

Grover Cleveland Charter High School

Los Angeles Unified School District
Single Plan for Student Achievement

2016-2017
Implementation
Grover Cleveland Charter High School



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SCHOOL IDENTIFICATION

School Name: Grover Cleveland Charter High Location Code: 8590 Local District: Northwest

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

For additional information on our school programs contact the following:

Principal: Cindy Duong E-mail address: Cindy.Duong@lausd.net

SPSA Designee: William M Smith Position: CPA E-mail address: wms5063@lausd.net

School Address: 8140 Vanalden Avenue, Reseda CA 91335-1136 School Telephone Number: (818) 885-2300

The District Governing Board approved this Single Plan for Student Achievement on:

The Local District staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

<u>Matthew Horvath</u> Typed name of Local District Director	_____ Signature of Local District Director	_____ Date
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SPSA APPROVALS LOCAL DISTRICT REVIEWERS

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

Approved by Local District English Learner Coordinator: Debra Hirsch _____
[Typed name of Local District English Learner Coordinator] Date

Approved by Local District PACE Administrator: Marilú Pigliapoco _____
[Typed name of Local District PACE Administrator] Date

Approved by Local District CPA: Gerardo Cervantes _____
[Typed name of Local District CPA] Date

Note: The SPSA will be forwarded to the Local District Director for review and authorization only after approvals have been provided by all Local District reviewers above.

Approved by Local District Director: Matthew Horvath _____
[Typed name of Local District Director] Date

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RECOMMENDATIONS AND ASSURANCES

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

1. School Site Council has 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 plan was 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	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC)	3/17/2016	Edna Valenciano	

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is 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 are 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 regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

School plan approval appears in SSC Minutes.

29 March 2016

Date

Attested:

William M Smith

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Cindy Duong

Typed name of school principal

Signature of school principal

Date

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2016-2017 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

(Delete funding sources from this list for which the school does not receive an allocation.)

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (7S046)

Amount: \$ 1,009,582

Purpose: To upgrade the entire educational program of the school.

Title I: Parent Involvement Allocation (7E046)

Amount: \$ 17,541

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Total amount of categorical funds allocated to this school: \$ 1,027,123

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.

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 implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- 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

- Increasing English Language Development through implementation of the California English Language Development Standards
- 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 academic and linguistic needs of students in the core subject areas including English Language Development
- Meeting the District’s expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, Local District, 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
- Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

- Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)
- Providing effective professional development to teachers in Focus, Priority and Reward schools
- Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
- Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards
- Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)
- Regularly assessing the effectiveness of professional development delivered throughout the District
- Supporting professional needs of teachers of English Learners through Title III support coaches
- Using the research base to design professional development topics and implementation
- Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

- The California Department of Education no longer requires that this goal be addressed in the LEA plan

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

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2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- 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-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* 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 2016-2017 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 in all subject areas. 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 Designated and Integrated 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.

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.

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SCHOOL MISSION, VISION, AND PROFILE DESCRIPTION

School Mission

To promote student achievement, Grover Cleveland Charter High School will

- Maximize student potential and growth opportunities
- Implement support systems that address the needs of 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 Vision

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

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Cleveland Charter High School is located in the west San Fernando Valley in the suburb of Reseda and serves the communities of Reseda, Northridge, and Winnetka. Our Humanities Magnet draws students from throughout the San Fernando Valley. Reseda is a primarily working class community of approximately 74,641 residents. Of the 70% of our students whose parents identified their highest education level, 10% have completed graduate school, 14% graduated from college, 12% attended some college, 17% graduated from high school, and 19% did not graduate from high school. Cleveland is currently a CORE Waiver Focus school.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Grover Cleveland Charter High School is an affiliated charter school within the Los Angeles Unified School District.

3. Indicate student enrollment figures:

3,208 students were enrolled at Grover Cleveland Charter High School according to the Actual Enrollment Report on October 1, 2015, enrolled in grades 9 through 12. On February 1, 2016, Cleveland's total enrollment is 3,193. 2,344 students are residential students, or 73% of the total enrollment, and a Humanities Magnet with 849 students, or 27% of the total enrollment. Combining residential and magnet enrollment there are 1,012 (35%) enrolled in the 9th grade, 795 (25%) in the

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10th grade, 661 (21%) in the 11th grade and 725 (23%) in the 12th grade. Cleveland did experience a small decrease in enrollment in the fall of 2015.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

The most recent Title I Ranking report indicates 65.08% (2,018 students) of the students are identified as low-income,

5. Identify language, racial and ethnic make-up of the student body:

In January 2016, Cleveland has 34 languages spoken at home, other than English (36.3% speak English or 1,152 students). Of these 34 languages, 28 are spoken by fewer than 1% of the students. 48.9% of the students speak Spanish at home (1,552 students), 3.3% speak Vietnamese, 2.3% speak Filipino, 1.5% speak Korean, 1.2% speak Punjabi, and 1% speak Arabic.

60.5% of Cleveland students identify as Hispanic (1,884 students), 17.4% as White (541 students), nine other ethnicities account for 22% of the students but none of the nine is greater than 4.6% of the student body (these groups include Black, Filipino, Vietnamese, Korean, Indian, Chinese, Japanese, American Indian/Alaska Native, Cambodian, or other). Only 1.8% of the students identify as biracial.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Annually, our counselors hold meeting meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish discuss academic assessment results; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input checked="" type="checkbox"/> Public School Choice (PSC) |
| <input type="checkbox"/> Title I Targeted Assistance School (TAS) | <input type="checkbox"/> L.A.'s Promise |
| <input checked="" type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement | <input type="checkbox"/> Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> School Improvement Grant | <input type="checkbox"/> Reed |
| <input checked="" type="checkbox"/> Extended School-Based Management Model (ESBMM) | <input type="checkbox"/> Professional Learning Community |
| <input type="checkbox"/> Local Initiative School (LIS) | <input checked="" type="checkbox"/> Small Learning Community |
| <input type="checkbox"/> Pilot School | <input type="checkbox"/> Other: _____ |

CORE Waiver Status

(Electronic links at <http://bit.ly/1KPJY4e> and <http://coredistricts.org/> connect to information regarding the CORE Waiver.)

Directions: Check the box(es) next to the CORE Waiver designation(s) applicable to the school.

- Priority (SIG)

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- Priority (non-SIG) (complete 7 Turnaround Principles report)
- Focus (complete Communities of Practice report)
- Support (complete Communities of Practice report)
- Reward
- Collaborative Partner
- Other Title I Schools

Other important characteristics of the school:

In addition to being an affiliated charter school, Cleveland is an Extended Expanded School-Based Management Model (ESBMM) school. Both the our charter and ESBMM MOU allow the school greater local control of the decision-making process as a means to maximize the way financial and human resources are used to improve academic achievement and enhance the learning experience. In the spring of 2015 Cleveland was recognized by the California Department of Education as a Gold Ribbon school and as a Title I Academic Achievement Award school. In spring 2014, Cleveland received a 6-year clear term of accreditation by Western Association of Schools and Colleges, which marks our second consecutive such term of accreditation. Though not in the current scope of this plan, in 2005 Cleveland was recognized by the state of California as a Distinguished School. This was a watershed event that has continued to inspire great teaching and learning until the school achieved an API score of 808 in 2013, through to the present.

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IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

100% Graduation – Did the school meet the School's Goal last year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Since the school doesn't have the most current data, nor were goals set last year, we can assume we are moving toward 100% graduation since for the past two years in which data is available, Cleveland, with an 85% graduation rate, is 11% higher than the LAUSD average of 74%.
The 2014-2016 SPSA set the four-year cohort graduation rate to reach 75.7% by 2016. Cleveland has achieved that goal already at 85% (data from SARC).

English Language Arts – Did the school meet the School's Goal last year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Since the school doesn't have the most current data, nor were goals set last year, we can assume we are moving toward proficiency for all since 64% of the 11 th students either exceeded, met or nearly met the standards as reported on the CAASPP results in ELA. While this is not the success rate experienced under NCLB, it is nearly double LAUSD with only 33% meeting or exceeding the standards.
The 2014-2016 SPSA set the percentage of Ds and Fs in ELA classes to be reduced from 29.3% to 19.3% by 2016. In Fall 2015 21% of the students in ELA classes earned a D or F. It is likely that the school will achieve the goal in spring 2016 (data from MiSiS).

Mathematics – Did the school meet the School's Goal last year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Since the school doesn't have the most current data, nor were goals set last year, we can assume we are moving toward proficiency for all since the CAASPP results in Mathematics indicates that 32% of the 11 th students either exceeded or met the standards. While this is not the success rate experienced under NCLB, it is greater than LAUSD with only 25% meeting or exceeding the standards.
The 2014-2016 SPSA set the percentage of Ds and Fs in mathematics classes to be reduced from 42.3% to 32.3% by 2016. In Fall 2015 26% of the students in mathematics classes earned a D or F. The school has already achieved and surpassed the goal (data from MiSiS).

English Learner Programs – Did the school meet the School's Goal last year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
Since the school doesn't have the most current data, nor were goals set last year, we can assume we are moving toward proficiency for all since for the past two years in which data is available, Cleveland, with 58% of ELD students were making progress toward reclassification, is 10% higher than the LAUSD average of 48%.
The 2014-2016 SPSA set the reclassification rate for LTELs to be reduced by 7% by 2016. The difference between LTELs passing the ELA class with a C or better

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increased from 57% in 2013-14 to 69% in 2014-15 (data from SARC).

Student, Staff, Parent and Community Engagement – Did the school meet the School’s Goal last year?

Yes

No

If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

Since the school doesn’t have the most current data, nor were goals set last year, we can assume we are moving toward greater parent, student and community engagement since last year, Cleveland, with a 32% participation rate for parents, 82% rate for students, is 6% higher than the LAUSD average of 26% for parents and 9% higher for students. The school’s rate of staff participation was 26% less than the district’s rate of 57% participation. This year’s participation rate for school staff will be considerably greater than the past two years.

The 2014-2016 SPSA set the percentage of parents who feel welcome on campus at 90% by 2016. Only 78% of the parents completing the School Experience Survey felt welcome when visiting the campus (data from SARC). The school has not definitive way of knowing why parents responded the way they did. We do know the some parents do not understand district policies concerning student privacy, or the school prohibition of the delivery of lunches, or flowers or other gifts.

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School’s Goal last year?

Yes

No

If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

Since the school doesn’t have the most current data, nor were goals set last year, we can assume we are moving toward 100% attendance since for the past two years in which data is available, Cleveland, with an 80% graduation rate, is 7% higher than the LAUSD average of 73%. The staff attendance rate is 3% greater than the district, with Cleveland’s rate of 76% and the district rate of 73%. Cleveland’s chronic absence rate of 10% is lower than the district average of 14%.

The school’s suspension rate is higher, at 2%, than the district’s average of .7%. The school’s and district’s expulsion rate of 0% for both demonstrates we are meeting our goal.

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LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

- There is a continuing need to increase student outcomes in English, mathematics, science and social studies courses, especially the introductory-level classes.
- There is a need to increase student outcomes for Long Term English Learners (LTELs), especially those who are also a part of the special education program.
- There is a continuing need to increase the percentage of underrepresented students fulfilling graduation and a-g requirements and enrolling in honors and AP courses.

The Visiting Committee has identified no additional areas that need to be strengthened.

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COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- School Accountability Report Card - The School Accountability Report Card (SARC) presents data in the areas of Conditions of Learning (Section A), Pupil Outcomes (Section B), Engagement (Section C), and Other SARC Information. In Section A, no area stands out as a significant area that would affect student academic outcomes – though 16.19% of core classes not taught by highly qualified teachers is greater than LAUSD and high-poverty schools (this percentage includes six teachers in our magnet program who are allowed to teach outside of their credentialed area because they use an alternate curriculum, and the percentage includes teachers who are teaching using a one-period board waiver). In Section B, again no area stands out as a significant area that would affect student academic outcomes – though English Learners (EL) and Students with Disabilities (SWD) had the highest percentage of “students not meeting standard” category at on CAASPP testing in English-Language Arts (EL at 76% and SWD at 37%) and Mathematics (EL at 84% and SWD at 78%). In Section C, again no area stands out as a significant area that would affect student academic outcomes – though the number of suspensions and expulsions at Cleveland is higher than the LAUSD averages, it is lower than the state averages. In Section D, again no area stands out as a significant area that would affect student academic outcomes – though reported class size indicates an overall increase in classes of over 33 students between 2012 and 2016.
- School Experience Survey – The results of the School Experience Survey will be reflected in the discussion of the School Report Card. The 32-page RESULTS OF THE 2014-15 SCHOOL EXPERIENCE SURVEY made available in September 2015 is a summary of LAUSD results and not individual school results.
- School Quality Improvement Index (SQII) Report Card – The latest SQII Report Card indicates no change or only positive changes in the Academic Domain and the Social-Emotional & Cultural Domain between 2014 and 2015 Index Levels.
- School Report Card – Reflecting on the five goals of the School Report Card, the areas where Cleveland’s averages are less than LAUSD’s averages are:
 - None in Goal 1 100% Graduation showed Cleveland less than LAUSD results;
 - One out of five areas in Goal 2 Proficiency for All, “Students who are on track to pass all a-g courses with a ‘C’ or

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better by subgroup” (though all subgroups showed improvement between the 2013-24 and 2014-2015 results);

- Smarter Balanced Assessment Criteria (SBAC) Examination – Cleveland’s results from last year’s initial SBAC testing are promising, in that the results are higher than for the local district and the district as a whole, but show possibilities for improvement. In English-Language Arts, 63% of the students met or exceeded the standards. In Mathematics, 22% of the students met or exceeded the standards.

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COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	All members were given the Title I Needs Assessment. In addition the members were informed about the Observational Rounds and the three identified Problems of Practice (student engagement, encouraging and scaffolding student work, and relevance of student work).	2/23/2016
<input checked="" type="checkbox"/> Departments	All teachers were given the Title I Needs Assessment. In addition as a part of our Community of Practice, the school began a series of Observational Rounds to observe and reflect on classroom.	1/28-2/5/2016
<input checked="" type="checkbox"/> English Learner Advisory Committee <input type="checkbox"/>	All members were given the Title I Needs Assessment. In addition the members were informed about the Observational Rounds and the three identified Problems of Practice. ELAC members recommended to the SSC that the 10183 budget include a fulltime TSP, however, the SSC doesn't have purview over that budget. The recommendation will be made to the CGC.	2/18/2016 and 4/22/2016
<input type="checkbox"/> Grade Level Teams		
<input type="checkbox"/> Professional Learning Community (PLC)		
<input checked="" type="checkbox"/> Small Learning Communities (SLC)	All teachers were given the Title I Needs Assessment. In addition as a part of our Community of Practice, the school began a series of Observational Rounds to observe and reflect on classroom practices.	1/28-2/5/2016
<input type="checkbox"/> Vertical Teams		
<input type="checkbox"/> WASC Focus Groups		
<input checked="" type="checkbox"/> Other: <u>Cleveland Governance Council</u>	All members were given the Title I Needs Assessment. In addition the members were informed about the Observational Rounds and the three identified Problems of Practice.	2/9/2016

**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — 100% GRADUATION**

LAUSD Goal: All students will graduate from high school.

I. Indicate all data reviewed to address this Academic Goal:	<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
	<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card
	<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
	<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
	<input checked="" type="checkbox"/> Other(s): <u>MiSiS generated attendance data for SWDs and ELs.</u>		

II. Based upon the data reviewed, summarize the issues affecting graduation rates at your school:

MiSiS Grade and Attendance Findings
Attendance, EL status and marks analysis data for SWD indicate in fall 2015 47 SDP students have GPAs of less than 2.0; that among this group of 47, 27 (57%) are also classified as LTEL; and finally this group of 47 students were only present and not tardy in all class 70% of the time.

MyData
Currently MyData reports that for the 2016 graduation year 83% of all students are on track for completing a-g courses. Only 26% of SWDs are on track though that percentage is expected to increase to 46% in three years.

The CDE reports that in the 2013-14 cohort, only 63.8% of SWDs graduated (where 84% of all students in the cohort graduated). Because the data lags, it is difficult to measure success.

School Report Card Findings
SARC data indicates that 85% of students graduate in four years (11% above LAUSD), and that 52% of students are on track to pass all a-g courses with a C or better (6% above LAUSD).

III. State the School's Measurable Objective*:	Using spring semester grade reports, by June 2016 the school will increase the overall graduation rate by 2%, but more specifically the school will increase the graduation rate for SWD and LTELs by 5%. At the same time, the dropout rate for SWD and LTELs will be reduced by at least 5% as reported by SARC and marks analysis.
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IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>							

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Grover Cleveland Charter High School

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Lesson Planning, Data Analysis, and Professional Development	<p>During PD Tuesdays and/or during the regular day our staff will:</p> <ul style="list-style-type: none"> 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, Common Core State Standards, and SBAC scores. 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. 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 (including up to 30 hours of CPA X-time to prepare reports and inventories) and counselors, review disaggregated data on graduation rates, postsecondary options, other indicators to evaluate the success of school programs, and PD evaluations. <p>PD Teacher X-Time or Staff Training Rate</p> <ul style="list-style-type: none"> Set aside time for teachers and administrators to receive 	<p>7/1/2016-6/30/2017</p> <p>6/2017</p>	<ul style="list-style-type: none"> The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> Master schedule Marks analysis Interim Assessments SBAC data Department and/or teacher-created assessments MiSiS data SARC data LAUSD School Report Card Honors and AP course enrollment Career and College Center logs CORE Waiver Status Student and parent surveys Participation report Counselor logs Deans logs Tutoring logs 	<p>CPA</p> <p>CPA X-time</p> <p>Secondary Counselors</p>	<p>117360</p> <p>11267</p> <p>110161</p>	<p>\$113,405</p> <p>\$2,550</p> <p>\$226,810</p>	<p>1 FTE</p> <p>2 FTE</p>	<p>7S046</p> <p>7S046</p> <p>7S046</p>

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	<p>continuing training on NGSS and through Professional Development and department or SLC meetings.</p> <ul style="list-style-type: none"> 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 best practices in communicating with parents and building the relationship as equal partners that includes using ConnectEd, the school website, and email to communicate regularly with parents. 		<ul style="list-style-type: none"> PD Evaluations 					
Effective Classroom Instruction	<ul style="list-style-type: none"> 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, such as the English and Math department's "Student Day" held each semester on a Saturday to help students in need of specific support and taught by Cleveland teachers and current college students. Broaden small learning community and elective offerings to help students explore college and career interests. Utilize supplemental instructional materials (including maps, wall mounted map sets, atlases, videos for Social Studies classes, chemicals, glassware and other related equipment, preserved specimens for Science classes, printed materials for 9th grade Environmental Science classes, and maintenance of technology/equipment (including classroom computers and printers, and copiers [including 1 Duplo 31S (S/N 10961969), 1 Duplo 330L (S/N31262711), and 3 Konica BizHub 601s (S/N 	7/1/2016-6/30/2017	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> Master schedule Marks analysis Interim Assessments Department and teacher-created assessments MiSiS SARC LAUSD School Report Card Honors and AP 	SIM (Pending) Other Non-Instructional Contracts	40261 50003	\$14,618 \$18,000		7S046 7S046

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	<p>AOPP011014562, AOPP011014558, AOPP011014665 all housed in the Teacher's Work Room]), and software to assist students not meeting proficiency.</p> <ul style="list-style-type: none"> Examine ways to upgrade technological resources to support teaching and learning. Curriculum will be extended beyond the classroom so that students – especially Students with Disabilities and English Learners – receive hands on experiences. Curricular trips will include visits to the California Science Center and Los Angeles Botanical Gardens to differentiate lessons for biology and earth science courses. Exact trip locations and dates will be decided later with the core departments. Support and expand peer tutoring programs (using Tutor Teacher X-time). The tutoring program occurs throughout the year. (525 hours total funded through Title I. Approximately 16 hours per week for core subjects. 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 and university representatives to conduct classroom workshops and assemblies on academic, personal and financial support. Continue, and develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement such as the AOAT's job-shadowing and internships during the summer. Monitor and circulate reports on student attendance regularly and 	Ongoing weekly	<p>course enrollment</p> <ul style="list-style-type: none"> Career and College Center logs CORE Waiver Status SBAC data Student and parent surveys Participation report Counselor logs Deans logs Tutoring logs 	<p>Curricular trips (Pending Distribution)</p> <p>Tutor Teacher X time</p> <p>Community Rep</p>	50174	\$5,550		7S046
					10376	\$42,000		7S046

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	<p>provide early attendance intervention.</p> <ul style="list-style-type: none"> Recognize students for achievement of schoolwide learner outcomes through academic pep rallies, luncheons, and assemblies. Continue to utilize the services of the Deans, Counselors, School Psychologist, PSA Counselor and Itinerant Nurse in advising and counseling students, during COST meetings and many other times during counseling sessions, whose behaviors may result in delayed graduation or becoming a dropout. Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students through contract instructional services. 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), and other student clubs. 			Secondary Counselors Psychologist PSA Counselor Nurse Contract Instructional Services	110161 13222 12103 12106 50002	\$119,633 \$71,069 \$68,045 \$1,500	1.0 . . .	7S046 7S046 7S046 7S046
Interventions Beyond the Regular School Day and Other Supports	<ul style="list-style-type: none"> 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. Provide and expand extended learning opportunities by purchasing Tutor Teacher X-Time and Other Non-Instructional Contract. <ul style="list-style-type: none"> 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. Utilize online course offerings throughout the year (ALEKS and TenMarks), including during school, after school, and Saturdays. Continue to provide after school, during school, and Saturday credit recovery interventions. The curriculum is teacher 	7/1/2016-6/30/2017	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> Marks analysis Interim Assessments Department and teacher-created assessments MiSiS SARC Teacher and Student Evaluations 	Tutor Teacher X-time Other non-instructional contracts Curricular trips Maintenance				

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	<p>designed, but the interventions are not a repeat of what is taught in the classroom. It is significantly different from the curriculum used during the semester where the students have not demonstrated success</p> <ul style="list-style-type: none"> o Use copiers to duplicate intervention materials for our intervention program. 			of Equipment				
Building Parent Capacity and Partnership to Support the Academic Goal	<ul style="list-style-type: none"> • Design additional parent workshops and activities during and after school on how to support and minimize barriers to graduation (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, Changes Brought by Every Student Succeeds, and How to Enhance Positive Communication at Home). Workshops are generally held on a weekly basis throughout the academic year. • Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and meetings, on at least a quarterly basis. • Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. • Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. • Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities. • 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. 	7/1/2016-6/30/2017	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> • Analysis of Parent Center calendars and sign-ins • Participation in Coffee with the Principal • MiSiS • Workshop evaluations 	Community Rep. SIMs Desktop and/or laptop computers				

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**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

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

I. Indicate all data reviewed to address this Academic Goal:			
<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)	
<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input checked="" type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)
<input type="checkbox"/> Other(s): _____			

II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:

2016 CAASPP Results
The results of the baseline 2015 SBAC English Language Arts/Literacy tests indicate that 30% of the students exceeded the standards and 33% met the standards. Now that teachers are more familiar with the differences between the current testing program and CST and SBAC, students should experience greater success this year than last.

SQII Results
Indicate ELA students are at Index Level 9/10 and need to improve +4% to improve 1 Index Level. Only 17% of SWD and 24% of ELs met or exceeded standards, while 65% of all students tested met or exceeded the standards.

III. State the School's Measurable Objective*: The school will increase the percentage of students who Exceed or Meet the Standard on the 11th grade CAASPP by at least 5% from 63% to 68% by June 2016.

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Lesson Planning, Data Analysis, and Professional Development	<p>PD Tuesdays</p> <ul style="list-style-type: none"> Utilize instructional coach (Title III Coach) to lead PD and assist teachers with identifying student skills gaps. <p>PD Teacher X-Time and Staff training Rate</p> <ul style="list-style-type: none"> Set aside time for teachers and administrators to receive supplemental training on the Common Core State Standards 	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the					

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	<p>(CCSS) to revise curricula based on CCSS literacy standards.</p> <ul style="list-style-type: none"> 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. 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 to offer rigorous yet differentiated instruction to all students especially those that are underperforming , 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. <p>Teacher Release Day and Teacher X time for opportunities both during and beyond the school day to:</p> <ul style="list-style-type: none"> 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. 		<p>occurrence of the event:</p> <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs PD Evaluations 					

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	<ul style="list-style-type: none"> Have teachers collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics. 							
Effective Classroom Instruction	<ul style="list-style-type: none"> Provide two CSR teachers (and 4 days each of day-to-day substitute time) to decrease the pupil/teacher ratio in English-Language Arts, and provide four days of day-to-day substitute time for each teacher's absences. Reduce class size in core content areas to provide for more in-class instructional support. Typically the CSR will be in 9th grade but the grade level will be revisited at the beginning of the year and the assignment will be on the most impacted grade level for English classes. Expand literacy skills workshops for students who need additional support with key CCSS and academic content standards during "Student Days" where students spend Saturdays working with various teachers on specific academic challenges. This also serves as "grade recovery" for students who need added motivation and success. 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: <ul style="list-style-type: none"> Group students who have English 9 and 10 and provide additional support and peer tutoring and writing workshops provided by proficient 11th and 12th grade students. 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. 	7/1/2016-6/30/2017	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs PD Evaluations 	<p>CSR teacher</p> <p>Day to Day Subs for CSR Teacher</p> <p>SIM</p> <p>Tutor Teacher X-time</p> <p>Curricular trips</p>	13641/2 10562	\$218,894 \$2,833	2	7S046 7S046
Interventions Beyond the Regular School Day and Other	<ul style="list-style-type: none"> Utilize CPA [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, Special Education 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 	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty and	CPA Ed. Aide II Psychologist PSA	24460	\$41,043	.75	7S046

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Supports	<p>issues are hindering student achievement and provide necessary academic and emotional support.</p> <ul style="list-style-type: none"> • Arrange for educational resource aide 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). • Provide and expand extended learning opportunities: <ul style="list-style-type: none"> ○ Offer additional targeted tutoring after school in four core departments, as well as Saturdays (using Tutor Teacher X-time). This generally concentrates on 9th and 10th grade students since district provided credit recovery programs are currently helping. 		<p>Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> • Marks analysis • Master schedule • Interim Assessments • Department and teacher-created assessments • MISIS • SBAC data • Student surveys • Counselor logs • Deans logs • Tutoring logs • Teacher and Student Evaluations 	<p>Counselor</p> <p>Ed. Resource Aide</p> <p>SIM (Pending)</p> <p>Non-Capitalized Equip Clssrm</p> <p>Tutor Teacher X-time</p> <p>Non-Instruct Contracts</p> <p>Gen. Supplies-Equipment</p> <p>Software License Maint</p> <p>Maintenance of Equipment</p>	20654	\$43,440	.75	7S046
Building Parent Capacity and Partnership to Support the Academic Goal	<ul style="list-style-type: none"> • Design monthly/weekly (as is appropriate) parent workshops and activities during and after school by administrators, counselors and ELA teachers on how to support and minimize barriers to student achievement, offer parental support on understanding CCSS and interpreting assessment results. • Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and meetings. • Look at ways to expand communication with parents in multiple home languages, including offering additional translation 	7/1/2016-6/30/2017		Community Rep				

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IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>services to parents via bilingual staff and students.</p> <ul style="list-style-type: none"> • Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. • Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities. • 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. 							

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Grover Cleveland Charter High School

Los Angeles Unified School District
 2016-2017 Single Plan for Student Achievement
 ACADEMIC GOAL — MATHEMATICS

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

I. Indicate all data reviewed to address this Academic Goal:	<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
	<input type="checkbox"/> CELDT / AMAOs	<input checked="" type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey
	<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> Publisher's Assessments
	<input checked="" type="checkbox"/> MyData	<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)
	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Other(s): _____			

II. Based upon the data reviewed, summarize the issues affecting student proficiency in mathematics:

2016 CAASPP Results
 The results of the baseline 2015 SBAC Mathematics tests indicate that 10% of the students exceeded the standards and 21% met the standards. Now that teachers are more familiar with the differences between the current testing program and CST and SBAC, students should experience greater success this year than last. In particular, Math teachers will give much more careful attention to the performance task than they did last year. None of the claims were significantly greater or less than the other (Concepts and Procedures [37% Below Standard], Problem Solving [32% Below Standard], and Communicating Reasoning [26% Below Standard]).

SQII Results
 Indicate ELA students are at Index Level 9/10 and need to improve +2% to improve 1 Index Level. Only 6% of SWD and 8% of ELs met or exceeded standards, while 32% of all students tested met or exceeded the standards.

III. State the School's Measurable Objective*: The school will increase the percentage of students who Exceed or Meet the Standard on the 11th grade CAASPP by at least 10% from 31% to 41% by June 2016.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development	PD Tuesday <ul style="list-style-type: none"> Utilize instructional coach (Title III coach) to lead PD and assist teachers with identifying student skills gaps. PD Teacher X-Time	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty and Staff) will monitor the	PD Teacher X-time				

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Grover Cleveland Charter High School

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	<ul style="list-style-type: none"> 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. 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. <p>Teacher Release Days</p> <ul style="list-style-type: none"> 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. 		<p>following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs PD Evaluations 					

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Grover Cleveland Charter High School

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	<ul style="list-style-type: none"> Have teachers collaborate and further their learning by implementing commonly established effective discussion techniques, standards-based activities and assignments, and rubrics. 							
Effective Classroom Instruction	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 instructional materials, equipment (including classroom computers and printers, and copiers), and mathematics software to assist students not meeting proficiency. 	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs 	Tutor Teacher X time Gen. Supplies-Equipment Maintenance of Equipment Software License Maint SIM				
Interventions Beyond the Regular School Day and Other Supports	<ul style="list-style-type: none"> Utilize CPA [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, Special Education 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. 		The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the	CPA Ed. Aide II Psychologist Nurse PSA Counselor Ed. Resource Aide Gen.				

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	<ul style="list-style-type: none"> 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. 		event: <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs Teacher and Student Evaluations 	Supplies-Equipment Maintenance of Equipment Tutor Teacher X time Software License Maint Curricular Trips				
Building Parent Capacity and Partnership to Support the Academic Goal	<ul style="list-style-type: none"> Design additional parent workshops and activities during and after school on how to support and minimize barriers to student achievement (e.g., Parents: Success Begins at Home workshop, English Classes for Parents, and Computer Classes for Parents [all conducted in Spanish]). Offer parental support on understanding CCSS and interpreting assessment results. Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and meetings. Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. 	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council, CPA, TSP, Title III Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created 					

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	<ul style="list-style-type: none"> Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities. 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. 		assessments <ul style="list-style-type: none"> MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs Teacher and Student Evaluations 					

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**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

LAUSD 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.

I. Indicate all data reviewed to address this Academic Goal:	<input checked="" type="checkbox"/> Student Grades	<input type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)
<input type="checkbox"/> Other(s): _____			

II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:

MiSiS Grade and Attendance Findings
Attendance, EL status and marks analysis data for SWD indicate in fall 2015 47 SDP students have GPAs of less than 2.0; that among this group of 47, 27 (57%) are also classified as LTEL; and finally this group of 47 students were only present and not tardy in all class 70% of this time.

Of the 334 currently identified LEP students, 170 (28%) are also considered LTELs, and of this group of 170, 62 (or 37%) are SDP students and of those 60, 47 (76%) have GPAs of less than 3.0. Obviously, until this population's needs are addressed, the school will not be able to reduce the achievement gap between the highest and lowest performing subgroups.

Based on CELDT and SRI data, the school's LTEL are not reaching EL proficiency as expected. From 2013-2014 to 2015-2016, the LTEL student population decreased from 65% to 49.1%. In SRI, 90% of the ELs who were tested is scoring less than Basic. Both measures show LTELs are not demonstrating significant growth in Reading Comprehension.

III. State the School's Measurable Objective*: By June 2017, the percentage of LTEL students will decrease by 5% from 49.1% to 45.1%.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end? <small>[mm/dd/yy to mm/dd/yy]</small>	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and	<ul style="list-style-type: none"> 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 summary 	7/1/2016-6/30/2017	The Principal (with CGC, Administrators, SSC, Curriculum Council,	PD Teacher X-time				

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Professional Development	<p>data to consider instructional areas to address.</p> <ul style="list-style-type: none"> 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 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. 		<p>TSP, Title III Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created assessments MISIS SBAC data Student surveys Counselor logs Deans logs Tutoring logs High Point summary sheets PD Evaluations 	Advisory committee expenses				

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	<ul style="list-style-type: none"> 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. 							
Effective Classroom Instruction	<ul style="list-style-type: none"> 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 Tutor Teacher X-time), which will allow for highly qualified teachers to tutor and provide intervention services to at risk English Learners in order to meet their English Language Development targets, as measured by AMAOs. Design literacy and mathematical skills workshops for students who need additional support with the CELDT, the SBAC, and academic content standards. Structure and staff CELDT boot camp during the school day and 	7/1/2016-6/30/2017	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, TSP, Title III Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> Marks analysis Master schedule Interim Assessments Department and teacher-created 	Tutor Teacher X time				7S046

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	<p>Saturdays to provide additional support for students.</p> <ul style="list-style-type: none"> 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. 		<p>assessments</p> <ul style="list-style-type: none"> MISIS data SBAC data Student surveys Counselor logs Deans logs Tutoring logs 	<p>Counselors</p> <p>CSR Teachers</p> <p>TSP CSR Teacher</p> <p>Day to Day Subs for CSR Teacher</p>				
Interventions Beyond the Regular School Day and Other Supports	<ul style="list-style-type: none"> 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, school psychologist, Itinerant Nurse, PSA Counselor, Special Education Coordinator to identify at-risk students and monitor and assist with the student's progress. Continue to provide one-on-one academic support for struggling students. Make available bilingual staff and students to provide for more 	7/1/2016-6/30/2017		<p>Gen. Supplies-Equipment</p> <p>Maintenance of Equipment</p> <p>Software License Maint</p> <p>Curricular Trips</p> <p>Nurse Psychologist</p>				7S046

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	<p>student support.</p> <ul style="list-style-type: none"> • 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), copier maintenance 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. 			PSA Counselor Ed. Resource Aide SIM (Pending) Maintenance of equipment Curricular trips				

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Building Parent Capacity and Partnership to Support the Academic Goal	<ul style="list-style-type: none"> • Broaden monthly activities to inform parents about various aspects of high requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal where student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish where leaders discuss academic assessment results; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/ teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish. • Offer parental support on understanding CCSS and interpreting assessment results. • Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and meetings. • Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. • Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. • Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities. • 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. 	7/1/2016-6/30/2017						7S046

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Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

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

I. Indicate all data reviewed to address this Culture & Climate Goal:	<input type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)
<input type="checkbox"/> Other(s): _____			

II. Based upon the data reviewed, summarize the issues affecting culture, climate, and engagement for students, staff, parents and community:

School Report Card – Goal 4: Parent, Student and Community Engagement

The percentages parents who agree with the following statements are near 50% or less – Only 56% of parents agreed that “I am a partner with this school in decisions made about my child’s education,” 43% agreed that “The parent center provides useful resources (information, classes) to help me support my child’s education, 55% agreed that “My child’s teachers let me know about my child’s progress.,” and “only 29% I have had a meeting with someone on the school staff to discuss my child’s *Individual Graduation Plan*,” 57% of students agreed that “The teachers at this school treat students fairly,” 53% agreed that “Adults at this school treat all students with respect,” and 44% agreed that “I have had a meeting this year with someone on the school staff to discuss my *Individual Graduation Plan*.”

Only 32% of parents, 82% of students, and 31% of staff members completed the 2014-2015 School Experience Survey (The school needs to increase the percentage of parents participating in completing the School Experience Survey, increase the parent’s knowledge of the value of the Parent Center, increase the percentage of students who feel that all adults treat them with respect, and increase the number of parents who are aware that their students have an annual IGP meeting with their counselor).

III. State the School’s Measurable Objective*:	By March 2017 parents, students and staff members will increase their participation in taking the survey by 5% for parents, 10% for students, and 50% for staff members.
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IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Student, Staff, Parent Engagement	<ul style="list-style-type: none"> Develop additional evening and weekend activities and monthly events through small learning communities (SAS meet and greet activities involving parents and incoming 9th grade students, and AOAT quarterly parent-teacher meetings held after regular school 	7/1/2016-6/30/2017	The Principal (CPA, Assistant Principals, Counselors, Community Rep) will monitor the	Community Rep	21720	\$12,341		7E046

*The School’s Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Grover Cleveland Charter High School

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>hours to accommodate working parents) and academic programs that provide parents the opportunity to meet with teachers and discuss student progress with the assistance of the Community Representative (e.g., Completing Meal Applications, Coffee with the Principal, Parenting workshops, a-g Graduation Requirements, Management of Emotions, the English Learner Master Plan, and Helping Students LTEL Status).</p> <ul style="list-style-type: none"> Broaden activities to inform parents about various aspects of high requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal where student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish where leaders discuss academic assessment results; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish. Publish Principal's State of the Land weekly/monthly updates to keep parents abreast of school programs, events, activities, and outreach opportunities. 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, SBAC, and interpreting assessment results. 		<p>following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> MISIS "Passport" Parent surveys Parent Center logs School Report Card 					
Student, Staff, Parent Communication	<ul style="list-style-type: none"> 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, school website, social media, conferences, and parent meetings in the Parent Center with the 	7/1/2016-6/30/2017	<ul style="list-style-type: none"> The Principal (CPA, Assistant Principals, Community Rep) will monitor the following at least four times a year or more often 	Community Rep				

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IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>Community Representative.</p> <ul style="list-style-type: none"> Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. Supplemental Instructional Materials on parenting and ways to help students graduate. 		<p>depending on the occurrence of the event:</p> <ul style="list-style-type: none"> MISIS "Passport" Parent surveys Parent Center logs School Report Card 	SIM (Pending)				

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Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance

I. Indicate all data reviewed to address this Social/Emotional Goal:			
<input type="checkbox"/> CELDT / AMAOs	<input checked="" type="checkbox"/> Student Grades	<input type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey
<input checked="" type="checkbox"/> MyData	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Other(s): _____	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Scholastic Reading Inventory (SRI)

II. Based upon the data reviewed, summarize the issues affecting student attendance, suspension/expulsion, and non-cognitive skills:

MiSiS Grade and Attendance Findings

The data reviewed indicate that 47 SWDs and LTELs (these 47 students are identified as having the eligibility of Specific Learning Disorder [SLD] and are 42% of the 113 students with SLD) who have the highest D/Fail rate for fall 2015, also have the lowest "Whole Day Present" attendance rate. These students also do not take advantage of or complete credit recovery and other intervention opportunities.

School Report Card: Attendance and School Safety

As mention is the SPSA evaluation the school's attendance rate is 7% higher than the LAUSD average of 73%. The staff attendance rate is 3% greater than the district, with Cleveland's rate of 76% and the district rate of 73%. Cleveland's chronic absence rate of 10% is lower than the district average of 14%.

The school's suspension rate is higher, at 2%, than the district's average of .7%. The school's and district's expulsion rate of 0% for both demonstrates we are meeting our goal.

III. State the School's Measurable Objective*: By June 2017, Cleveland will increase the percentage of students who have 96% attendance by 5% from 80% to 85%.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional	<ul style="list-style-type: none"> Principal, CPA, Counselors, PSA Counselor, Deans, Psychologists, Department chairs, Restorative Justice teacher advisor assist in providing timely PD, data and sample lesson 	7/1/2016-6/30/2017	The Principal (with CPA, Counselors, Deans, Psychologists, Department chairs,	CPA PSA Counselor				

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IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Development	<p>plans to teachers and staff regarding:</p> <ul style="list-style-type: none"> ○ Attendance, suspensions and expulsion policies ○ How to help to develop positive non-cognitive skills (self-management, resiliency, growth mindset) ○ Positive behavior training techniques ○ Social and problem solving skills (coming to class prepared and following directions) ○ Use of Restorative Justice techniques 		<p>Restorative Justice teacher advisor) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> • MISIS • SARC • LAUSD School Report Card • CORE Waiver Status • SBAC data • Student and parent surveys • Counselor logs • Deans logs • Parent Center logs • PD Evaluations 	Secondary Counselor Psychologist				
Social / Emotional Interventions	<ul style="list-style-type: none"> • 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. • 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 	7/1/2016-6/30/2017	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> • Marks analysis • Master schedule • Interim Assessments • Department and teacher-created 					

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	<p>success.</p> <ul style="list-style-type: none"> • 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 Itinerant Nurse services to provide for mental and physical health needs of students. • Utilize CPA [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, Special Education Coordinator to identify at-risk students and monitor and assist with the student's progress. • 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 (including Black-Brown Love Assemblies designed to celebrate non-dominant cultural contributions through spoken word, dance and music). • 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. 		<p>assessments</p> <ul style="list-style-type: none"> • MISIS • SARC • LAUSD School Report Card • CORE Waiver Status • SBAC data • Student and parent surveys • Counselor logs • Deans logs • Parent Center logs 	<p>CPA Ed. Aide II Nurse Psychologist PSA Counselor Teacher Tutor X-time</p>				

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	<ul style="list-style-type: none"> 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, grade-level assemblies, and Freshman Orientation (held before school in August). 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. 							
Building Parent Capacity and Partnership to Support the Social / Emotional Goal	<ul style="list-style-type: none"> Design additional parent workshops and activities during and after school on how to support student attendance, reduce or eliminate suspensions or expulsions and non-cognitive skills, Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, and meetings. Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students. Notify parents immediately when attendance issues emerge and intervene when attendance problems develop. Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities. The Community Representative will help with parent communication and as a liaison between the school and the community, supervising the Parent Center, organizing or conducting periodic (monthly and/or weekly) meetings, classes, 	7/1/2016-6/30/2017	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> SARC LAUSD School Report Card CORE Waiver Status Student and parent surveys and evaluations Counselor logs Parent Center logs 					

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	programs, and other activities as they relate to parents and their students (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, and How to Enhance Positive Communication at Home).							

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**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)
COMPONENTS FOR IMPLEMENTATION**

1. **Comprehensive needs assessment:** Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications. Describe the comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

To determine whether or not school objectives 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 SPSA Evaluation. 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 pages have not provided results or sustained improvement. The comprehensive needs assessment is addressed in Section II of all Goal pages.

2. **Schoolwide reform strategies:** Describe the instructional strategies and initiatives in the comprehensive plan that are based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Schoolwide reform strategies are described in Section IV of all Goal pages.

- 2a. Describe the strategies to be utilized to meet the educational needs of historically underserved populations (migrant students, homeless students, American Indian students, and foster youth).

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.
- 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 Principal will designate a certificated staff member to be the MEP school contact person. The contact person will be the:

Assistant Principal
(certificated position/title)

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

Grover Cleveland Charter High School

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 is the:

Assistant Principal
(certificated position/title)

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:

Assistant Principal
(certificated position/title)

The following strategies will be utilized to meet the educational needs of Foster Youth:

- A Foster Youth Achievement Counselor will be assigned to each school by the District to conduct a comprehensive academic assessment for each foster youth, develop an individual success plan, provide ongoing intensive case management, ensure equitable access to resources, advocate for the educational rights of foster youth, and promote school stability. The principal designates a contact person at each school as the Foster Youth Liaison. The school designee is the:

Assistant Principal
(certificated position/title)

3. Instruction by highly qualified teachers: Describe how the District ensures that all teachers of core academic subjects and instructional paraprofessionals meet the qualifications required by section 1119.

The District provides an annual report to the California Department of Education and the Los Angeles County Office of Education regarding all teachers and/or paraprofessionals that do not meet NCLB requirements. In addition, the District develops plan(s) of action to remedy non-compliance issues related to any individual(s) found not meeting NCLB requirements. In addition, the District conducts an ongoing assignment monitoring audit cycle of all schools to ensure that all teachers and paraprofessionals are correctly assigned. A complete assignment monitoring audit cycle takes place over a four-year period. Each year, twenty-five percent of District schools are audited. By the end of the four-year cycle, all District schools have been audited and the cycle repeats.

4. High-quality and ongoing professional development: Describe the high-quality and ongoing professional development provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

High quality and ongoing professional development is described in Section IV of all Goal pages at the rows entitled "Professional Development."

5. Strategies to attract highly qualified teachers to high-need schools: Describe the strategies used by the District to attract high-quality, highly qualified teachers to high-need schools including 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.

6. Strategies to increase parental involvement: Describe strategies used to increase parental involvement in accordance with section 1118, such as family

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literacy services.

Strategies to increase parental involvement are described in Section IV of all Goal pages at the rows entitled "Building Parent Capacity and Partnership to Support the Academic Goal," as well as throughout the Culture and Climate Goal pages.

7. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

8. **Measures to include teachers in decisions regarding the use of academic assessments:** 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 that facilitate their inclusion in decisions regarding the use of academic assessments:

- Training on the use of MyData to determine the progress of their students on Interim 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

9. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** Describe activities taken to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. 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.)

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in Section IV of the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and in Section IV of the Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions."

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10. Coordination and integration of Federal, State, and local services and programs: 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.

LOCAL DISTRICT MONITORING

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director’s visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all 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.

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

In the box below, Directors must describe the additional services and support provided to the school’s instructional program:

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds Allocated to the School
				10183 \$ _____ 10397 \$ _____ 10400 \$ _____ 10405 \$ _____ Total \$ _____

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2016-2017 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 			<ul style="list-style-type: none"> • Graduation Rate: 71% • Percentage of students on track to graduate: 50%

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<p>Description of Services that address: Proficiency for All</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY16-17 LCAP Targets (proposed)</p>
			<ul style="list-style-type: none"> • EL reclassification rate: 20% • Rate of ELs making annual progress on CELDT: 62% • Decrease in long-term English learners: 22%
<p>Description of Services that address: 100% Attendance</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (173-180 days) attendance rate Percent of students missing 16 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY16-17 LCAP Targets (proposed)</p>
			<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 72% • Percentage of students missing 16 days or more in a school year: 9%

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Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets <i>(proposed)</i>
			<ul style="list-style-type: none"> • Percentage of parent participation on School Experience Survey: 45%
Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets <i>(proposed)</i>
			<ul style="list-style-type: none"> • Suspension rate: .7% • Expulsion rate: .03% • Extent to which the school is implementing the Discipline Foundation Policy: 79%

7 TURNAROUND PRINCIPLES

Directions: If a required component of the 7 Turnaround Principles has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., “Mathematics – Professional Development”) or SPSA section (e.g., “Comprehensive Needs Assessment / Self Review Process”). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

7 Turnaround Principles	Goal and Focus Area(s) or SPSA section
Principle #1 – Provide strong leadership (Schools do not address Principle 1. This section is to be completed by the District.)	
A. Describe the process for the LEA’s review of school leader effectiveness and replacement of leader if deemed necessary through review before the start of the 2016-17 school year.	(This section is to be completed by the District.)
B. Describe the process and evidence that the LEA developed to ensure new instructional leader hires of Non-SIG priority schools meet the following hiring criteria: (1) 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; (2) exhibits competencies in: driving for results, problem-solving, and showing confidence to lead; (3) has a minimum of 3 years’ experience as a principal; (4) has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL.	(This section is to be completed by the District.)
C. Provide LEA evidence that: (1) there is a program in place that supports the leadership team in their instructional and management skill development; (2) 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; (3) 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.	(This section is to be completed by the District.)
Principle #2 – Ensure that teachers are effective and able to improve instruction	
A. What is the process for analyzing data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. How will PD related to low-performing area(s) be provided to teachers and administrators?	Goal and Focus Area(s) or SPSA section

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C. How will walk-through protocols that include teacher support be implemented?	Goal and Focus Area(s) or SPSA section
D. Describe your school's planned participation in professional learning provided by CORE.	Goal and Focus Area(s) or SPSA section
E. Describe the school's process for hiring an instructional coach to engage teachers in school-based, job-embedded professional learning.	Goal and Focus Area(s) or SPSA section
Principle #3 – Redesign the school day, week or year to include additional time for student learning and teacher collaboration	
A. Describe the plan the school is creating to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	Goal and Focus Area(s) or SPSA section
B. How will the school 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)	Goal and Focus Area(s) or SPSA section
C. Describe the school's process to ensure that extended learning time is available to all students.	Goal and Focus Area(s) or SPSA section
D. What steps will be taken by the school to evaluate the effectiveness of the extended learning time? How will the effectiveness of the extended learning time be evaluated?	Goal and Focus Area(s) or SPSA section
Principle #4 – Strengthen school's instructional program	
A. What actions will the school take to implement curriculum fully aligned to the Common Core Standards?	Goal and Focus Area(s) or SPSA section
B. Describe the school's process for scheduling continuous, data-based curriculum review.	Goal and Focus Area(s) or

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	SPSA section
C. Describe the school’s process for supporting instruction with pacing guides, curriculum maps and/or sample instructional strategies.	Goal and Focus Area(s) or SPSA section
Principle #5 – Use data to inform instruction and for continuous Improvement	
A. What actions will the school take to develop and implement a short-term action plan to achieve the goals in the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. Describe the development of a leadership team and whether the team will meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan.	Goal and Focus Area(s) or SPSA section
C. What will be the process for designing a local data system which included multiple-levels of assessments and informed programmatic/instructional decisions?	Goal and Focus Area(s) or SPSA section
D. What will be the process for facilitating data-driven conversations in learning communities?	Goal and Focus Area(s) or SPSA section
E. What will be the process for training and supporting teachers’ data use through formal and informal PD? What will be the process for differentiating PD for new teachers?	Goal and Focus Area(s) or SPSA section
Principle #6 – Establish a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement	
A. What will be the process for developing a sustained and shared philosophy, mission, and vision?	Goal and Focus Area(s) or SPSA section
B. Describe how the school will maintain facilities that support a culturally responsive and safe environment.	Goal and Focus Area(s) or SPSA section

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C. Describe how the school will analyze teacher attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
D. Describe how the school will analyze student attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
E. What will be the process for identifying students who are at-risk of not graduating and developing a plan of action to support those students?	Goal and Focus Area(s) or SPSA section
F. What will be the process for analyzing student discipline referrals and developing a plan for improvement, if needed?	Goal and Focus Area(s) or SPSA section
Principle #7 – Provide ongoing mechanisms for family and community engagement	
A. What will be the process for developing and implementing a plan for student, family and community engagement?	Goal and Focus Area(s) or SPSA section
B. Provide evidence of efforts to increase effective parental and community involvement.	Goal and Focus Area(s) or SPSA section

COMMUNITIES OF PRACTICE

California State AMO and School Quality Improvement Goal

School: Grover Cleveland Charter High School

LEA: Los Angeles Unified School District

Year: 2016-2017

Current Year AMOs			Yes	No
Did the school meet this year's California attendance target?			X	
Did the school meet this year's testing participation target?			X	
Did the school meet their California graduation rate target? (if applicable)			X	
Did the school meet this year's School Quality Improvement Index Goal (CORE AMO)?			X	
Prior Year AMOs			Yes	No
Did the school meet the prior year's (2012-13) API growth target? (Schoolwide)			X	
Did the school meet the prior year's (2012-13) API achievement target?			X	
Did the school meet the prior year's (2012-13) graduation rate target? (if applicable)			X	
Did the school meet the prior year's School Quality Improvement Index Goal?				

COMMUNITIES OF PRACTICE

Directions: If a required component has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., “Mathematics – Professional Development”) or SPSA section (e.g., “Comprehensive Needs Assessment / Self Review Process”). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

Communities of Practice Components	Goal and Focus Area(s) or SPSA section
A. Describe the school’s process for self-review and needs assessment to identify actions, strategies, and interventions to be implemented within the school improvement plan. (Data must include AMOs and the School Quality Improvement Index Report.)	
The ILT began the process of self-reflection by agreeing that our ultimate goal would be to narrow the gap between our highest performing subgroup, our Asian students, and our lowest performing subgroup, our SWDs, but obviously the meant narrowing the gap by raising the assessment scores of our SWD population.	
B. Describe specific interventions, training methodologies, and/or trainings that worked well, and those that did not.	
One strategy the school will use is to analyze and discuss semester grades and attendance of all students, but particularly the SWD and LTEL populations. Another strategy agreed upon is the use of Instructional Rounds in which all teachers will visit classrooms to gain new insights in their own teaching and learning.	
C. Describe the school’s process for addressing and prioritizing the needs of the specific subgroups that caused the school to be identified as a Focus or Support school.	
The school met in departments, and discussed and analyzed potential Problems of Practice for their department while keeping in mind the Focus goal of reducing the academic performance between the school’s highest performing subgroup, our Asian students, and our lowest performing subgroup, our students with disabilities. The three Problems of Practice that were agreed on by the faculty are: student engagement, encouraging and scaffolding, and relevance of work.	
D. Describe the school’s process for reporting the progress of Communities of Practice work to the School Site Council.	

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<p>Once two cycles of PDSA have taken place, the Instructional Leadership Team (ILT) will make a presentation to the School Site Council (SSC) about the results and future plans. [This will probably take place in April/May 2016.]</p>	
<p>E. Describe your school's planned participation in three full "Plan, Do, Study, Act" (PDSA) cycles of inquiry to be provided by CORE.</p>	
<p>The school will begin its first PDSA cycle using Observational Rounds beginning February 24, 2016 and ending by March 29, 2016. The dates for other cycles will be determined after the results of the first cycle have been studied.</p>	

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)
- **Electronic copy of SPSA in Microsoft Word format**

LOS ANGELES UNIFIED SCHOOL DISTRICT – DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Educational Service Center – Northwest
Grover Cleveland Charter High School

March 29, 2016
Principal’s Conference Room – 3:15 PM

School Site Council Agenda

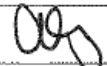

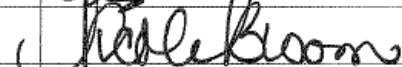
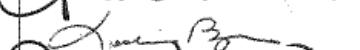
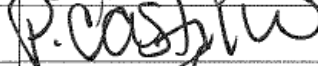

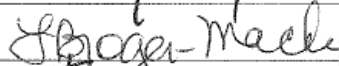

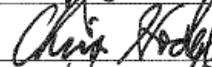

1. WelcomeBill Smith, SSC Chair
2. MinutesSteven Pham
3. Review, Discuss and Approve 2016-2017 Title I BudgetsBill Smith
4. Single Plan for Student Achievement.....Bill Smith
6. Public Comment.....Bill Smith
7. AdjournmentBill Smith

Grover Cleveland Charter High School

LOS ANGELES UNIFIED SCHOOL DISTRICT – DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
 Educational Service Center-Northwest
 Grover Cleveland Charter High School
 Principal's Conference Room

School Site Council Meeting
 March 29, 2016

Attendance Sign-In

Your Name	Group	Signature	Telephone	Email Address
Cindy Duong	PR		(818) 885-2300	Cindy.Duong@lausd.net
Wayne Basinger	T		(818) 366-1420	wbasinger@corebaby.org
Nicole Bloom	T		(818) 571-3816	nx64719@lausd.net
Leslie Broyles	T		(818) 451-8771	profesorabroyles@gmail.com
Patricia Castillo	T		(818) 357-4225	pxc9501@lausd.net
Rita Hall	T		(818) 364-1472	ritahall1984@gmail.com
Lori Broger-Mackey	T		(818) 885-2387	lmackey@lausd.net
Fred Mbanefo	T			fmban1@lausd.net
Chris Hodge	PA		(213) 241-6432	Chris.Hodge@lausd.net
Gregg Solkovitz	PA		818 516 7962	gsolk@aol.com
Dasha Hopson	PA			dasharene@gmail.com
Diane Mitchell	PA			steakdi@aol.com

Tom Carrol +  (818) 185-2379 tcarrol@lausd.net

Grover Cleveland Charter High School

	PA			
Azucena Ferruscsa	S	<i>Azucena</i>	(818) 430-4150	azucenasarahi@outlook.com
Darla Lavi	S	<i>Darla Lavi</i>	(818) 300-7139	clevcav119@gmail.com
Steve Martinez	S	<i>Steve Martinez</i>	(818) 431-7538	stevemartinez796@gmail.com
Steven Pham	S	<i>Steven P.</i>	(818) 518-8865	phamsteven21@gmail.com
Kelly Pineda	S	<i>Kelly Pineda</i>	(818) 401-3767	Kelly.Pineda@corebaby.org
Carol Holton	O	<i>Carol L. Holton</i>	(818) 390-0718	clh8729@lausd.net
William Smith	O	<i>William Smith</i>	(818) 885-2319	wms5063@lausd.net

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

Grover Cleveland Charter High School

Los Angeles Unified School District

Local District Northwest • Grover Cleveland Charter High School

School Site Council

Minutes for March 29, 2016

Members in Attendance:

Wayne Basinger – P

Nicole Bloom – P

Lori Broger-Mackey - P

Leslie Broyles - P

Patricia Castillo - P

Cindy Duong - P

Azucena Ferrusca - P

Rita Hall - P

Chris Hodge - P

Carol Holton - P

Dasha Hopson - A

Darla Lavi – P

Steve Martinez - P

Fred Mbanefo – P

Diane Mitchell - A

Huy Steven Pham - P

Kelly Pineda - P

Bill Smith - P

Gregg Solkovits - P

Call to order: Bill Smith, Council Chair, called the meeting to order at 3:16 P.M.

Minutes: The minutes of December 9, 2016 and February 23, 2016 meetings were presented. The December 9th, 2015 minutes were amended to show Ms. Holton's asked whether Title I funds could be spent on resources for other than English, math, science and social studies. Mr. Basinger moved to approve the minutes as amended, and Ms. Duong seconded the motion. Motion carried. Review and approve 2016-2017 Title I

Budgets: Mr. Smith went over the Title I Allocations with everyone. The proposed budget (7S046 - \$989,390) includes two counselors, a full time Title I coordinator, two Class Size Reduction (CSR) English teachers, a PSA counselor (3 days/week), an Educational Resource Aide, an Ed. Aide II, Teacher X-time for tutoring, Day-to-Day Sub Days (required for CSR Teachers), 5 days of Title I Coordinator X-time, 3 days/week of nurse time, a full time psychologist, funds for visiting performers and/or speakers, 15 buses for curricular trips, instructional service contractors for the copier maintenance, and the remainder in pending (Supplementary Instructional Materials [SIM]). Mr. Basinger made a motion to approve the Title I budget, and Ms. Broyles seconded the motion. Motion carried unanimously. 2016-2017 Parent Allocation (7E046 - \$17,190) includes a Community Representative (\$12,341), and the remaining money in pending (SIM) (\$4,849). Ms. Bloom made a motion to approve the 2016-2017 Parent Budget, and Ms. Broyles seconded the motion. Motion carried unanimously.

Single Plan for Student Achievement (SPSA): Mr. Smith will be submitting the Single Plan for Student Achievement to the district on Friday, April 8. This year's the plan includes what was the Assurances and Justifications (essentially a financial document) and the SPSA (essentially a "roadmap" for how the funds will be utilized for increased student achievement).

Public Comment: Mr. Carrola made an ELAC presentation to the SSC regarding the possible elimination of the TSP Adviser from the 10183 budget. The problem with this request is that the SSC does not oversee the 10183 budget. Mr. Smith suggested the request be made to the CGC meeting next Tuesday.

Adjournment: Ms. Bloom moved to adjourn the meeting, and Mr. Mbanefo seconded the motion. The motion passed unanimously. Mr. Smith adjourned the meeting at 4:10P.M.

Respectfully submitted, Steven Pham

**Grover Cleveland Charter High School
Submit to Principal's Portal:**

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**