Did the school meet or exceed its annual target? (High Schools Only)
Yes
14a. If yes, what strategies and/or expenditures resulted in the meeting or exceeding of the target?
Afterschool CAHSEE Intervention, Intervention Coordinator, Counselor

15. Which of the expenditures did not increase growth in graduation rate and therefore will no longer be funded? (High Schools only)
All of the expenditures increased growth in the graduation rate since Cleveland met its goals.
15a. What factors may have caused not meeting the target?

Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
100% GRADUATION

LEA Goal: All students will graduate from high school.

Two-Year School Goal:*	By 2016, the four-year cohort graduation rate will increase from 69.8% to 75.8% as measured by the Performance Meter. We will provide targeted support to students with less than one year of credits to make up.

Identify data used to form this goal:[5]	[x] AYP Report/CAHSEE	[ ] CORE Waiver Data Report (if applicable)	[x] MyData (A-G Report)	
[ ] Data Summary Sheet	[ ] Student Grades	[ ] Curriculum-Based Measure: _____	[ ] Other: _____	

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **Did the school meet schoolwide graduation rate targets? If not, what strategy(ies) will the school use to increase graduation rates?** • **Did the school have graduation rates with less than 5% improvement? If so, what strategy(ies) will the school use to increase graduation rates to meet graduation rate targets?** • **How will the school provide differentiated support to subgroups of 20 or more with the lowest proficiency rate on the CAHSEE?**	• Yes, the school met schoolwide graduation rate targets in 2013. • Yes, the school had graduation rates with less than 5% improvement. See blow for a list strategies to increase the school's graduation rates. • Describe how we will provide support to lowest proficiency rate on CAHSEE – see below

Key Strategy(ies):	**Teachers will continue to differentiate instruction to meet the needs of diverse groups, especially SWDs and LTELs in core academic departments, to better meet the school's graduation targets.**

Turnaround Focus Areas* **	**Actions/Tasks to accomplish Strategy(ies)**** (Actions/Tasks must address subgroup needs.)	**Projected Annual Costs, Expenditures, and Funding Sources**	**How will the school monitor the actions/tasks?**	**Staff Responsible**	**Start/ Completion Date**
Effective Instructional Program (Professional Learning and Classroom Instruction) [2, 4, 5]	**During PD Tuesdays and/or during the regular day our staff will:** • Review quarter, midterm, and final marks to determine students who are at-risk of not passing classes. • Pinpoint key students in each class who are not passing and provide additional support. • Offer teachers and administrators the opportunity to review performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, CCSS, and CAHSEE. • Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process.	**None**	• The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:Master schedule • Marks analysis • Periodic Assessments • Smarter Balanced	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Intervention Coordinator • Testing	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	• Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students. • Collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics. • Revisit Freshmen Academy curricula and student activities to support student academic and personal needs. • Use AVID strategies across the curricula and expand AVID program. • Identify students at risk of not meeting graduation through Individual Graduation Plan (IGP) and small learning community meetings, teacher referrals, and progress monitoring. • With the assistance of the **CPA and counselors**, review disaggregated data on graduation rates, postsecondary options, and other indicators to evaluate the success of school programs. **PD Teacher X-Time** • Set aside time for teachers and administrators to receive supplemental training on the Common Core State Standards (CCSS) to revise curricula based on CCSS literacy and mathematics standards through Professional Development and department or SLC meetings.. • During PD X-time provide teachers, administrators, and other staff with training on differentiated instruction through the use of thinking maps and other graphic organizers, AVID strategies, GATE instruction, academic language, accessing prior knowledge, CRRE, cooperative learning, and integrating technology to increase student interest and motivation. • Allocate time to train classified staff and faculty on identification and monitoring of student data, including attendance, discipline, and marks analysis. • Train teachers on using ConnectEd, the school website, and email to communicate regularly with parents.	• **$197,908** 2 Secondary counselors (5 days each=2 FTE) Title I • **$58,045** Categorical Program Advisor (5 days=.5 FTE) Title I • **$113,816** PD Teacher X-time Title I	Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • SARC • LAUSD School Report Card • Honors and AP course enrollment • Career and College Center logs • CORE Waiver Status • CAHSEE data • Student and parent surveys • Participation report • Counselor logs • Deans logs • Tutoring logs	Coordinator • Title I Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Career Adviser • CTE Adviser • Student Leadership • Faculty and Staff • Community Representative	
Maximizing Instructional Time [3]	• Have **coordinators and counselors** identify at-risk students and monitor and assist with the students' progress. • Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, and counselor and parent meetings. • Offer additional IGP meetings throughout the year. • Design skills workshops for students who need additional support. • Broaden small learning community and elective offerings to help students explore college and career interests. • Utilize **supplemental materials**, equipment (**including classroom computers and printers, and copiers**), and software to assist students not meeting proficiency. • Examine ways to upgrade technological resources to support teaching and learning.	• **$197,908** 2 Secondary counselors (5 days each=2 FTE) Title I • **$45,000** Instructional Materials Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • Master schedule • Marks analysis • Periodic Assessments • Smarter Balanced Assessments	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Intervention Coordinator • Testing Coordinator • Title I	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	• Support and expand peer tutoring programs (using Teacher Tutor X-time). • Promote the development of in-house intervention programs in all academics programs and small learning communities. • Encourage faculty and peer mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations. • The **Community Representative** will help with parent communication and as a liaison between the school and the community. • Extend outreach programs with, and offer **curricular trips** to, post-secondary institutions, community organizations, and local businesses to extend learning opportunities for students. • Invite additional community resource agencies, local businesses, and local college representatives to conduct classroom workshops and assemblies on academic and personal support. • Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement. • Monitor and circulate reports on student attendance regularly and provide early attendance intervention. • Recognize students for achievement of schoolwide learner outcomes through Cavaliers of the Week, academic pep rallies, luncheons, and assemblies. • Continue to utilize the services of the **School Psychologist and Nurse** in advising and counseling students whose behaviors may result in delayed graduation or becoming a dropout. • Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students. • Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations. • Support and expand peer programs such as the International Student Leadership Association (ISLA).	• **$12,442** Community Representative (72 hrs/mo) Title I • **$18,500** Curricular trips Title I • **$93,960** Psychologist (4.5 days=.9 FTE) Title I • **$59,370** Nurse (3 days=.6 FTE) Title I	• Department and teacher-created assessments • SIS/ISIS/MISIS • SARC • LAUSD School Report Card • Honors and AP course enrollment • Career and College Center logs • CORE Waiver Status • CAHSEE data • Student and parent surveys • Participation report • Counselor logs • Deans logs • Tutoring logs	Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Career Adviser • CTE Adviser • Student Leadership • Faculty and Staff • Community Representative	
Interventions to Close Achievement Gaps [2, 3]	• Provide and expand extended learning opportunities by purchasing **Teacher Tutor X-Time** and **Other Non-Instructional Contract.** ○ Offer additional targeted tutoring before and after school, as well as Saturdays ○ Develop onsite credit recovery classes and remediation electives throughout the year, including before school, during school, after school, and Saturdays. ○ Expand APEX online course offerings throughout the year, including before school, during school, after school, and Saturdays. ○ Continue to provide after school, during school, and Saturday CAHSEE intervention. ○ Use copiers to duplicate intervention materials for our intervention program.	• **$66,423** Teacher Tutor X-time Title I • **$35,000** Other Non-Instructional Contracts Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:	• CGC • Principal • Administrators	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
ENGLISH LANGUAGE ARTS

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:*	By 2016, the percentage of Ds and Fs in ELA will reduce from 29.3% to 19.3% as measured by the end of the Spring semester report card. Targeted support will be provided to 9th grade ELA students and LTEL students in sheltered classes.

Identify data used to form this goal:[5]

- [ ] AYP Report/CAHSEE
- [ ] CORE Waiver Data Report (if applicable)
- [x] MyData (CST Strand Report)
- [ ] DIBELS
- [x] Student Grades
- [ ] Curriculum-Based Measure: _____
- [x] Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **Based on the assessments, in what strands of the English Language Arts instructional program were subgroups of 20 or more least proficient?** • **What factors explain changes in proficiency levels over time?** • **Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?** • **What intervention(s) will be used to address the lowest-achieving subgroups?**	• Based on 2012-2013 CST results for ELA, students were least proficient in the Literary Response and Analysis strand, followed by Written and Oral Language Conventions, and most proficient in Reading Comprehension and Word Analysis & Vocabulary. • There has been a steady increase in the proficiency of students testing in ELA over the past five years. All the professional development session dedicated to improving student performance and the interventions provided students, combined with good first teaching can explain the gradual increase in proficiency levels. • Presumably no intervention was ineffective based on the results of the interventions. • Continuing to utilize the same interventions, while continuing to research even more interventions will address our least successful subgroups, SWD and LTELs.

Key Strategy(ies):	**Increase all students' proficiency in reading and comprehending complex literary and informational texts independently by asking purposeful questions and using meaningful discussions.** **Teachers will continue to differentiate instruction to meet the needs of diverse groups, especially SWDs and LTELs, in English-Language Arts.**

Turnaround Focus Areas* **	**Actions/Tasks to accomplish the Strategy(ies)**** (Actions/Tasks must address subgroup needs.)	**Projected Annual Costs, Expenditures, and Funding Sources**	**How will the school monitor the actions/tasks?**	**Staff Responsible**	**Start/ Completion Date**
Effective Instructional Program (Professional Learning and Classroom Instruction) [2, 4, 5]	**PD Tuesdays** • Utilize instructional coach (Title III Coach) to lead PD and assist teachers with identifying student skills gaps. **PD Teacher X-Time** • Set aside time for teachers and administrators to receive supplemental training on the Common Core State Standards (CCSS) to revise curricula based on CCSS literacy standards. • Expand teacher-led workshops that focus on current educational practices and meet the local needs of the school based on data-determined low performing areas through professional development.	• **None** • **$113,816** PD Teacher X-time Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • Marks analysis	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Intervention Coordinator	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	• Provide teachers, administrators, and other staff with training on differentiated instruction through the use of thinking maps and other graphic organizers, AVID strategies, GATE instruction, academic language, accessing prior knowledge, CRRE, questioning techniques, debates (e.g. SPAR, mock trials, simulations), Socratic seminars, cooperative learning, and integrating technology to increase student proficiency in reading and comprehending literary and informational texts independently. **Day-to-Day Subs** • Offer teachers and administrators the opportunity to review English, Social Studies, and Science performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, and CCSS. • Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process. • Build in time for teachers to share best practices and conduct lesson studies based on effective strategies such as inquiry-based instruction and text-dependent analysis, to meet the needs of all learners through professional development. • Design more activities to assist teachers with helping students utilize assessments to evaluate, reflect, and modify individual learning plans. • Assist teachers with developing additional strategies to help students monitor their own learning and communicate academic needs. • Have teachers collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics.	**$5,000** Day-to-Day Subs Title I	• Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data • Student surveys • Counselor logs • Deans logs • Tutoring logs	• Testing Coordinator • Title I Coordinator • TSP • Title III Coach • Faculty and Staff	
Maximizing Instructional Time [3]	• Provide **CSR teacher to** decrease the pupil/teacher ratio in English-Language Arts, and provide four days of day-to-day substitute time for this teacher's absences. • Expand literacy skills workshops for students who need additional support with key CCSS and academic content standards. • Reduce class size in core content areas to provide for more in-class instructional support. • Build into the master schedule additional two-hour block reading classes for 9th and 10th grade students who need support in English. • Provide and expand extended learning opportunities: ○ Offer additional targeted tutoring before and after school, as well as Saturdays (using Teacher Tutor X-time) • Group students who have English 9 and 10 and provide additional support and peer tutoring. • Consider ways to maximize faculty expertise in staffing introductory level core content classes. • Expand outreach programs with, and offer curricular trips to, post-secondary institutions, community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.	• **$93,641** ELA CSR teacher (5 days=1 FTE) Title I • **$1,323** Day-to-day substitute for CSR teacher Title I • **$197,908** 2 Secondary Counselors (10 days=2 FTE) Title I • **$18,500** Curricular trips Title I • **58,045** CPA Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Intervention Coordinator • Title I Coordinator • TSP • ISIS Coordinator • Title III Coach • Faculty and Staff	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

		• **$94,630** 2 Educational Resource Aides (5 days=2 FTE) Title I • **$37,474** Education Aide II (5 days=1 FTE) Title I	• Student surveys • Counselor logs • Deans logs • Tutoring logs		
Interventions to Close Achievement Gaps [2, 3]	• Utilize CPA (Title I Coordinator) [with the assistance of an Ed. Aide II], school psychologist, nurse, intervention coordinator and bridge coordinator to identify at-risk students and monitor and assist with the student's progress. • Utilize LAT and SST to assess if language proficiency or other issues are hindering student achievement and provide necessary academic and emotional support. • Arrange for educational resource aides and peer tutors to assist with students not meeting proficiency. • Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers Other Non-Instructional Contracts), and software to assist students not meeting proficiency. • Support and expand peer tutoring programs (using Teacher Tutor X-time).	• **$45,000** Instructional Materials Title I • **$35,000** Other Non-Instructional Contracts Title I • **$66,423** Teacher Tutor X-time Title I	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data • Student surveys • Counselor logs • Deans logs • Tutoring logs	• CGC • Principal • Administrators • Instructional Specialist • Council • Counseling Staff • Intervention Coordinator • Title I Coordinator • TSP • Bridge Coordinator • ISIS Coordinator • Title III Coach • SST • Deans • Attendance Team • Faculty and Staff • School Psychologist • School Nurse	Aug 2014-Jun 2016

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***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
MATHEMATICS

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:*	By 2016, the percentage of Ds and Fs in math will reduce from 42.3% to 32.3% as measured by the end of the Spring semester report card. Targeted support will be provided to students in Algebra 1, Geometry and Algebra 2, and LTEL students in sheltered classes.

Identify data used to form this goal:[5]

- [ ] AYP Report/CAHSEE
- [ ] CORE Waiver Data Report (if applicable)
- [x] MyData (CST Strand Report)
- [ ] DIBELS
- [x] Student Grades
- [ ] Curriculum-Based Measure: _____
- [x] Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **Based on the assessments, in what strands of the mathematics instructional program were subgroups of 20 or more least proficient?** • **What factors explain changes in proficiency levels over time?** • **Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?** • **What intervention(s) will be used to address the lowest-achieving subgroups?**	• Based on 2012-2013 CST results for mathematics, students were least proficient in the Algebra I and Geometry, though all areas of mathematics declined between 2011-12 and 2012-13. • There has been a small but steady increase in the proficiency of students testing in mathematics over the past five years. All the professional d evelopment session dedicated to improving student performance and the interventions provided students, combined with good first teaching can explain the gradual increase in proficiency levels. • Presumably no intervention was ineffective based on the results of the interventions, though last year's results need to be further analyzed. • Continuing to utilize the similar interventions, while continuing to research even more effective interventions would seem appropriate based on last year's testing results.

Key Strategy(ies):	**Increase all students' proficiency in making sense of mathematical problems and persevering in solving them using discussion techniques and standards-based projects, activities and assignments** **Teachers will continue to differentiate instruction to meet the needs of diverse groups, especially SWDs and LTELs, in all mathematics classes with an emphasis on Algebra 1 and Geometry classes.**

Turnaround Focus Areas* **	**Actions/Tasks to accomplish the Strategy(ies)**** (Actions/Tasks must address subgroup needs.)	**Projected Annual Costs, Expenditures, and Funding Sources**	**How will the school monitor the actions/tasks?**	**Staff Responsible**	**Start/ Completion Date**
Effective Instructional Program (Professional Learning and Classroom Instruction) [2, 4, 5]	**PD Tuesday** • Utilize instructional coach (Title III coach) to lead PD and assist teachers with identifying student skills gaps. **PD Teacher X-Time** • Set aside time for teachers and administrators to receive supplemental training on the Common Core State Standards (CCSS) to revise curricula based on CCSS mathematics standards. • Expand teacher-led workshops that focus on current educational practices and meet the local needs of the school based on data-determined low performing areas.	**None** • **$113,816** PD Teacher X-time Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum	Aug 2014-Jun 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	• Provide teachers, administrators, and other staff with training on differentiated instruction through the use of thinking maps and other graphic organizers, AVID strategies, GATE instruction, academic language, accessing prior knowledge, CRRE, questioning techniques, cooperative learning, and integrating technology to increase student proficiency in making sense of mathematical problems and persevering in solving them. **Day-to-Day Subs** • Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process. • Offer teachers and administrators the opportunity to review Algebra I, geometry, and Algebra II performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, and CCSS. • Build in time for teachers to share best practices and conduct lesson studies based on effective strategies such as inquiry-based instruction and standards-based projects, to meet the needs of all learners through professional development. • Design more activities to assist teachers with helping students utilize assessments to evaluate, reflect, and modify individual learning plans. • Assist teachers with developing additional strategies to help students monitor their own learning and communicate academic needs. • Have teachers collaborate and further their learning by implementing commonly established effective discussion techniques, standards-based activities and assignments, and rubrics.	**$5,000** Day-to-Day Subs Title I	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data • Student surveys • Counselor logs • Deans logs • Tutoring logs	Council • Intervention Coordinator • Testing Coordinator • Title I Coordinator • TSP • Title III Coach • Faculty and Staff	
Maximizing Instructional Time [3]	• Expand mathematics skills workshops for students who need additional support with key CCSS and academic content standards. • Reduce class size in core content areas to provide for more in-class instructional support. • Provide and expand extended learning opportunities: ○ Offer additional targeted tutoring before and after school, as well as Saturdays (using Teacher Tutor X-time) • Build into the master schedule additional two-hour block math classes for 9th and 10th grade students who need support in mathematics. • Group students who need algebra and geometry assistance and provide additional support and peer tutoring. • Consider ways to maximize faculty expertise in staffing introductory level core content classes. • Utilize **supplemental materials**, equipment (**including classroom computers and printers, and copiers**), and software to assist students not meeting proficiency.	• **$66,423** Teacher Tutor X-time Title I • **$197,908** 2 Secondary Counselors (10 days=2 FTE) Title I • **$18,500** Curricular trips Title I • **$45,000** Instructional Materials Title I • **58,045** CPA Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data • Student surveys • Counselor logs	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Intervention Coordinator • Title I Coordinator • TSP • ISIS Coordinator • Title III Coach • Faculty and Staff	Aug 2014-Jun 2016

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		• **$94,630** 2 Educational Resource Aides (5 days=2 FTE) Title I **$37,474** Education Aide II (5 days=1 FTE) Title I	• Deans logs • Tutoring logs		
Interventions to Close Achievement Gaps [2, 3]	• Utilize CPA (Title I Coordinator) [with the assistance of an Ed. Aide II], school psychologist, nurse, intervention coordinator and bridge coordinator to identify at-risk students and monitor and assist with the student's progress. • Utilize LAT and SST to assess if language proficiency or other issues are hindering student achievement and provide necessary academic and emotional support. • Arrange for educational resource aides and peer tutors to assist with students not meeting proficiency. • Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and software to assist students not meeting proficiency. • Support and expand peer tutoring programs (using Teacher Tutor X-time). • Expand outreach programs with, and offer curricular trips to, post-secondary institutions, community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.	• **$35,000** Other Non-Instructional Contracts Title I • **$66,423** Teacher Tutor X-time Title I	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • CAHSEE data • Student surveys • Counselor logs • Deans logs • Tutoring logs	• CGC • Principal • Administrators • Instructional Specialist • Council • Counseling Staff • Intervention Coordinator • Title I Coordinator • TSP • Bridge Coordinator • ISIS Coordinator • Title III Coach • SST • Deans • Attendance Team • Faculty and Staff • School Psychologist School Nurse	Aug 2014-Jun 2016

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Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix

ACADEMIC DOMAIN
ENGLISH LANGUAGE PROGRAMS
English Language Development (ELD) and Access to Core

LEA Goal:	**All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Two-Year School Goal:*	By 2016, the percentage of Long-Term English Learners will decrease by 7% by meeting reclassification criteria and reaching English language development proficiency on CELDT.

Identify data used to form this goal:[5]

- [ ] AYP Report/CAHSEE
- [ ] CORE Waiver Data Report (if applicable)
- [x] MyData (CST Strand Report)
- [x] CELDT / AMAOs
- [x] Student Grades
- [ ] Curriculum-Based Measure: _____
- [x] Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **What factors explain the changes in proficiency levels over time?** • **Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?** • **What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?**	• Supplementary services provided by categorical programs such as CSR teachers, Coordinators, Bilingual Teacher Assistants, PD to target specific low performing subgroups, Tutoring programs, IMA and general supplies are some of the main factors that explain proficiency over time. • Interventions programs that were specially focused to target low performing EL subgroups were effective to increase proficiency levels over time because CHS met annual target goals in ELA proficiency as measured by CSTs. • From 2011-12 to 2013-14 our LTEL population decreased from 71.8% to 67.7%: Our SPSA as supported by categorical funds and services explain our decrease of LTELs.

Key Strategy(ies):	Continue to provide PD in research based strategies to facilitate access to core curriculum, provide targeted intervention programs to increase reclassification, provide EL CSR teachers and increase EL monitoring to meet AMAO target goals.

Turnaround Focus Areas* **	**Actions/Tasks to accomplish the Strategy(ies)**** (Actions/Tasks must address English learner needs.)	**Projected Annual Costs, Expenditures, and Funding Sources**	**How will the school monitor the actions/tasks?**	**Staff Responsible**	**Start/ Completion Date**
Effective Instructional Program (Professional Learning and Classroom Instruction) [2, 4, 5]	• Examine reclassification data to identify specific students who are not meeting academic standards, analyze CELDT data to target specific areas of need, and evaluate student High Point portfolio data to consider instructional areas to address. • Identify and recommend for additional support students who have not scored early advanced or advanced on the CELDT each year. • Review quarter, midterm, and final marks to determine LTELs who are at-risk of not passing classes and provide early intervention and support to minimize obstacles to student success. • Set aside time for teachers and administrators to receive Common Core State Standards (CCSS) training and to revise general education English, social studies, science, English language	• **$197,908** 2 Secondary Counselors (10 days=2 FTE) Title I • **$10,027** PD Teacher X/Z time 10183	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • SARC	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Intervention	Aug 2014-Jun 2016

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	development curricula and special education courses based on CCSS literacy standards. • Offer teachers and administrators the opportunity to review performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic standards, CCSS, and CELDT. • Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process. • Provide further training to LTEL teachers. • Provide teachers, administrators, and other staff with further training on the Master Plan for English Learners, CELDT, SDAIE and literacy strategies, graphic organizers, academic language, inquiry-based instruction, text-dependent analysis, accessing prior knowledge, CRRE, and cooperative learning to increase student retention and engagement. • Build in time for teachers to share best practices and conduct lesson studies based on effective strategies to meet the specific needs of LTELs through professional development (PD Teacher X-time). • Promote additional collaborations between instructional staff and community resources to continuously improve the curriculum and actively involve students in learning that is relevant and rigorous. • Have teachers collaborate and further their learning by implementing effective commonly established and research-driven literacy strategies and rubrics. • Allocate time to train classified staff and faculty on identification and monitoring of student data, including attendance, discipline, and marks analysis. • Conference Attendance to provide teachers opportunities to acquire new strategies to teach targeted student population. • Allocate funds for supplies and refreshments for the English Learner Advisory Committee (ELAC) to develop and facilitate home-school communication with parents of ELs. • Set aside time for counselors to meet outside their regular contracted time to plan the master schedule and program students in sheltered classes and specially design programs for ELs. • Support Coordinators/Advisors will analyze data to support LAT and intervention services.	• **$2,005** Counselor X/Z time (30 hrs) 10183 • **$500** Conference Attendance 10183 • **$7,015** Teacher Tutor X/Z time 10183 • $**5,753** Teacher Tutor X/Z time (86 hrs) 7S176 • **$1,300** Advisory Committee Exp. 10183	• LAUSD School Report Card • CORE Waiver Status • CAHSEE data • Welligent data • MCD outcomes • Student and parent surveys • Counselor logs • Deans logs • Tutoring logs	Coordinator • Testing Coordinator • Title I Coordinator • TSP • Bridge Coordinator • ISIS Coordinator • Title III Coach • SST • Deans • Attendance Team • Faculty and Staff • School Psychologist • School Nurse	
Maximizing Instructional Time [3]	• Evaluate master schedule and provide appropriate sections of sheltered and LTEL classes. • Go over marks analysis to determine correct placement of students in sheltered and general education classes. • Assess student proficiency and divide students into groups for LTEL electives: beginning, intermediate, advanced levels. • Provide and expand extended learning opportunities, including tutoring, credit recovery classes, online classes, and remediation electives, before, during, and after school as well as Saturdays (using Teacher Tutor X-time). *Teacher Tutoring X-Time* will allow for highly qualified teachers to tutor and provide intervention services to at risk English Learners in order to meet their English	• **$197,908** Secondary Counselors (10 days=2 FTE) Title I • **$66,423** Teacher Tutor X-time Title I • **$49,571** TSP Advisor (5 days/.5 FTE)	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • SARC	• CGC • Principal • Administrators • Instructional Specialist • SSC • Curriculum Council • Counseling Staff • Title I	Aug 2014-Jun 2016

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	Language Development targets, as measured by AMAOs. • Design literacy and mathematical skills workshops for students who need additional support with the CELDT, the CAHSEE, and academic content standards. • Structure and staff CELDT boot camp during the school day and Saturdays to provide additional support for students. • Assist counselors in placement of EL students in pure sheltered classes when available. • Examine ways to maximize faculty expertise in staffing sheltered, LTEL, and RSP collaborative classes. • Provide CSR teachers to provide direct instruction to targeted students populations to support core instruction. • Provide day to day substitute time for TSP CSR teachers for illness and personal necessity. • Use bilingual paraprofessionals to support ELD and core instruction and intervention programs for TSP. • Provide teacher assistant relief to support intervention programs for TSP. • Support maintenance for a Konica Bizhub 250 (S/N 31126846 that will be used to copy supplemental instructional materials for teachers and targeted students. • Provide supplementary IMA and General supplies to support instruction of targeted student populations. • After school tutoring for students not meeting AMAOs focusing on the specific CELDT domain.	10183 • **$2,005** TSP Advisor Z/X Time 10183 • **$204,040** CSR Teacher (10 days=2 FTE) 10183 • **$2,644** Day-to-day substitute for CSR teachers 10183 • **$25,654** Bilingual Teacher Assistant 10183 • **$200** Teacher Assistant Relief 10183 • **$33,756** Teacher Auxilliary 10183 • **$2,500** IMA 10183 • **$18,575** General Supplies 10183 • **$1,000** Other Non-instructional Contract 10183	• LAUSD School Report Card • CORE Waiver Status • CAHSEE data • Welligent data • MCD outcomes • Student and parent surveys • Counselor logs • Deans logs • Tutoring logs	Coordinator • TSP • Title III Coach • Faculty and Staff	
Interventions to Close Achievement Gaps [2, 3]	• Determine students who are making progress and acknowledge them with certificates and invitations to assemblies with motivational speakers. • Utilize LAT, SST, and IEP teams to determine academic support needed for struggling students. • Have TSP, Title III Coach, CPA (Title I Coordinator), school psychologist, nurse, intervention coordinator and bridge coordinator to identify at-risk students and monitor and assist with the	• **$20,720** Curricular trips Title I & 10183 • **$45,000** Instructional Materials Title I	• Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments	• CGC • Principal • Administrators • Instructional Specialist • SSC	Aug 2014-Jun 2016

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	student's progress. • Continue to provide one-on-one academic support for struggling students. • Make available bilingual staff and students to provide for more student support. • Maintain dedicated counselors to work with the specific needs of ELD and LTEL students. • Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement. • Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students. • Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations. • Support and expand peer programs such as the International Student Leadership Association (ISLA). • Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings. • Monitor and circulate reports on student attendance regularly and provide early attendance intervention. • Recognize students for achievement of schoolwide learner outcomes through Cavaliers of the Week, academic pep rallies, luncheons, and assemblies. • Re-establish peer-mediation program to resolve conflicts and other issues that hinder academic achievement. • Arrange for educational resource aides and peer tutors to assist with LTELs. • Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and software to assist LTELs. • Expand outreach programs with, and offer curricular trips to, post-secondary institutions, community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.	• **$35,000** Other Non-Instructional Contracts Title I • **$197,908** 2 Secondary Counselors (10 days=2 FTE) Title I • **$66,423** Teacher Tutor X-time Title I • **$94,630** 2 Educational Resource Aides (5 days=2 FTE) Title I • **$12,442** Community Representative (72 hrs/mo) Title I • **$59,416** Intervention Support Coordinator (5 days=.5 FTE) 10183	• Department and teacher-created assessments • SIS/ISIS/MISIS • SARC • LAUSD School Report Card • CORE Waiver Status • CAHSEE data • Welligent data • MCD outcomes • Student and parent surveys • Counselor logs • Deans logs • Tutoring logs	• Curriculum Council • Counseling Staff • Intervention Coordinator • Testing Coordinator • TSP • Title III Coach • SST • LAT • Deans • Attendance Team • Career Adviser • CTE Adviser • Resource Aides • Student Leadership • Faculty and Staff • School Nurse • School Psychologist • Community Representative	

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Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
CULTURE and CLIMATE DOMAIN
PARENT AND COMMUNITY ENGAGEMENT

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:*	By 2016, the number of parents completing the School Experience Survey will increase to 50%, and 90% of the parents completing the School Experience Survey will report feeling welcome on campus.

Identify data used to form this goal:[5]

- [ ] AYP Report/CAHSEE
- [ ] CORE Waiver Data Report (if applicable)
- [ ] MyData (CST Strand Report)
- [ ] Student Grades
- [x] School Experience Survey
- [x] Data Summary Sheet
- [ ] Other: _____

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **What factors explain changes in parents feeling welcomed at school over the last two years?** • **What factors explain changes in parents having opportunities for involvement at school over the last two years?** • **What factors explain the changes in parents talking with their child's teacher about schoolwork over the last two years?**	• Between last year and this year, the school has eliminated the Resource Liaison position because of a decrease in overall funding, and has hired a Community Representative who has made parents feel more welcome in the Parent Center. • With the school's WASC accreditation activities, many more parents have been involved in the focus groups. • Again, with the WASC accreditation activities, many more parents have been involved in the focus groups, and therefore have felt more comfortable talking to teacher-members of the focus groups.

Key Strategy(ies):	All teachers and staff members will continue to make parents and community members feel welcome at school and take all possible opportunities to explain the changes brought on by the implementation of CCSS.

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Parent Engagement [7]	• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress with the assistance of the Community Representative.. • Broaden activities to inform parents about a-g requirements, IGP, and available elective, honors, and AP classes. • Publish Principal's State of the Land weekly/monthly updates to keep parents abreast on school programs, events, activities, and outreach opportunities.	• **$197,908** 2 Secondary Counselors (10 days=2 FTE) Title I • **$12,442** Community Representative (72 hrs/mo) Title I	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • ISIS/MISIS Family Module • Parent surveys • Parent Center logs	• CGC • Principal • Administrators • Instructional Specialist • SSC • ELAC • Counseling Staff • Intervention Coordinator • Testing Coordinator	Aug 2014-Jun 2016

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				• Title I Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Student Leadership • Faculty and Staff • Community Representative	
Parent Communication [7]	• Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. • Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and parent meetings in the Parent Center with the Community Representative. • Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. • Provide custodial overtime to clean-up before and after regular parent meetings and periodic parent trainings to provide an inviting, pleasant venue.	• **$12,442** Community Representative (72 hrs/mo) Title I • **$3,000** Custodial OT Title I(E046)	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: • ISIS/MISIS Family Module • Parent surveys • Parent Center logs	• CGC • Principal • Administrators • Instructional Specialist • SSC • ELAC • Counseling Staff • Intervention Coordinator • Testing Coordinator • Title I Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Student Leadership • Faculty and Staff • Community	Aug 2014-Jun 2016

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				Representative	
Parent Training [7]	• Design additional parent workshops and activities during and after school on how to support and minimize barriers to student achievement. • Offer parental support on understanding CCSS and interpreting assessment results. • Provide workshops on understanding the Master Plan, LTEL support electives, Modified Consent Decree (MCD) outcomes, and a-g requirements with the assistance of the counselors and the Community Representative. • Develop additional parental support on understanding PSAT, SAT, ACT, AP exam, CAHSEE, and interpreting assessment results.	• **$12,442** Community Representative (72 hrs/mo) Title I	• ISIS/MISIS Family Module • Parent surveys • Parent Center logs	• CGC • Principal • Administrators • Instructional Specialist • SSC • ELAC • Counseling Staff • Intervention Coordinator • Testing Coordinator • Title I Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Student Leadership • Faculty and Staff • Community Representative	Aug 2014-Jun 2016

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Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
SOCIAL/EMOTIONAL DOMAIN
100% ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

Two-Year School Goal:*	Students with an attendance percentage rate of 96% or higher will increase by 8% from 71.5% to 79.5% by the end of the 2016 Spring semester.

Identify data used to form this goal:[5]

- [ ] AYP Report/CAHSEE
- [ ] MyData (Early Warning/At-Risk Report)
- [ ] Student Grades
- [X] Data Summary Sheet
- [X] School Experience Survey
- [ ] Curriculum-Based Measure: _____
- [x] Other: School Report Card

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • **Did the school meet its 2013-2014 attendance targets?** • **What factors explain changes in student attendance rates over the last two years?** • **How many instructional days were lost to suspension over the last two years?** • **What factors explain the changes that occurred in the suspension rates over the last two years?** • **What factors explain the changes that occurred in instructional days lost to suspension over the last two years?** • **What factors explain the changes that occurred in student responses to school safety?**	• The school has achieved an overall increase in the Actual Attendance Rate from 90.94% to 93.59%. The Stability Rate has increased as well, and the Transiency Rate has declined – all positive attendance factors. • Publicly calling attention to the advantages of positive student attendance, and on a quarterly basis calling attention to students with perfect attention has helped raise positive student attendance. • Three hundred sixty-three instructional days have been lost to suspension over the past two years. • There was an increase of five instructional days (1.4% of 363 days total) lost due suspension over the past two years. There have been significant changes in the District's suspension policy over the past several years that accounts for a drastic reduction in total instructional days lost to suspension. The continuation of that policy is significant, not the 1.4% increase. • Same as above. • We believe the 15.6% drop in the students' feeling safe on school grounds is due primarily to a murder that occurred on campus after school hours, involving students who were not enrolled at the school, but the event was observed by many current students.

Key Strategy(ies):	**The school will continue to analyze attendance, discipline and suspension data to provide support to students who may have social/emotional issues that hinder their academic performance. The school will provide PD for staff members to learn ways to assist identified students.**

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Social / Emotional Interventions [6]	• Analyze attendance, discipline referrals, and suspension data to track students who have excessive attendance and discipline issues that may hinder achievement. • Continue to determine social and emotional issues that are obstacles to student success and provide support services to minimize barriers to student success. • Continue to provide in-service on positive behavioral support plan.	• **$93,960** Psychologist (4.5 days=.9 FTE) Title I • **$59,370** Nurse	The Principal will monitor the following at least four times a year or more often depending on the	• CGC • Principal • Administrators • Instructional Specialist • SSC	Aug 2014-Jun 2016

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	• Review quarter, midterm, and final marks to determine LTELs who are at-risk of not passing classes and provide early intervention and support to minimize obstacles to student success. • Make available additional counselors to provide for more student support. • Maintain dedicated counselors to work with the specific needs of ELD and students with disabilities. • Expand school psychologist and school nurse services to provide for mental and physical health needs of students. • Utilize CPA (Title I Coordinator) [with the assistance of an Ed. Aide II], school psychologist, nurse, intervention coordinator and bridge coordinator to identify at-risk students and monitor and assist with the student's progress. • Support and expand peer tutoring programs (using Teacher Tutor X-time). • Expand outreach programs with, and offer curricular trips to, post-secondary institutions, community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness. • Utilize LAT and SST to assess issues hindering student achievement and provide necessary academic and emotional support. • Make available bilingual staff and students to provide for more student support. • Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement. • Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students. • Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations. • Identify key faculty to facilitate student groups to discuss social, emotional, and personal issues that interfere with academic success. • Support and expand peer programs such as the International Student Leadership Association (ISLA). • Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings. • Monitor and circulate reports on student attendance regularly and provide early attendance intervention. • Recognize students for achievement of schoolwide learner outcomes through Cavaliers of the Week, academic pep rallies, luncheons, and assemblies. • Re-establish peer-mediation program to resolve conflicts and other issues that hinder academic achievement. • Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement. • Foster the development of school clubs, organizations, assemblies, and activities to promote academic pride, solidarity, and school spirit. • Establish additional enrichment programs and activities to engage students in the school community, promote campus beautification, and further safe-school initiatives.	(3 days=.6 FTE) Title I • **$58,045** CPA [Title I Coordinator] (2.5 days=.5 FTE) Title I • **$197,908** Secondary Counselors (10 days=2 FTE) Title I • **$12,442** Community Representative (72 hrs/mo) Title I	occurrence of the event: • Marks analysis • Master schedule • Periodic Assessments • Smarter Balanced Assessments • Department and teacher-created assessments • SIS/ISIS/MISIS • SARC • LAUSD School Report Card • CORE Waiver Status • CAHSEE data • Student and parent surveys • Counselor logs • Deans logs • Tutoring logs	• Curriculum Council • Counseling Staff • Intervention Coordinator • Testing Coordinator • Title I Coordinator • TSP • Bridge Coordinator • Title III Coach • SST • Deans • Attendance Team • Career Adviser • CTE Adviser • Student Leadership • Faculty and Staff • School Nurse • School Psychologist • Community Representative	

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Grover Cleveland Charter High School

CORE Waiver Status and Interventions Form

Title I schools that fail to meet their California Annual Measurable Objectives (CA AMO) and/or their School Quality Improvement System growth goal* will be required to help inform appropriate interventions and shall indicate so in the annual Single Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to the participating LEA. A template to indicate AMO achievement and questions for 2014-15 are as follows

LEA:	Los Angeles Unified School District	Year:	2014-2015

2013-2014 AMOs (based on 2012-2013 data)	Yes	No
Did the school meet this year's API growth target?	X	
Did the school meet this year's achievement target? (California Annual Measurable Objectives)		X
Did the school meet the graduation rate target? (if applicable)	X	
Did the school meet this year's School Quality Improvement Goal?		X

Prior Year AMOs (based on 2011-2012 data)	Yes	No
Did the school meet the prior year's API growth target?		X
Did the school meet the prior year's achievement target? (California Annual Measurable Objectives)		X
Did the school meet the prior graduation rate target? (if applicable)	X	
Did the school meet this year's School Quality Improvement Goal?	N/A	N/A

	Please list the targeted subgroups and content areas:
1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2014-15 school year?	Asian and English Learners subgroups in ELA, and English Learners in Mathematics
	Mark boxes where existing goals within the SPSA are found:
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?	[x] 100% Graduation [x] English Language Arts [x] Mathematics [x] English Language Development -Title III [x] Parent & Community Engagement [x] 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills
	Mark boxes where existing interventions within the SPSA are found:
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?	[x] 100% Graduation [x] English Language Arts [x] Mathematics [x] English Language Development -Title III [x] Parent & Community Engagement [x] 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills
	Mark boxes to be used as indicators to measure success:
4. What indicators will be used to measure success of the applied interventions?	[x] Student Grades [x] Curriculum Based Measures [ ] DIBELS [ ] MyData At-Risk Alerts [x] AYP Report/CAHSEE [ ] Other: _____

*Availability to be determined at a later date

Grover Cleveland Charter High School

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114
COMPONENTS FOR IMPLEMENTATION

1. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)

The school offers underperforming students increased learning opportunities during and outside the school day. They include: Saturday grade-recovery interventions in four core academic areas, along with CST and CAHSEE intervention classes for 10th grade students who need additional preparation prior to the Census CAHSEE administration; … in addition, departments have held profession development sessions to plan department-wide interventions; the two hour-bloc Read 180 program during the school day; provide intervention classes after school and on Saturdays specifically designed and taught by EL and SDP teachers for EL and SDP students

2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).

The following strategies will be utilized to meet the educational needs of Migrant Students:

- Address the needs of migrant students in the Single Plan for Student Achievement.
- Ensure that the Migrant Education Program (MEP) *Family Work Questionnaire* is part of the enrollment packet.
- The Principal will designate a certificated staff member to be the MEP school contact person. The certificated contact person will be the Robert Rakauskas (Vice Principal).
- Complete the Intervention Services Survey.
- Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP).
- Arrange a Parent/Teacher conference to discuss the student's MEP ILP.
- Record the MEP ILP in the student's cumulative record.
- Implement the Migrant Education Purple Folder.
- Monitor documentation requirements for migrant students.
- Address the individual student's needs through the recommended services noted on the MEP ILP.
- Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service).

The following strategies will be utilized to meet the educational needs of Homeless Students:

- Ensure that the Student Residency Questionnaire is included in every school enrollment packet.
- Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment.
- Assure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee will be Robert Rakauskas (Vice Principal).

The following strategies will be utilized to meet the educational needs of American Indian Students:

- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Robert Rakauskas (Vice Principal).

3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high-need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught.

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114
COMPONENTS FOR IMPLEMENTATION
(continued)

4. Describe how the school will coordinate and integrate federal, state, and local services and programs.

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal Matrix pages have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

N/A

7. Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.

Teachers are involved in the following activities:

- Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores
- The development of assessments based on their lessons
- Collaboration among grade levels and departments on the assessment results and developing lessons
- Providing intervention for students not meeting grade level standards on the assessments

LOS ANGELES UNIFIED SCHOOL DISTRICT

Grover Cleveland Charter High School

8140 VANALDEN AVENUE, RESEDA, CALIFORNIA 91335-1136
TELEPHONE (818) 885-2300

JOHN DEASY, Ph.D.
Superintendent of Schools

BYRON MALTEZ
ESC-North Interim Superintendent

HERMAN J. CLAY
Principal

March 2014

Grover Cleveland High School Parent Involvement Policy

The involvement of parents and guardians in this process is fundamental to a healthy system of public education. In the following policy, administrators, teachers, other school staff, students and their families, and community members indicate support of and commitment to the following concepts. This policy will be annually updated and distributed to all students' families through mail and web communication.

A. Policy Involvement

1. Each new year, the school will schedule an annual Title I meeting(s) to accommodate the personal and work schedules of participating families. The meeting(s) shall be scheduled during, typically, Back to School night, though additional meetings can be scheduled.
2. The school will further encourage parents and community members to participate as members of the various school-based councils, including the Parent Teacher Students Association (PTSA), School Site Council (SSC), Cleveland Governance Council (CGC), and English Learner Advisory Committee (ELAC).
3. Administrators, coordinators, council members and teachers will provide timely information to parents, while encouraging parents and community members to participate in school functions and activities, where parents and community members can also gain information about curriculum, assessments, and student progress.
4. The Parent Center will continue to serve as a place for parents to meet and communicate with the school and each other.

B. Shared Responsibilities for High Student Academic Achievement

1. Students and their families, teachers and administrators will jointly work to facilitate the school vision, mission, and schoolwide learner outcomes, and will work with the school to implement high quality curriculum, including Common Core State Standards in the fall of 2014.
2. Administrators will provide instructional leadership to ensure the best instructional practices, high academic standards and the delivery of quality core curriculum; teachers will endeavor to motivate students to learn, while providing appropriate and varied classroom instruction that facilitates achievement; students' families will communicate the value of an education, and provide support to and monitoring of students' academic work and progress; and students will work to produce quality work that meets the high standards of each class.
3. Students' families will schedule study time and monitor activities in out-of-school time, and encourage student attendance.
4. Students will assume responsibility for attending school regularly, following agreed upon schedules, and observing home and school rules.

5. The CGC will establish times for annual parent-teacher PHBAO conferences, in addition to Open House and Back-to-School events.
6. The school, through professional development activities and department meetings, will review methods to communicate and work with their students' parents as equal partners in their children's education.

C. Building Capacity for Involvement

1. The school will communicate and provide assistance to parents to understand the state academic and content standards, and state and local assessments through general meetings of the ELAC, information posted on the school website, mailings, meetings with administrators, counselors and teachers. In addition, parents shall be provided general methods for supporting their children's academic achievement.
2. The school will continue to support and encourage parents and community members to participate as members of the various school-based councils, including the PTSA, SSC, CGC, ELAC, and through the Parent Center.
3. An annual needs-assessment will be presented to parents allowing their ideas, concerns and opinions to be integrated into school-based council meetings. The School Site Council will submit parents' concerns to the local district. Parent concerns will be considered in the annual revisions of the Single Plan for Student Achievement, Parental Involvement Policy, and Family-School Compact.
4. As funds permit, informational classes for parents will continue to be offered by representatives of qualified agencies. Varied schedules will be planned to accommodate parents' needs.

D. Accessibility

1. Through collaborative decision-making, students with their parents, administrators, teachers and staff members will participate in creating a school vision, mission, and schoolwide learner outcomes. The school will provide all significant documentation regarding meetings, grade reports, and other activities in English and Spanish, and will also provide interpreters and translations, when possible, in other languages for meetings with parents who do not speak either of those languages.
2. The school will provide for the full participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory students.

Grover Cleveland Charter High School

Educational Service Center MONITORING

A comprehensive and multi-level monitoring process assists the Educational Service Center (ESC) in evaluating the implementation of the Goal Matrix and helps to inform future practice. Schools are monitored by the Educational Service Center through the use of the School Support Visit Report completed by ESC Instructional Directors following multiple site-based visits. Instructional Directors conduct performance dialogues with their network principals to review the academic progress of all students and the School Support Visit Reports are a mechanism for memorializing the support Instructional Directors offer to the schools and for giving feedback to principals. The School Support Visit Report provides a consistent manner of summarizing an Instructional Director's visit to the campus. The focus of the School Support Visit Report is to monitor implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress. School Support Visit Reports help ensure that the director and the principal are maintaining a focus on the instructional priorities of the school. These reports allow staff to determine instructional strengths and weaknesses on a school- and district-wide basis. The Deputy Superintendent of Instruction, Instructional Superintendents, and Instructional Directors have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Instructional Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Instructional Directors supporting schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the ESC Superintendent.

Instructional Directors must describe the additional service and support provided to the school's instructional program below. In addition to the above, Instructional Directors of schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support must describe monitoring of the school's implementation of the CORE Waiver mandates, and additional service and support provided to the instructional program:

- Provide direct assistance and support to principals in the areas of curriculum and instruction, aligning budgetary expenditures to support school site staffing needs and delivery of instruction
- Provide and facilitate professional development in the core content areas of the Common Core State Standards for English Language Arts and mathematics; the Teaching and Learning Framework and School Leadership Framework; the Master Plan for English Learners and Standard English Learners; and Performance Management
- Provide and facilitate network Performance Dialogues
- Review CELDT and CAHSEE assessment data, performance tasks, and student work samples with principals; identify areas of strength and need; identify professional

development needs; monitor the principal's accountability and monitoring systems

- Monitor intervention programs for targeted students
- Monitor and review student and staff attendance, student suspension rates, and reclassification rates for EL students
- Monitor all expenditures from the Common Core budget
- Monitor the implementation of the School Wide Discipline Plan
- Monitor and review the Key Performance Indicators for special education
- Monitor the Single Plan for Student Achievement and instructional program budgets and expenditures to ensure they are based on identified areas of student academic needs

In addition, at a CORE Waiver Focus School, the Instructional Director will monitor and support the following:
As schools participate as Communities of Practice to address the disparity between special education and highest achieving subgroup, instructional directors will monitor the school's progress on implementation of the seven turn around principles. Schools will participate in the problem of practice cycle and receive the following support:

1. PD to increase administrators, teachers' and paraprofessionals' knowledge and skills that relate the use of collaborative teaching in the K-12 environment and to facilitate common core instruction with all diverse learners. (i.e., Co-instructional techniques with differentiation, co-planning and co-assessing with CCSS, action planning and goal setting)
2. Monitor schools' implementation of the PD provided on collaborative teaching by conducting classroom observations, facilitating data driven conversations that focus on student work analysis, partnering with LRE specialist to identify follow up services and support.
3. Build capacity of parents by providing workshops in partnership with the ESCN Special Education Support Center North and the PCSB on the collaborative teaching model.
4. Cohorts of schools will participate as Communities of Practice in order to support one another in the effort to address the problem of practice.

BUDGET

School Resource Allocation - 2015
Regular Programs

Fund Center 1859001 - Grover Cleveland Charter High
Local District 2L

PI Status
Feeder No

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Attend Rate	Participants	Calc ADA	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation
10183	Targeted Student Population	Unduplicated Count	1		$150.0000		2,137		$320,550		$320,550		$320,550
		High Needs Students over 55%			$400.0000		217		$86,800		$86,800		$86,800
									$407,350	100.00 %	$407,350		$407,350
					Budget Item	Description		Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
					40261	PENDING DISTRIBUTION		430009	$407,350	$407,350	$0		$407,350
10183	**Targeted Student Population**	**Total Net Allocation**											**$407,350**
Program	**Program Description**	**Allocation Basis**	**Alloc**	**Magnet**	**Rate**	**Attend Rate**	**Participants**	**Calc ADA**	**Derived Alloc**	**Percent**	**Calc Amount**	**Adjustment**	**Allocation**
12544	Spec.Day Classes-IMA-Spec Educ	Per Stud enr in SDP Feb2014	1		$17.0000		160		$2,720	75.00 %	$2,040		$2,040
					Budget Item	Description		Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
					40267	IMA		430010	$2,040	$2,720	$0		$2,040
12544	**Spec.Day Classes-IMA-Spec Educ**	**Total Net Allocation**											**$2,040**
Program	**Program Description**	**Allocation Basis**	**Alloc**	**Magnet**	**Rate**	**Attend Rate**	**Participants**	**Calc ADA**	**Derived Alloc**	**Percent**	**Calc Amount**	**Adjustment**	**Allocation**
12817	Mandated Cost-C Smith-Schs	Total active IEP-SDP,RSP,DIS	1		$85.0000		310		$26,350	75.00 %	$19,763		$19,763
					Budget Item	Description		Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
					10559	DAY TO DAY SUBS		110002	$19,763	$26,350	$0		$19,763
12817	**Mandated Cost-C Smith-Schs**	**Total Net Allocation**											**$19,763**

ATTACHMENTS

- **SSC Approval of *SPSA* – Agenda**

LOS ANGELES UNIFIED SCHOOL DISTRICT – DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

Educational Service Center - North

Grover Cleveland High School

April 2, 2014

Principal's Conference Room – 3:15 PM

School Site Council Agenda

1. Welcome ..... Bill Smith, SSC Chair
2. Minutes from February 25 Meeting ..... Sydney Price, Secretary
3. Discuss and Approve Parent Involvement Policy Additions ..... Bill Smith
4. Updates
   WASC ..... Bill Smith, et al.
5. Discuss and Approve 2014-2015 Title I Budgets..... Bill Smith
6. Discuss and Approve the 2014-2016 *Single Plan for Student Achievement for CORE Waiver Focus Schools* ..... Bill Smith
6. Public Comment ..... Bill Smith
7. Adjournment..... Bill Smith

LOS ANGELES UNIFIED SCHOOL DISTRICT • SERVICE CENTER NORTH

Grover Cleveland Charter High School

School Site Council

Minutes for April 2, 2014

Members in Attendance:

Wayne Basinger	Present	Damian Goodman	Absent	Makayla Morton	Present
Lori Broger-Mackey	Present	Rita Hall	Present	Sydney Price	Absent
Leslie Broyles	Present	Patricia Holguin	Present	Bill Smith	Present
Herm Clay	Present	Arashjot Kaur	Absent	Pathum Madigapola	Present
Julio Ortiz	Present	Ricky Kupferer	Present	Jimmy Torres	Present
Karen Hoffman	Present	Tom Echlin	Absent	Lucia Villanueva	Present
Fatemeh Khorshidpanah	Absent	Takreem Nasir	Absent		

Others In Attendance:

Call to order: Bill Smith, Title I Coordinator, called the meeting to order at 3:18 PM.

The School Site Council minutes for February 25th, 2014 were read by the members, Ms. Broyles made a motion to approve the minutes as written, and Mr. Torres seconded the motion. The motion passed unanimously.

Mr. Smith presented the proposed changes to the Parent Involvement Policy required by ESC North. After the discussion, Ms. Broyles made motion to approve the budget transfer, and Mr. Madigapola seconded the motion. The motion was unanimously approved.

Mr. Smith asked for comments about the recent WASC accreditation visit and how successful it seemed to be.

Mr. Smith, Title I Coordinator, asked the SSC to approve the Title I and Parent budgets for 2014-2015. After the discussion, Ms. Broyles made motion to approve the budget, and Ms. Hoffman seconded the motion. The motion was unanimously approved.

There is a new form of the *Single Plan for Student Achievement* this year for schools that fall into the Focus school category – schools that have too great a discrepancy in the testing performance of the highest performing subgroup, Asian students, and the lowest performing subgroup, Students with Disabilities, on the 2012 CSTs. Mr. Smith presented the SPSA, and after discussion, Ms. Broyles made motion to approve the budget, and Mr. Basinger seconded the motion. The motion was unanimously approved.

During the Public Comment Mr. Smith announced that we will have a May SSC meeting on May 27, 2014 at 3:15 PM in the Principal's Conference room

Adjournment: Ms. Broyles made a motion to adjourn the meeting, and Ms. Villanueva seconded the motion. The motion massed unanimously. Mr. Smith adjourned the meeting at 3:48 PM.

Respectfully submitted,

Pathum Madigapola, Interim Secretary

Grover Cleveland Charter High School

- **SSC Approval of *SPSA* – Sign-ins**

LOS ANGELES UNIFIED SCHOOL DISTRICT – DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Local District 1 – Distrito Local 1
Grover Cleveland High School
Principal's Conference Room

School Site Coucil Meeting

April 2, 2014

Attendance Sign-In

Your Name	Group	Signature	Telephone	Email Address
Herman Clay	PR		(818) 885-2300	herman.clay@lausd.net
Wayne Basinger	T		(818) 366-1420	wbasinger@corebaby.org
Leslie Broyles	T		(818) 451-8771	profesorabroyles@gmail.com
Damian Goodman	T		(818) 885-2333	dcg0490@lausd.net
Rita Hall	T		(818) 364-1472	ritahall1984@gmail.com
Patricia Holguin	T		(213) 359-5131	pxh5160@lausd.net
Ricky Kupferer	T		(310) 455-1916	mkupfere@lausd.net
Tom Echlin	PA		(818)223-1090	tomeechlin@yahoo.com
Karen Hoffman	PA		(818) 487-8802	ducky_n@hotmail.com
Fatemeh Khorshidpanah	PA		(818) 300-8285	khorshidpanahfateme@yahoo.com
Takreem Nasir	PA		(818) 349-2607	takreemnasir@hotmail.com
Lucia Villanueva	PA		(818) 478-6709	luciavill@aol.com
Arashjot Kaur	S		(818) 602-2431	arashjot.kaur@gmail.com

Grover Cleveland Charter High School

Pathum Madigapola	S	PMadigapola	(818) 730-6875	pathum.madigapola@clevelandsas.org
Makayla Morton	S		(859) 445-4278	mortonmakayla@yahoo.com
Sydney Price	S		(818) 267-7866	sydney3@me.com
Jimmy Torres	S		(818) 632-2355	jimmyt65@gmail.com
Lori Broger-Mackey	O	LBroger-Mackey	(818) 885-2387	lmackey@lausd.net
Julio Ortiz	O		(818) 885-3653	julio.ortiz@lausd.net
William Smith	O		(818) 885-2319	wms5063@lausd.net
Victoria Mares	P C	Victoria Huizar De Mares	(818) 709-6881	Victoria.Huizar@lausd.net

PR = Principal, T = Teacher, PA = Parent, S = Student, O = Other, and G = Guest

- There were no written parent comments of dissatisfaction with the *SPSA* (SWP).

LOS ANGELES UNIFIED SCHOOL DISTRICT – DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

Educational Service Center North

Grover Cleveland Charter High School

MultiPurpose Room

5:00 – 6:00 PM

Title I Annual Meeting – Reunión anual de Título I

October 3, 2013 – El 3 de octubre del 2013

Agenda

1..... Welcome – Bienvenida Herman Clay, Principal/Director

2. ... Flag Salute – Saludo a la Bandera - Robert Rakauskas, Assistant Principal /Subdirector

3..... Title I Overview Presentation – Presentación general del Título I - Bill Smith, Title I Coordinator/Coordinador de Título I

..... Title I Funding – This year's and next year's challenges

..... CST Results from Last Year – Amazing success

Flag Salute

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Saludo a la bandera

Juro fidelidad a la bandera de los Estados Unidos de América y a la republica que representa, una nación, bajo Dios, indivisible, con libertad y justicia para todos.

Annual Meeting
Reunión de anual Título

◈ ◈ ◈

Thursday, October 3, 2013
Jueves, 3 de octubre del 2013

MultiPurpose Room/MPR
Auditorio de multiusos/MPR

5:00-6:00 PM

All Parents are Welcome
Todos los padres son bienvenidos

Grover Cleveland Charter High School

- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the *Resource Guide for Completing the* SPSA.

LEARNING environment

What it's like to be at this school?

**In 2012-13, students, staff, and parents were surveyed about their experiences at this school. Here is what they told us...*

Students:	Number (percent) responding:	2279 (69%)
What we are learning takes a lot of thinking.		75%
Adults at this school know my name.		52%
My school is clean.		40%
I feel safe on school grounds.		64%
Parents:	**Number (percent) responding:**	**48 (2%)**
I feel welcome to participate at this school.		79%
This school encourages me to participate in organized parent groups.		72%
My child's teachers inform me about my child's academic progress.		58%
My child is safe on school grounds.		67%
Staff:	**Number (percent) responding:**	**28 (11%)**
I get the help I need to communicate with parents.		70%
I am proud of this school.		82%
My school is clean.		60%
I feel safe on school grounds.		89%

For more information on the survey results, go to http://schoolsurvey.lausd.net.