

Cleveland High School

WASC SELF-STUDY REPORT 2008
FOCUS ON LEARNING



FOCUS ON LEARNING

ACCREDITATION SELF-STUDY

APRIL 2008



GROVER CLEVELAND HIGH SCHOOL
Los Angeles Unified School District
8140 Vanalden Avenue
Reseda, CA 91335

Submitted to
Accrediting Commission for Schools of the
Western Association of Schools and Colleges
and the California Department of Education

Cleveland High School

THE LAND

In November 2007, *U.S. News and World Report* named Grover Cleveland High one of “America’s Best High Schools” and honored us with a silver medal that recognizes outstanding academic preparation. In addition, for the past five years, *Newsweek* magazine identified Cleveland as one of the “Best High Schools in America” and ranked us in the top 4% of high schools in the nation.

Both a Springboard Schools California Best Practices Study and Education Trust West’s “Dispelling the Myth in California” indicated that Cleveland is a school with high poverty, high minority, and high English Learner rates where students achieve outstanding results. In May 2007, Cleveland’s Village Nation was featured on the *Oprah Winfrey Show* because of its outstanding achievement in raising the test scores of African-American students.

A shared vision of success took us from Program Improvement status in 2001 to California Distinguished School status in 2005. Our concerted schoolwide effort to raise student outcomes further resulted in two State Title I Academic Achievement Awards in 2006 and 2007.

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PRINCIPAL'S WELCOME



Welcome to Grover Cleveland High School, proud home of the Cavaliers. We are pleased to present our Western Association of Schools and Colleges 2008 Focus on Learning self-study. I am very proud to be the principal of a community of shareholders who are truly dedicated to the vision and mission of Cleveland High School.

This report reflects a thorough analysis of our instructional programs and our efforts to improve achievement for all students. Our goal is to provide personalized support and an academic foundation that prepare students to be educated young adults, self-sufficient individuals, long-range planners, and respectful citizens. We hope that those who read this document will gain a greater understanding and appreciation of the traditions and beliefs that earned Cleveland High School its status of distinction.

During your visit, you will meet and interact with our dedicated staff, supportive parents, and our wonderful students who comprise the Cleveland family and embody the spirit and pride of "The Land."

Enjoy your visit,

Robert L. Marks
Principal

GROVER CLEVELAND HIGH SCHOOL

PREFACE

This report represents a comprehensive self-examination of Grover Cleveland High School by the entire educational community. Our efforts to maintain the title of California Distinguished School fortified our commitment to build upon our success by continuing to improve student achievement for all students in a safe, productive learning environment. We have benefited from the opportunities afforded by the Focus on Learning Self-study process to re-examine our purpose, align our goals, gauge our progress, remedy critical needs, and chart our destiny.

The Cleveland self-study was conducted in accordance with the guidelines set forth by the Western Association of Schools and Colleges as required in the Focus on Learning Joint WASC/CDE Process Guide 2006 Edition. The self-study has become the catalyst for growth as well as the rubric by which we examine the integrity of our total school program. The process further provided the opportunity to research, collaborate, assess, plan, and modify our instructional and operational practices in order to ensure personal and academic success for all students.

The WASC process began in the fall of 2006 as we reaffirmed the challenge to foster ongoing improvement through regular schoolwide assessment, strategic planning, implementation, and reassessment, and by doing so, accomplish the five **Expected Outcomes of the WASC Self-study**:

1. The involvement and collaboration of all staff and other shareholders to support student achievement.

As a large school, we strive to include many perspectives. Leadership bodies serve a uniform interest: to increase student achievement. Shareholders offer information and present concerns, requests, and proposals to the councils and committees. These groups make decisions and initiate activities to empower staff, students, and parents and promote commitment and participation for learning. School Site Council meets to discuss categorical funds used to increase student performance. Leadership Council, Curriculum Council, English Learner Advisory Council, and Compensatory Education Advisory Committee discuss budget matters, professional development programs, school calendar, student discipline, and technology usage affecting student achievement. The Curriculum Council, comprising all department chairs and small learning community coordinators, develops instructional strategies and skills to assist students with meeting and exceeding state standards and the accomplishment

of the expected schoolwide learning results. The parent advisory committees meet and make recommendations to the School Site Council to support academic achievement and personal success for students.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

Our comprehensive curriculum provides a strong, standards-aligned program for all students and incorporates the outcomes of the expected schoolwide learning results. The instructional program employs research-based teaching standards and practices that guides instruction and monitors student progress. Our practices are driven through the District-adopted *Nine Principles of Learning* as outlined by the Institute for Learning and current educational research.

3. The gathering and analyzing of data about students and student achievement.

Cleveland High School has a systematic process for data analysis that informs instruction. Shareholders routinely review assessment data to examine academic growth and provide interventions. Categorical funds and resources are allocated based on identified student needs and action plan growth areas. Current research, state standards and frameworks, discipline-specific content standards, and performance objectives are used for discussions that lead to curriculum modification. Achievement indicators and disaggregated data from state and national assessments assist with lesson planning. Schoolwide, departments and small learning communities develop learning activities that focus on essential standards students encounter on criteria and norm-referenced tests, and have mapped their curricula accordingly. Examination of student work in relation to state standards is ongoing. In professional development, department meetings, and small learning community meetings teachers develop curriculum, participate in lesson study, and create grading rubrics. English language arts, math, and science staff use district instructional guides and periodic assessments that provide immediate data findings from which to plan curricula, analyze standards, and scaffold instruction to improve academic achievement.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria.

Meetings are routinely conducted to assess the entire school program from operational and academic viewpoints to address the impact on student learning. Classroom instruction and local assessments align with state standards and assessments. State, district, and classroom on-demand and curriculum-imbedded writing tasks aligned to the standards are administered regularly in content areas. Academic content standards are discussed and implemented in departments and small learning communities. District standards-based Periodic Assessments in English language arts, mathematics, and science are administered throughout the year. The expected schoolwide learning results are assessed schoolwide both inside and outside classrooms and through general data analysis. Focus groups examined the WASC/CDE criteria to compare and determine the degree to which each of the nineteen rubrics in the process guide was met. Programs and practices that are in accordance with the high levels of the process guide rubric were identified. In reviewing those areas where growth was needed, focus group members discussed and sought ways to address the critical needs in the WASC action plan.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the action plan.

Our action plans emerged from schoolwide discussions and focus group meetings that occurred throughout the course of the self-study process. Key planners met to compile, organize, and formulate action plans steps that address our critical needs. We merged the goals of our *Single Plan for Student Achievement* to reflect district, schoolwide, departmentwide, and small learning committee beliefs about holding rigorous academic standards and high expectations for all students. The plan includes our school profile and achievement data from local, district, state, and national assessments to determine benchmarks for student performance. The School Site Council updates the plan, using it to monitor, evaluate, and sustain overall program effectiveness. In addition, our professional development action plan is data-driven, focuses on increasing student achievement, and addresses our WASC action and single plans. In addition, the administrative staff, the WASC Executive Leadership Team, and school leadership councils monitor the progress of the action plan and oversee the follow-up procedures.

The Cleveland self-study followed the WASC model closely with few exceptions. Because we are both a traditional, residential school and a humanities magnet, some data items are presented separately. Other additions include a Principal's Welcome, an acknowledgment page, a table of contents for the appendix, and a glossary of terms and acronyms for easy reference. Finally, because of the tremendous volumes of evidence gathered to support our findings, supplemental materials and data are presented in separate documents and are available upon request.

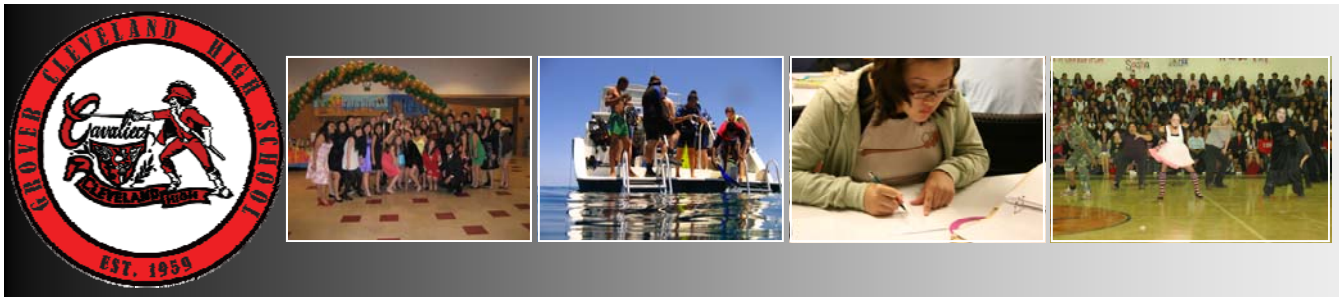
This document is the result of countless hours of diligent effort of our shareholders who have proven their undaunted commitment to the vision of Cleveland High in its endeavor to provide a learning community where students achieve success and acquire skills for lifelong learning.

Special thanks are extended to Cleveland shareholders:

- Cleveland High School Faculty and Staff
- Cleveland High School Administration
- Cleveland High School Student Body
- Cleveland High School Clubs and Organizations
- CHS Leadership Class
- School Site Council
- School Leadership Council
- Curriculum Council
- English Learner Advisory Council
- Compensatory Education Advisory Committee
- PTSA and Cleveland Parents
- SAS Parent Association
- Korean Parents Association
- Magnet Parent Association
- Friends of Cleveland
- Business, Community, and College Partners
- Departments and Small Learning Communities
- Ricky Kupferer and Leslie Broyles, UTLA Chapter Co-Chairs
- Rita Anderson, Self-Study Designer
- Sheila Gee, Hospitality
- Patricia Burgueño, Parent Center Director
- Diane Seiger, Administrative Assistant
- Jean Brown, Local District 1 Superintendent
- Kathy Rattay, Local District 1 High School Director
- Barbara Garry, Local District 1 Operations Coordinator
- James Sefton, WASC Visiting Committee Chair

CHAPTER I

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



CHAPTER I: STUDENT/COMMUNITY PROFILE – DATA AND FINDINGS

DEMOGRAPHIC DATA

The Community

Cleveland High is located in the San Fernando Valley community of Reseda with a population of 71,962 and is one of 61 high schools in the Los Angeles Unified School District (LAUSD). In 2004-2005, the LAUSD was reconfigured into eight local districts, each with its own superintendent and measure of autonomy. Cleveland is a part of LAUSD Local District 1, which serves over 108,000 students in 12 high schools, 11 continuation high schools, 15 middle schools, 78 elementary schools, two magnet schools that span grades K-12, and one charter school that spans K-8.

Established in 1959, Cleveland offers a comprehensive educational program for grades nine through twelve in both our residential school and our humanities magnet. Based on the current 2007-2008 California Basic Educational Data System (CBEDS), our combined student enrollment is 3,820, an increase of more than 1,000 students since our last full self-study in 2002.

Students

Our residential school enrollment comprises four main student populations. The largest group, with an enrollment of 2,505 students, resides within the local communities of Reseda, Northridge, and Winnetka. An additional 15.7% of students attend Cleveland on permits: 179 on open-enrollment permits; 97 on School for Advanced Studies (SAS) permits; 72 on residence permits; 60 on continuing enrollment permits; 33 on sibling permits; and 6 on interdistrict permits. Another 8 students come from overcrowded Los Angeles city schools as a part of the Capacity Adjustment Program, and 10 students attend Cleveland through Public School Choice, which allows students from Program Improvement schools to transfer to Non-Program Improvement schools within the LAUSD.

Currently, our humanities magnet enrollment is 850, an increase of only three students since the last full self-study. Magnet enrollment includes students who live in the same communities as the residential population, cities throughout the San Fernando Valley, and the greater metropolitan Los Angeles area.

Over 31% of students live outside Cleveland's traditional attendance area; 22.4% of students receive district transportation to and from school daily. Students at Cleveland live as close as across the street and as far as 40 miles away; many commute over an hour each way. As a

result, for our student body, “community” means more than a neighborhood: it represents a large part of the Los Angeles County.

Based on our 2007-2008 student Home Language Survey, more than 50 languages are spoken. Over 87% of our students speak one of three primary languages at home: almost 51.8% speak Spanish; 31.6% speak English; and 4.4% speak Korean.

Schoolwide, 66% of students are designated Title I, and 18.8% of students are considered English Learners (EL). In addition, we have 28.6% of students in our Gifted and Talented Education program, while 7.8% of students enrolled in our special education program.

Parents

Based on 3,768 parent responses in our School Information System (SIS), the education levels of our students’ parents are varied: 30% do not have a high school diploma; 19% have graduated from high school; 17% have some college education; 34% have at least a bachelor’s degree; and 11.3% of our parents have completed some graduate school education.

Program Mandates

Cleveland High School complies with all federal programs mandated under The *No Child Left Behind* Act: Title I—Improving the Academic Achievement of the Disadvantaged; Bilingual and Title III—Language Instruction for Limited English Proficient and Immigrant Students; Title V—Promoting Informed Parental Choice and Innovative Programs; Title VII—Indian, Native Hawaiian, and Alaska Native Education; and Title IX—Equal Opportunity in Education. As required by the mandated programs, Cleveland’s governing and advisory boards are the School Site Council (SSC), the Compensatory Education Advisory Council (CEAC), and the English Learner Advisory Council (ELAC).

State and local mandates include the Rodriguez Consent Decree, Modified Consent Decree, and the Williams Settlement Implementation Agreement.

- *Rodriguez Consent Decree (1992)*: The District agreed to implement the court-approved consent decree, which mandates that the LAUSD equalize basic norm resources among all regular, elementary, middle, senior high, and magnet schools. In accordance with school density goals set forth in the decree, teacher training/experience, as it corresponds to the schedule/step placement on the teacher preparation salary table, serves as the basis for referring and assigning teachers to a salary group.
- *Modified Consent Decree (2003)*: Through a court ordered mandate, the District’s special education program must comply with all applicable federal laws. There are 18 outcomes that schools must meet. These outcomes focus on participation in statewide assessments; performance on statewide assessments; graduation rate; completion rate;

reduction of suspensions; placement of students with disabilities with eligibilities of Specific Learning Disabilities and Speech/Language Impaired; placement of students with disabilities with all other disabilities; home school placement; individual transition plan; timely completion of evaluation; informal dispute resolution; disproportionality; complaint response time; delivery of services; parent participation; timely completion of translations; increase in qualified general education providers; and, student behavioral interventions.

- *Williams Settlement Implementation Agreement (2004)*: The agreement addresses conditions at schools regarding basic educational necessities, including instructional materials, school facilities, and teacher training and credentialing. Districts must also have in place a uniform complaint process to address the lack of these resources.

Parent/Community Organizations

Cleveland support organizations include the Parent, Teacher, and Student Association (PTSA), the Friends of Cleveland booster club, the Magnet Parent Association, the SAS Parent Association, and the Korean Parents Association. Additionally, we have affiliations with community organizations including the Kiwanis Club, Rotary Club, Skills USA, Giffoni Film Festival, Digital Arts Studio Partnership, Intercity Film Makers and Tower of Youth. Through the Careers with Children education training program, Cleveland provides an onsite community preschool. The Museum of Contemporary Art has a partnership with the Academy of Art and Technology (AOAT).

School/Business Relationships

Cleveland has partnerships with several local feeder schools. Our Museum Studies class collaborates with Winnetka Avenue and Melvin Avenue Elementary schools to develop an arts education program. Our Junior Reserve Officers Training Corps (JROTC) provides tutoring to students at Northridge Middle School and assists with literacy development activities at Napa Street Elementary. Urban Planning students from Cleveland were commissioned by Sutter Middle School to design a landscape project. Moreover, students at Cleveland work with special education students at neighboring Miller Career and Transition Center. Additionally, through the development of our Discipline Foundation Policy, we have articulated with both Northridge and Sutter Middle schools.

Furthermore, we have partnerships with postsecondary institutions. Cleveland offers after school college courses on campus through Santa Monica and Pierce community colleges. The College Office organizes visits from representatives of over 40 colleges and universities. Local schools such as California State University Northridge (CSUN), Pierce and Los Angeles Valley colleges offer our students weekly advisory sessions in the College Office. The Career Office provides opportunities for students to meet with proprietary and technical schools, including

Everest College, Cal Arts, DeVry University, Platt College, ITT Technical Institute, and the Fashion Institute of Design and Merchandising (FIDM). Further, our Academy of Art and Technology small learning community has programs with both DeVry University and CSUN. Through a service learning project, Interdisciplinary Studies students receive after school tutoring from CSUN students.

Cleveland also has a growing number of business partnerships. These include a construction management program through Swinerton Builders, a training program through Westfield Mall Corporation, and a job-shadowing program through Boeing/Pratt Whitney. Additionally, we have a Career Technology Education advisory board with representatives from Workplace Hollywood, the National Hot Rod Association, Workforce LA, and the Small Business Association.

WASC Accreditation History

Cleveland High School is proud of its history with the WASC Full Self Study. In 1989, we received a seven-year term of accreditation through *Pursuing Excellence*. The past two self-studies conducted through *Focus on Learning* in 1996 and 2002 each resulted in six-year terms of accreditation with a one-day midterm review.

School Purpose and Expected Schoolwide Learning Results

A continuous focus on increasing achievement for all students resulted in ongoing collaboration to examine data, refine schoolwide goals, revise our action plan, and implement activities and programs.

Our school purpose is reflected through our vision statement, defined in our mission statements, and measured through our expected schoolwide learning results.

VISION STATEMENT

Cleveland High School fosters academic and personal success in a safe, educational environment that teaches young adults the skills necessary to thrive in a changing world.

MISSION STATEMENTS

- To ensure all students a rigorous, relevant and coherent standards-based curriculum
- To implement activities that monitor and focus on all students achieving the expected schoolwide learning results and academic standards
- To employ current research on effective professional development as a means to raise student achievement
- To allocate resources and utilize strategies to help students succeed

- To promote parental and community involvement
- To provide support systems that meet student academic and emotional needs
- To collaborate with students in establishing learning plans that explore educational and career goals

EXPECTED SCHOOLWIDE LEARNING RESULTS

Educated Young Adults who

- Analyze, interpret, synthesize, evaluate, and use information from a variety of sources
- Apply technology to research and produce original works
- Read, write, listen, and speak critically and reflectively

Self-sufficient Individuals who

- Generate solutions and adapt to change
- Develop self-esteem and positive identity
- Explore resources beyond school to enhance learning

Long-range Planners who

- Contribute time, energy and talents to improve the quality of life in their community
- Establish meaningful personal, academic, and career goals
- Continue life-long learning pursuits

Respectful Citizens who

- Acquire knowledge of a variety of cultures and languages, and appreciate individual differences
- Demonstrate personal integrity and assume responsibility for decisions and actions
- Respect and conserve the environment

School Status

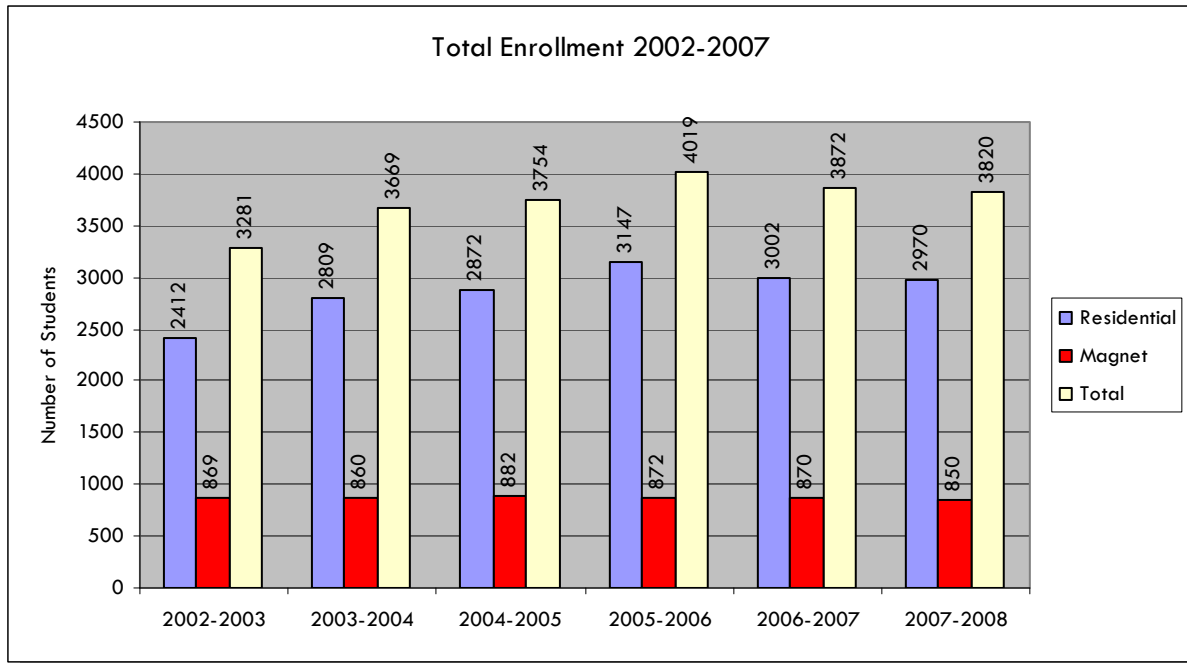
Based on SIS data from December 2007, 66% of our students qualify for the federal free and reduced lunch program. As a result, we continue to meet the criteria for schoolwide Title I funding, which has been in place for the last eight years.

Additionally, based on current CBEDS data, more than 68% of students have a home language other than English. Currently, 18.8% of our students are designated English Learners. With regards to ethnic enrollment, the cumulative minority population constitutes 83.7% of the student population.

We continued to increase our California Standardized Test (CST) scores over the past six years, and have met our Adequate Yearly Progress (AYP) for the past five years.

Enrollment

Since the last full self-study in 2002, the enrollment at Cleveland High School has increased by 35.7%. For the past two school years, the enrollment has decreased slightly by 199 students due to the number of new campuses built to alleviate overcrowded schools and a district-mandated decrease in open enrollment permits.



LAUSD Student Information System (SIS)

Grade Level and Gender

Based on 2007-2008 grade level data, our 9th grade class makes up 30% of the school, whereas the 12th grade class makes up 18%.

TOTAL ENROLLMENT BY GRADE LEVEL 2007-08								
	9	% of School	10	% of School	11	% of School	12	% of School
Residential	912	30.7%	865	29.1%	696	23.4%	497	16.7%
Magnet	238	28.0%	210	24.7%	198	23.3%	204	24.0%
Total	1,151	30.1%	1,075	28.1%	893	23.4%	701	18.4%

Cleveland has more females than males in our overall student population. In the residential school, there are more males than females in the 9th and 10th grades, but fewer males in the 11th and 12th grades, for a total percentage of 49% female to 51% male ratio. In the magnet school, there are more females in all four grades, for a total percentage of 59% female to 40% male. Combining both schools gives an overall percentage of 51% females to 49% male.

RESIDENTIAL ENROLLMENT BY GENDER 2007-08						
	9	10	11	12	Total	Percent
Female	440	402	357	253	1,452	48.9%
Male	472	463	339	244	1,518	51.1%
Total	912	865	696	497	2,970	

MAGNET ENROLLMENT BY GENDER 2007-08						
	9	10	11	12	Total	Percent
Female	142	114	121	128	505	59.4%
Male	96	96	77	76	345	40.6%
Total	238	210	198	204	850	

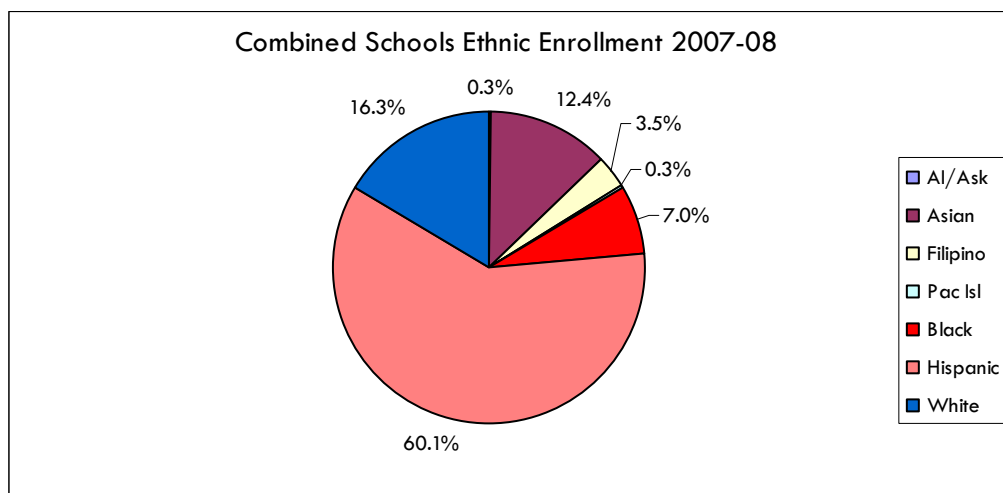
TOTAL ENROLLMENT BY GENDER 2007-08						
	9	10	11	12	Total	Percent
Female	582	516	478	381	1,957	51.2%
Male	569	559	415	320	1,863	48.8%
Total	1,151	1,075	893	701	3,820	

LAUSD Student Information System (SIS)

Ethnicity

Cleveland High School has a diverse student population as shown by the ethnic enrollment. In general, the ethnic makeup of Cleveland has remained fairly constant. Our current Asian population is more than three times larger than the District's average of 3.8%. The Black population has decreased from 8.6% to 7.0%, and this figure is lower than the District's average of 11.2%. The Hispanic population has increased from 53.6% to 60.1%, although it is still lower than the latest LAUSD figure of 73.3%. Over the past six years, the percentage of White students has declined from 21.1% to 16.3%; this figure is still 7.4% higher than the District average of 8.9%.

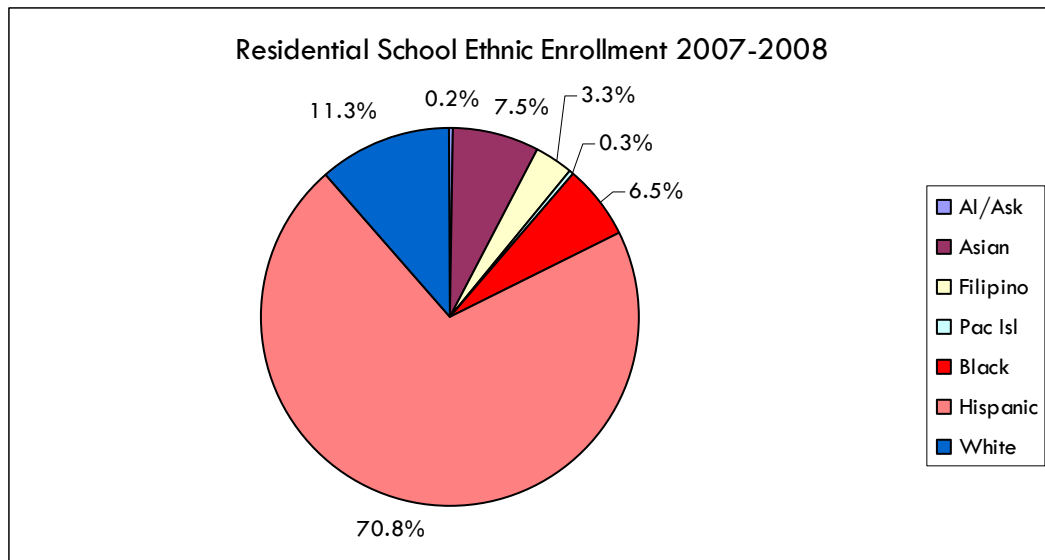
COMBINED SCHOOLS ETHNIC ENROLLMENT (2002-2007)							
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Al/Ask	No.	10	10	10	7	8	12
	%	0.3	0.3	0.3	0.2	0.2	0.3
Asian	No.	410	444	482	509	494	475
	%	12.5	12.1	12.8	12.6	12.8	12.4
Filipino	No.	115	117	119	143	146	135
	%	3.5	3.2	3.2	3.6	3.8	3.5
Pac Isl	No.	14	13	15	16	13	13
	%	0.4	0.4	0.4	0.4	0.3	0.3
Black	No.	283	332	303	309	267	266
	%	8.6	9.0	8.1	7.7	6.9	7.0
Hispanic	No.	1,758	2,065	2,147	2,323	2,248	2,297
	%	53.6	56.3	57.2	57.8	58.0	60.1
White	No.	691	688	678	712	693	622
	%	21.1	18.8	18.1	17.7	17.9	16.3
TOTAL		3,281	3,669	3,754	4,019	3,872	3,820



LAUSD School Information System (SIS)

At 70.8%, the residential school is predominantly Hispanic, with White as the next closest population at 11.3%.

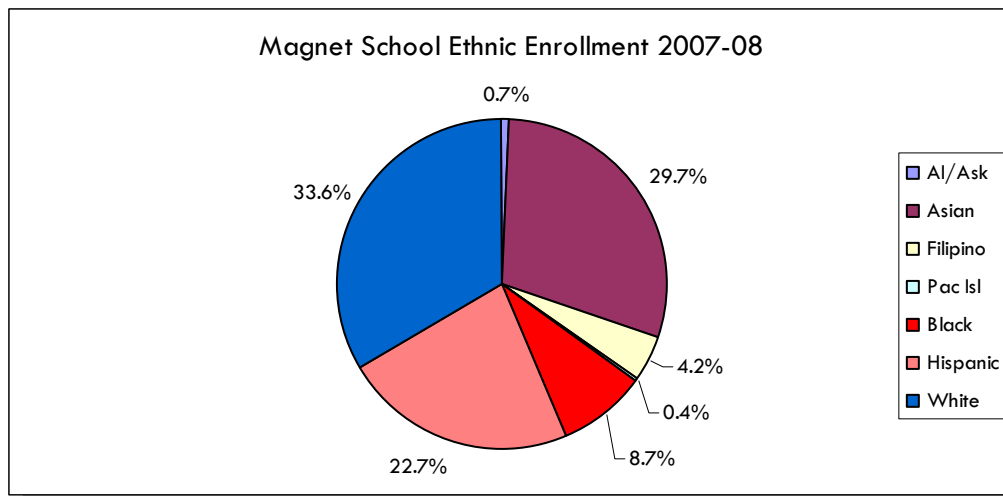
RESIDENTIAL SCHOOL ETHNIC ENROLLMENT (2002-2007)							
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Al/Ask	No.	6	6	6	3	4	6
	%	0.2	0.2	0.2	0.1	0.1	0.2
Asian	No.	213	237	261	287	252	223
	%	8.8	8.4	9.1	9.1	8.4	7.5
Filipino	No.	82	86	92	114	108	99
	%	3.4	3.1	3.2	3.6	3.6	3.3
Pac Isl	No.	9	11	12	12	10	10
	%	0.4	0.4	0.4	0.4	0.3	0.3
Black	No.	209	266	240	249	202	192
	%	8.7	9.5	8.4	7.9	6.7	6.5
Hispanic	No.	1,575	1,877	1,939	2,122	2,063	2,104
	%	65.3	66.8	67.5	67.4	68.7	70.8
White	No.	318	326	322	360	363	336
	%	13.2	11.6	11.2	11.4	12.1	11.3
TOTAL		2,412	2,809	2,872	3,147	3,002	2,970



LAUSD Student Information System (SIS)

At 33.7%, the magnet school is predominantly White, with Asian as the next largest population at 29.7%.

MAGNET SCHOOL ETHNIC ENROLLMENT (2002-2008)							
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
AI/Ask	No.	4	4	4	4	4	6
	%	0.5	0.5	0.5	0.5	0.5	0.7
Asian	No.	197	207	221	222	242	252
	%	22.7	24.1	25.1	25.5	27.8	29.7
Filipino	No.	33	31	27	29	38	36
	%	3.8	3.6	3.1	3.3	4.4	4.2
Pac Isl	No.	5	2	3	4	3	3
	%	0.6	0.2	0.3	0.5	0.3	0.4
Black	No.	74	66	63	60	65	74
	%	8.5	7.7	7.1	6.9	7.5	8.7
Hispanic	No.	183	188	208	201	185	193
	%	21.1	21.9	23.6	23.1	21.3	22.7
White	No.	373	362	356	352	333	286
	%	42.9	42.1	40.4	40.4	38.3	33.7
TOTAL		869	860	882	872	870	850



LAUSD Student Information System (SIS)

Primary Languages

The table below illustrates that Cleveland students come from homes where 53 different languages are spoken. Over 83% of our students' primary language is either English or Spanish. Thus, all communication from the school is translated into Spanish. Although we utilize LAUSD translation services on occasion, Cleveland's staff provides translation assistance at parent meetings, in the parent newsletters, and on the school website.

HOME LANGUAGE – ALL STUDENTS 2007-2008					
Home Language	Spanish	English	Korean	Vietnamese	Pilipino
Number of Students	1,980	1,207	166	87	72
Percentage of School	51.8%	31.6%	4.4%	2.3%	1.9%

LAUSD Student Information System (SIS)

HOME LANGUAGE SURVEY 2007					
Language	No. of Students	Language	No. of Students	Language	No. of Students
Spanish	1,980	Thai	8	Samoan	2
English	1,207	Cambodian	6	Swedish	2
Korean	166	Bulgarian	5	Afghan	1
Vietnamese	87	Assyrian	4	Albanian	1
Pilipino	72	Hungarian	4	Bangali	1
Farsi	34	Other Chinese	4	Cebuano	1
Armenian	27	Italian	3	Czech	1
Punjabi	26	Japanese	3	Danish	1
Arabic	19	Luganda	3	Fijian	1
Cantonese	18	Pashto	3	German	1
Russian	17	Amharic	2	Lao	1
Urdu	17	Chiu Chow	2	Malay	1
Mandarin	16	French	2	Portuguese	1
Hindi	14	Gujarati	2	Sinhalese	1
Other Pilipino	13	Malayalam	2	Taiwanese	1
Hebrew	10	Mien (Yao)	2	Tongan	1
Indonesian	10	Nepali	2	Turkish	1
Bengali	8	Polish	2		

Title I

Our community is predominantly socioeconomically disadvantaged, and as such, over the past six years, more than 60% of our students continue to qualify for the federal free and reduced lunch program. As of December 2007, 65.7% of students qualify, but this number may increase when all applications are processed by LAUSD.

NUMBER OF STUDENTS QUALIFIED FOR FEDERAL LUNCH PROGRAM 2002-2007						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Number of Students	1,993	2,202	2,444	2,764	2,591	2,461*
% Students	61.4%	61.6%	65.1%	68.8%	67.0%	65.7%

LAUSD Student Information System (SIS)

** Number represents preliminary data from December 2007.*

Special Needs and Other Programs

Special Education

There are currently 156 students in the Resource Specialist Program (RSP). Additionally, 141 students are enrolled in the Special Day Program (SDP). Over the past six years, the special education program has grown by 73.7%. There are 182 male students in RSP and SDP, which constitutes 61% of the special education population. Hispanic students comprise the largest percentage of students in special education at 73.4%.

SPECIAL EDUCATION ENROLLMENT 2002-2007						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
RSP	66	134	138	136	114	156
SDP	106	91	99	123	138	141
TOTAL	172	225	237	259	252	297

LAUSD Student Information System (SIS)

COMBINED SCHOOLS GENDER AND ETHNICITY OF STUDENTS IN SPECIAL EDUCATION 2007-2008						
	Males in RSP	Females in RSP	Males in SDP	Females in SDP	Total Number	% of Students by Ethnicity
Al/Ask	0	0	0	0	0	0.0%
Asian	2	1	5	1	9	1.9%
Filipino	0	1	2	0	3	2.2%
Pac Isl	1	0	0	0	1	7.7%
Black	10	5	9	4	28	10.5%
Hispanic	63	51	64	40	218	9.5%
White	16	6	10	6	38	6.1%
TOTAL	92	64	90	51	297	

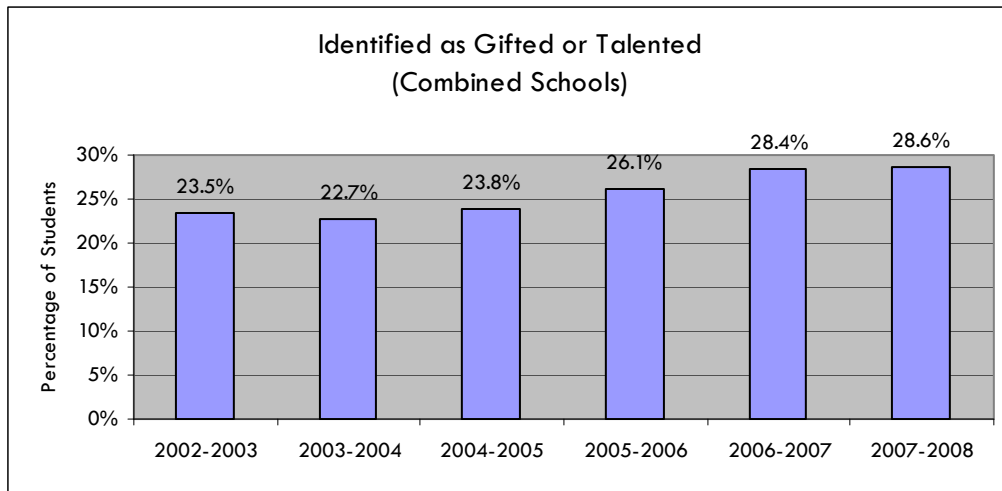
LAUSD Student Information System (SIS)

Gifted and Talented Education

Since the last accreditation visit in 2002, the gifted and talented population at Cleveland has increased from 23.5% to 28.6% in 2007-2008. The residential school has almost 17% of its population identified as gifted, whereas the magnet program has 70% of its student population identified as gifted.

COMBINED SCHOOLS NUMBER OF STUDENTS IDENTIFIED AS GIFTED 2002-2007						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Number Gifted	770	834	958	1,048	1,102	1,091
% Gifted	23.5%	22.7%	23.8%	26.1%	28.4%	28.6%

LAUSD Student Information System (SIS)



LAUSD Student Information System (SIS)

The data shows that schoolwide, at 63.6%, Asians are more often identified as gifted, whereas 14.9 % of Hispanics are currently identified as gifted.

GATE STUDENTS BY ETHNICITY 2002-2007						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
AI / Ask	3	4	5	4	5	7
Asian	198	216	261	286	294	302
Black	38	44	49	55	57	62
Filipino	30	30	35	45	56	48
Hispanic	158	190	242	294	324	342
Pac Isl	5	4	4	4	2	0
White	338	346	362	359	364	330
TOTAL	770	834	958	1,048	1,102	1,091

LAUSD Student Information System (SIS)

GATE STUDENTS BY ETHNICITY AND SCHOOL 2007-2008						
	Residential School		Magnet School		Combined Schools	
	No. of Gifted	% of Residential	No. of Gifted	% of Magnet	No. of Gifted	% of Combined
AI / Ask	2	33.3%	5	83.3%	7	58.3%
Asian	93	41.7%	209	82.9%	302	63.6%
Black	30	15.6%	32	43.2%	62	24.3%
Filipino	24	24.2%	24	66.7%	48	35.6%
Hispanic	243	11.5%	99	51.3%	342	14.9%
Pac Isl	0	0%	0	0%	0	0%
White	105	31.3%	225	78.7%	330	53.1%
TOTAL	497	16.7%	594	69.9%	1091	28.6%

LAUSD Student Information System (SIS)

SAS

The School for Advanced Studies (SAS), in its sixth year, offers rigorous college preparatory coursework for high achieving and gifted students. In this enriched studies program, 9th grade students take Honors English 9, Honors Biology, and Honors Music Appreciation. Tenth grade students take Honors English 10 and have the option to take AP Biology or AP World History, or both. Starting in 2006, the summer prior to junior year, those opting to take AP English Language also enroll in Advanced Composition. Eleventh grade students are then required to enroll in AP U.S. History and AP English Language or Honors American Literature/Contemporary Composition. Seniors take AP English Literature and AP U.S. Government and Politics.

SAS STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2007-2008										
	Grade 9		Grade 10		Grade 11		Grade 12		TOTAL	% of Program
	Female	Male	Female	Male	Female	Male	Female	Male		
Asian	7	10	8	11	12	7	9	10	74	25.0%
AI / Ask	0	0	0	0	0	1	1	0	2	0.7%
Black	4	3	2	2	0	1	1	1	14	4.7%
Filipino	2	4	3	0	4	2	1	2	18	6.1%
Hispanic	19	16	20	12	15	9	15	3	109	36.8%
Pac Isl	0	0	0	0	0	0	0	0	0	0.0%
White	10	6	14	9	10	5	14	11	79	26.7%
	42	39	47	34	41	25	41	27	296	
Totals	81		81		66		68			

LAUSD Student Information System (SIS)

Advanced Placement

The number of students enrolled in Advanced Placement (AP) classes has steadily grown since the last accreditation in 2002. The percentage of all students enrolled in AP classes rose from 18.8% in 2002-2003 to 20.4% in 2007-2008.

Cleveland High School currently offers 44 AP classes in 18 subject areas for all students. Currently, 21.7% of all students are enrolled in an AP class with 9.2% enrolled in more than one class. Almost half of the 12th grade class is enrolled in at least one AP class with 45%.

ADVANCED PLACEMENT CLASSES OFFERED 2007-2008			
Department	Class Title	Sections Offered	Number of Students Enrolled
Art	AP Art History	1	32
	AP Studio Art	1	16
English	AP English Literature	9	246
	AP English Language	1	32
Mathematics	AP Calculus AB	3	98
	AP Calculus BC	3	111
	AP Statistics	1	28
Science	AP Biology	2	89
	AP Chemistry	1	21
	AP Physics AB	2	72
Social Studies	AP World History	3	77
	AP U.S. History	10	308
	AP European History	1	35
	AP Government	2	74
World Languages	AP French Language*	1	6
	AP French Literature*	1	1
	AP Spanish Language	2	82
	AP Spanish Literature	1	23
TOTALS		44	1,351

LAUSD Student Information System (SIS)

* Students are enrolled in classes with multiple levels

Number of Students Enrolled in AP Classes by Grade								
Number of Classes	10	% of Grade	11	% of Grade	12	% of Grade	TOTAL	% of School
1	144	12.5%	208	19.3%	124	17.7%	476	12.5%
2 +	17	1.5%	144	13.4%	192	27.4%	353	9.2%
	161	14.0%	352	32.7%	316	45.1%	829	21.7%

LAUSD Student Information System (SIS)

Over the past six years, the percentage of all ethnicities enrolled in AP classes has remained relatively constant, with the exception of the Asian and Hispanic students. The percentage of Asians enrolled in AP classes has risen from 37.8% to 49.3%, while the percentage of Hispanic students has risen from 8.6% to 11.4%.

NUMBER OF STUDENTS BY ETHNICITY ENROLLED IN AP CLASSES 2002 – 2007												
	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	155	37.8%	157	35.4%	182	37.8%	224	44.0%	222	44.9%	234	49.3%
Al / Ask	3	30.0%	3	30.0%	2	20.0%	3	42.9%	4	50.0%	5	41.7%
Black	38	13.4%	35	10.5%	35	11.6%	38	12.3%	36	13.5%	44	16.5%
Filipino	27	23.5%	29	24.8%	27	22.7%	42	29.4%	39	26.7%	37	27.4%
Hispanic	151	8.6%	153	7.4%	184	8.6%	189	8.1%	230	10.2%	263	11.4%
Pac Isl	5	35.7%	1	7.7%	2	13.3%	2	12.5%	2	15.4%	2	15.4%
White	238	34.4%	208	30.2%	230	33.4%	238	33.4%	256	36.9%	244	39.2%
Total	617	18.8%	586	16.0%	662	17.6%	736	18.3%	789	20.4%	829	21.7%

LAUSD Student Information System (SIS)

Honors

Cleveland High School offers 134 honors classes in 17 subject areas for all students. Students occupy 4,100 seats in honors classes, some of whom are taking up to four honors classes at one time. A total of 45% of the students are enrolled in at least one honors class, with almost 38% enrolled in two or more.

HONORS CLASSES OFFERED 2007-2008			
Department	Class Title	Sections Offered	Number of Students Enrolled
Art	Art History	7	201
English	English 9	19	421
	English 10	15	418
	American Literature	12	413
	World Literature	3	83
Mathematics	Algebra 2	4	152
	Geometry	4	162
	Mathematics Analysis	3	129
Music	Music History	2	66
Science	Integrated Coordinated Science	9	289
	Biology	8	259
	Chemistry	8	273
	Physics	5	190
Social Studies	World History	9	244
	U.S. History	5	148
	Geography	13	433
	Principles of American Democracy	8	226
TOTALS		134	4,107

LAUSD Student Information System (SIS)

NUMBER OF STUDENTS ENROLLED IN HONORS CLASSES BY GRADE										
Number of Classes	9	% of Grade	10	% of Grade	11	% of Grade	12	% of Grade	TOTAL	% of School
1	70	6.1%	46	4.3%	73	8.2%	94	13.4%	283	7.4%
2 +	385	33.4%	415	38.6%	384	43.0%	249	35.5%	1,433	37.5%
	455	39.5%	461	42.9%	457	51.2%	343	48.9%	1,716	44.9%

LAUSD Student Information System (SIS)

As a whole, Cleveland offers a rigorous academic program for its students. Almost half the students (47%) are enrolled in an AP and/or an honors class. Over 55% of 12th graders are enrolled in an AP and/or honors class.

NUMBER OF STUDENTS ENROLLED IN AP AND/OR HONORS CLASSES BY GRADE										
	9	% of Grade	10	% of Grade	11	% of Grade	12	% of Grade	TOTAL	% of School
AP + Honors	0	0.0%	159	14.8%	321	35.9%	269	38.4%	749	19.6%
AP	0	0.0%	2	0.2%	31	3.5%	47	6.7%	80	2.1%
Honors	455	39.5%	302	65.2%	136	15.2%	74	10.6%	967	25.3%
TOTAL	455	39.5%	463	43.1%	488	54.6%	390	55.5%	1,796	47.0%

AVID

The Achievement Via Individual Determination (AVID) program at Cleveland High School is an academic support program for grades 9-12 that prepares students for college eligibility and success. AVID targets those in the academic middle or C average and strives to place these students in honors and AP classes. Most students come from low-income households and will become the first in their families to attend college. At 75.2%, the majority of the students are Hispanic or other minorities. Females comprise 73.6% of the AVID student population.

AVID STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL 2007-2008										
	Grade 9		Grade 10		Grade 11		Grade 12		TOTAL	%
	Male	Female	Male	Female	Male	Female	Male	Female		
Asian	2	1	1	2	1	0	1	0	8	6.4%
AI / Ask	0	0	0	0	0	0	0	0	0	0%
Black	0	1	1	0	0	0	0	0	2	1.6%
Filipino	1	1	0	1	0	0	1	2	6	4.8%
Hispanic	6	23	5	16	2	26	6	10	94	75.2%
Pac Isl	0	0	0	0	0	0	0	0	0	0%
White	0	4	2	3	3	2	1	0	15	12.0%
	9	30	9	22	6	28	9	12	125	
Totals	39		31		34		21			

LAUSD Student Information System (SIS)

Migrant Education

There are no students currently enrolled in the Migrant Education Program.

Indian Education

The Indian Education program, under Title VII of the No Child Left Behind Act, provides challenging educational and cultural supplemental instruction for eligible American Indian and Alaska Native students enrolled in public schools. There are currently 12 students enrolled at Cleveland High School in the Indian Education Program.

Language Proficiency

English Learners (EL)

Currently, the EL program services 717 students. At 87.6%, the majority is Spanish-speaking. Our EL population constitutes 18.8% of student enrollment. Most of our EL students are enrolled in the residential school. Only six students classified as EL are enrolled in the magnet school.

The 9th grade class has the highest proportion of EL students. Of the 717 EL students, 39% are in the 9th grade and 12.4% are in the 12th grade.

GRADE LEVEL OF ENGLISH LANGUAGE LEARNERS 2007-2008					
	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
Armenian	2	1	1	0	4
Cantonese	0	0	0	0	0
Korean	1	1	1	2	5
Farsi	3	2	3	4	12
Filipino	4	4	6	2	16
Russian	0	1	1	0	2
Spanish	257	191	108	72	628
Vietnamese	3	4	5	3	15
Other	12	8	7	8	35
Total	281	212	135	89	717

LAUSD Student Information System (SIS)

Over the last three years, the population within the EL program has decreased by 226 students, and the schoolwide EL population has decreased by 6.3%.

ENGLISH LANGUAGE LEARNERS 2002-2008						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Armenian	5	7	5	4	7	4
Cantonese	2	1	1	2	1	0
Korean	10	11	15	9	6	5
Farsi	16	9	12	15	10	12
Filipino	13	16	24	17	15	16
Russian	1	2	5	3	3	2
Spanish	638	767	793	792	671	628
Vietnamese	23	22	18	20	14	15
Other	69	80	70	57	43	35
Total	777	915	943	919	768	717

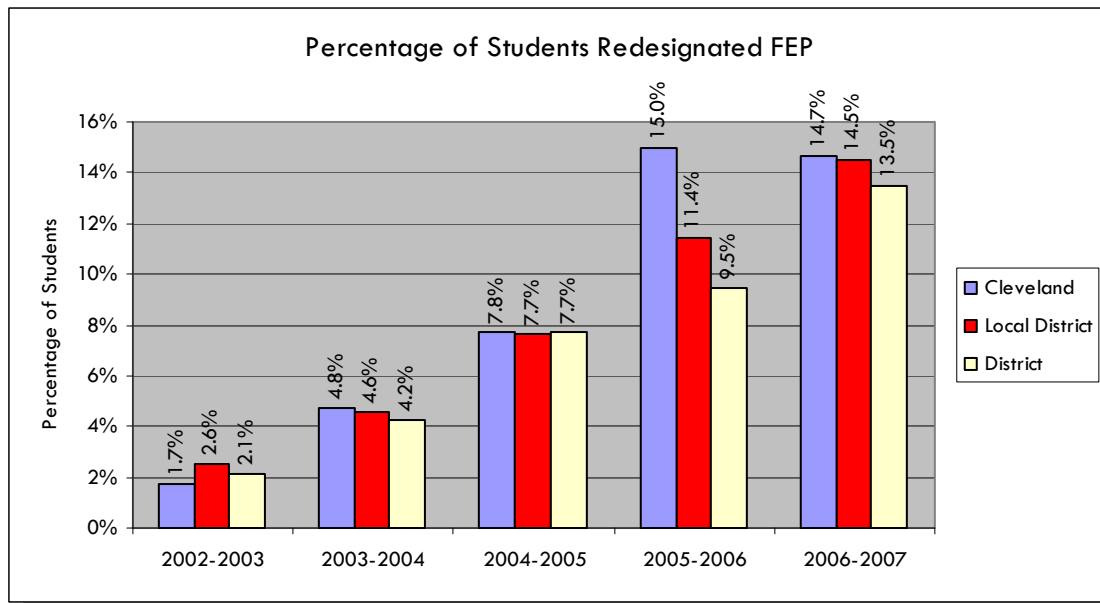
California Department of Education
LAUSD Student Information System (SIS)

Reclassification of EL Students

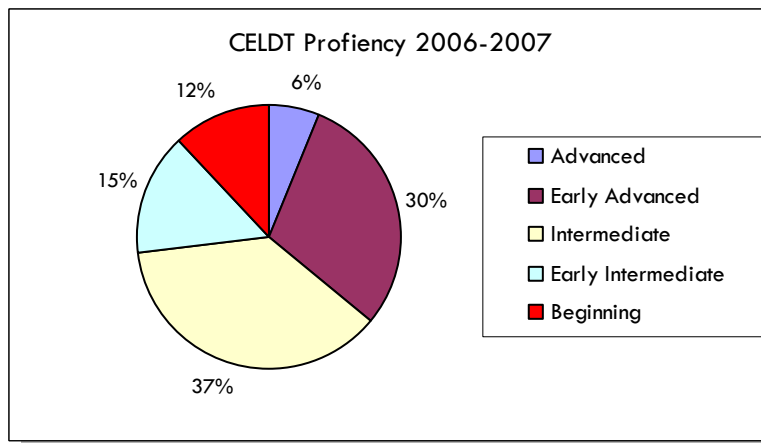
The reclassification rate has markedly improved over the past six years from 1.7% to 14.7% in 2006-2007. This rate surpassed the District average of 13.5%. The current redesignation rate will be available in March 2008.

LANGUAGE PROFICIENCY RATE 2002-2008				
	Total Enrollment	English Learners	Fluent-English-Proficient (FEP) Students	Students Redesignated FEP
2002-03	3,281	777 (23.7%)	1,227 (37.4%)	11 (1.7%)
2003-04	3,669	915 (24.9%)	1,362 (37.1%)	37 (4.8%)
2004-05	3,754	943 (25.1%)	1,536 (40.9%)	71 (7.8%)
2005-06	4,019	919 (22.9%)	1,748 (43.5%)	141 (15.0%)
2006-07	3,865	768 (19.9%)	1,800 (46.6%)	135 (14.7%)
2007-08	3,820	717 (18.8%)	1,407 (36.8%)	NA

California Department of Education



California Department of Education, LAUSD Decision Support Systems (DSS)



California Department of Education, LAUSD Decision Support Systems (DSS)

Attendance

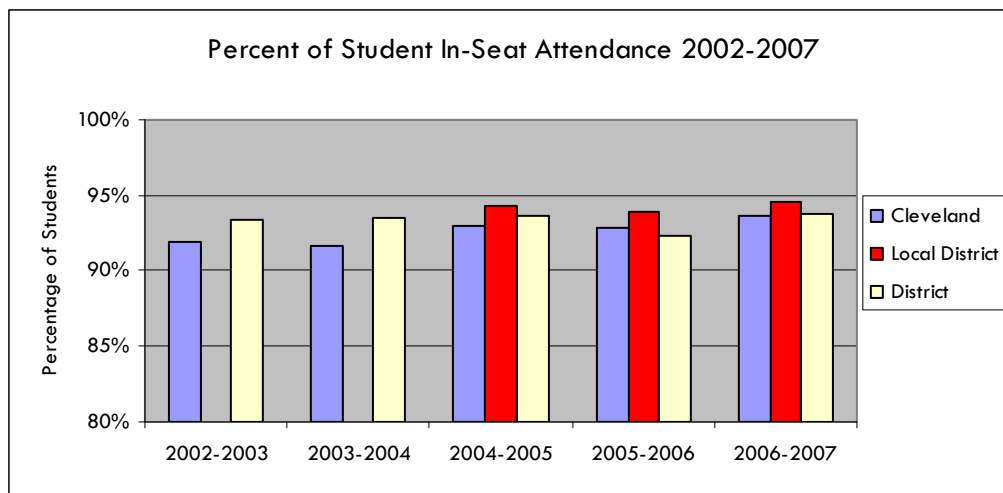
In 2005, the District implemented the Integrated School Information System (ISIS) for attendance submission. This allowed for period-by-period attendance, thus increasing the accuracy of daily in-seat attendance rates.

In-Seat Attendance

The annual in-seat attendance rate for Cleveland students has continued to increase. In 2002-2003, our in-seat attendance rate was slightly less than the LAUSD average. Based on the most recent available data from 2006-2007, our attendance rate was 93.6%.

PERCENT OF STUDENT IN-SEAT ATTENDANCE 2002-2007			
	Cleveland	Local District	District
2002-03	91.9%	not available*	93.4%
2003-04	91.7%	not available*	93.5%
2004-05	93.0%	94.3%	93.6%
2005-06	92.8%	93.9%	92.3%
2006-07	93.6%	94.6%	93.8%
2007-08	NA	NA	NA

* Local Districts reconfigured in 2004-2005.



LAUSD Decision Support Systems (DSS)

Transiency and Stability Rates

The transiency rate is the number of students who enter and those who leave during the school year. This rate is calculated by adding the number of students who enter the school after norm day and the number of students who leave after norm day. The result is divided by the average 10-month school enrollment and then multiplied by 100.

$$\left[\frac{(\text{Students Entering After Norm Day} + \text{Students Who Leave Throughout School Year})}{(\text{Average 10-Month Enrollment})} \right] \times 100$$

The stability rate is defined as the number of students who enter during the first month of a new school year and remain until the end of the same school year. The rate is calculated by subtracting the number of students who left during the school year from the number of those enrolled at the beginning. This figure is divided by the first month enrollment and then multiplied by 100.

$$\left[\frac{(\text{Month 1 Enrollment} - \text{Number Who Left During School Year})}{\text{Month 1 Enrollment}} \right] \times 100$$

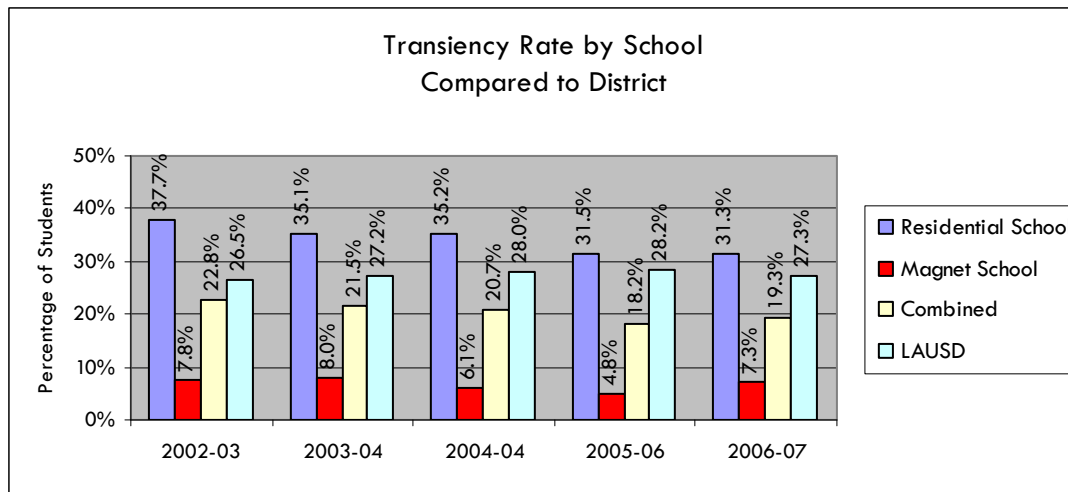
In the 2006-2007 school year, the transiency rate in the residential school was 30.3%; in the magnet school, this rate was 7.3%. Since the last full self-study, the residential school rate has decreased by 6.4% and in the magnet school by 0.5%.

The stability rate in the residential school has increased from 76.9% in 2002-2003 to 80.7% in 2006-2007. There has been little change in the overall stability rate for the magnet school.

The rates of transience are markedly different between the residential and magnet school. In 2006-2007, the residential school had a rate of 31.3% whereas the magnet school had a rate of only 7.3%.

The stability rates are different as well. In the past year, the residential school had a stability rate of 80.7%, but the magnet school had a rate of 93.1%. The overall actual attendance rate, or in-seat attendance, for both schools was closer – 90.7% for the residential school and 96.3% for the magnet school for a combined total attendance rate of 93.6%.

ATTENDANCE RATES 2002-2007						
Residential School	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Stability Rate	76.95%	77.25%	78.69%	79.66%	80.71%	NA
Transiency Rate	37.74%	35.05%	35.24%	31.53%	31.33%	NA
Actual Attendance Rate	90.5%	90.6%	91.9%	90.4%	90.7%	NA
Magnet Program	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Stability Rate	93.10%	92.79%	94.90%	95.64%	93.10%	NA
Transiency Rate	7.76%	8.02%	6.07%	4.76%	7.29%	NA
Actual Attendance Rate	95.9%	95.9%	96.6%	96.5%	96.3%	NA
Combined Schools	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Stability Rate	85.03%	85.02%	86.80%	87.65%	86.91%	NA
Transiency Rate	22.75%	21.54%	20.66%	18.15%	19.31%	NA
Actual Attendance Rate	91.9%	91.7%	93.0%	92.8%	93.6%	NA



California Department of Education, LAUSD

Truancy Rate

The truancy rate is defined as the number of students with three or more unexcused absences and/or three or more tardies of at least 30 minutes. This rate is calculated by dividing the number of truants by the total school enrollment and then multiplied by 100.

$$\left(\frac{\text{Number of Truants}}{\text{School Enrollment}} \right) \times 100$$

The first school year that the California Department of Education reported truancy rates was 2004-2005. That year, our rate was 13.4%. Over the last two years, our truancy rate has increased by 5%.

TRUANCY INFORMATION 2004-2007			
Year	Enrollment	Number of Truancies	Rate
2004-2005	3,754	501	13.4%
2005-2006	4,019	501	12.5%
2006-2007	3,872	714	18.4%

California Department of Education (CDE)

Tardiness Rate

Students are considered tardy if they are not in their assigned class location when the tardy bell rings. In October 2005, Cleveland implemented LAUSD's new attendance program, Integrated Student Information Systems (ISIS), which allows teachers to take period-by-period attendance. At this time, ISIS does not allow a school to generate a report for schoolwide tardiness rates. Nevertheless, our dean's office maintains tardy logs. Based on fall 2007 records, on a daily basis, we process approximately 80 tardy students to period 1. Less than 1% of the period 1 tardy students are habitual latecomers, which Cleveland defines as students who are late for more than two days a month.

Throughout the day, Cleveland conducts tardy sweeps during periods 2-6. The average number of daily tardies during this time frame is 50% less than the number of period 1 tardies. The dean's office maintains tardy records for the entire semester. Students earn lunch detention when they have accumulated between three to five tardies. Students receive study hall after school when they have accumulated six or more tardies. The after school sessions are held Monday through Thursday. Students must bring school work to study during this time; those who do not bring school work are provided with CAHSEE preparation materials.

AVERAGE NUMBER OF DETENTIONS DUE TO TARDIES PER MONTH		
	Average Number of Lunch Detentions	Average Number of After School Study Hall
October 2007	23	11
November 2007	18	10
December 2007	21	7
January 2008	16	10

Cleveland High School

Suspension Rates, Expulsion Rates, and Crime Statistics

Suspension and Expulsion Rates

In 2002-2003 our suspension rate was 5.4%, and in 2006-2007 it was 6.6%. Our 2006-2007 suspension rate is 2.1% lower than the District's average of 8.7%.

Cleveland has maintained a low expulsion rate since the last full self-study. Based on the most recent available data from 2006-2007, our expulsion rate was 0%. The only exception was during the 2003-2004 school year when the expulsion rate was 1.1%. In that year, Cleveland collaborated with the Los Angeles Police Department Narcotics Division in an effort to maintain a drug-free school.

Opportunity Transfers

In order to provide the most appropriate educational environment for students, the LAUSD utilizes the Opportunity Transfer (OT) program when all other in-school interventions have proven unsuccessful or in extreme situations involving student welfare. This allows for two types of intradistrict school transfers. The first promotes positive social and/or academic adjustment. The second promotes school safety.

Our overall percentage of OTs has decreased from 2.7% in 2002-2003 to 1.8% in 2006-2007.

COMBINED SCHOOLS OPPORTUNITY TRANSFERS, SUSPENSIONS, AND EXPULSIONS 2002-2007										
	2002-03	%	2003-04	%	2004-05	%	2005-06	%	2006-07	%
OTs	89	2.7%	50	1.4%	42	1.1%	74	1.8%	70	1.8%
Suspensions	176	5.4%	276	7.5%	208	5.5%	319	7.9%	255	6.6%
Expulsions	8	0.2%	41	1.1%	2	0.1%	1	0.0%	0	0.0%

California Department of Education, LAUSD

Most of the suspensions at Cleveland are for defiance and disruption, followed closely by physical injury. The rate of suspensions for defiance and disruption has nearly doubled over the past three years from 1.2% to 2.4%, whereas the numbers of suspensions from physical injury has decreased from 2.7% to 1.8%.

NUMBER OF SUSPENSIONS SHOWN BY REASON FOR SUSPENSION			
Event	2004-05	2005-06	2006-07
Assaulted/Battered School Employee	0	2	0
Damaged Property	10	18	25
Disruption/Willful Defiance	48	78	93
Drug Paraphernalia	4	12	14
Firearm	0	0	1
Had Controlled Substance/Intoxicant	14	12	10
Had Under 1 oz. Marijuana – 1 st Offense	1	7	13
Harasses/Threatened/Intimidated Pupil	0	1	1
Knife/Explosive/Dangerous Object	9	2	2
Obscenity/Profanity/Vulgarity	3	15	10
Received Stolen Property	2	1	0
Robbery/Extortion	0	0	2
Serious Physical Injury/Non Self-Defense	0	1	0
Sexual Harassment	1	1	0
Stole/Attempted to Steal Property	7	22	8
Substitute Substance/Intoxicant	6	1	3
Terrorist Threat	0	1	1
Threatened/Attempted/ Caused Physical Injury to Person	102	135	70
Tobacco	1	7	2
Violation of Bus Rules	0	1	0
Willful Use of Force/Violence	0	2	0
ALL SUSPENSION REASONS	208	319	255

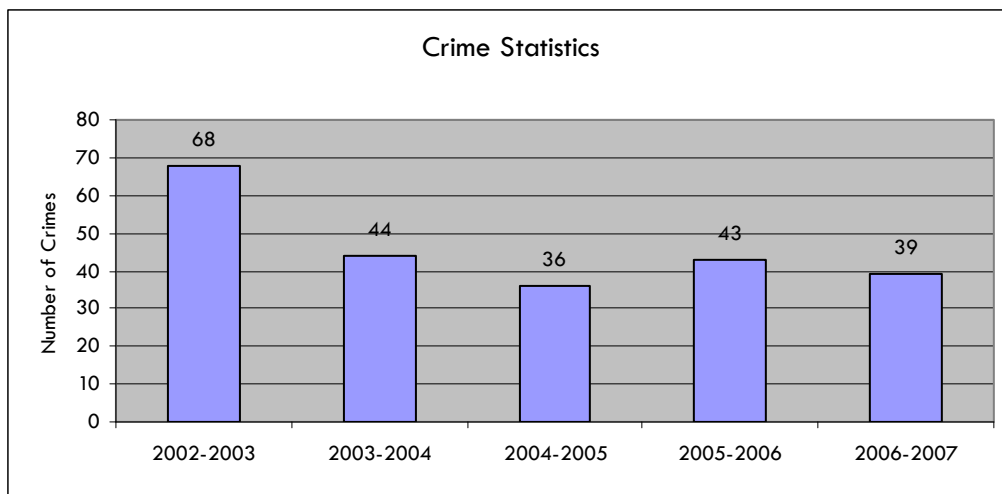
LAUSD Decision Support Systems (DSS)

Crimes

According to the LAUSD School Police, during the past five years, we have reduced the incidences of serious, reportable crimes from 68 to 39, a reduction of 43%. The current crime statistics will be available in March 2008.

CRIMES					
	2002-03	2003-04	2004-05	2005-06	2006-07
Assault with Deadly Weapon	1	1	0	0	1
Battery	4	2	2	4	4
Chemical Substance Abuses	32	13	6	9	10
Property Crimes	20	20	19	25	12
Destructive Devices	0	0	0	0	0
Homicide	0	0	0	0	0
Loiter/Trespass	1	4	5	3	7
Possession of Weapons	9	4	4	1	3
Robbery	0	0	0	1	1
Sex Offenses	1	0	0	0	1
Totals	68	44	36	43	39

Los Angeles School Police Department



Los Angeles School Police Department

Socioeconomic Status

Free/Reduced Lunch Status

Based on December 2007 SIS data, the percentage of students who qualify for the federal free or reduced meal program is 74.7% in the residential school and 30.4% in the magnet school.

ETHNICITY OF RESIDENTIAL STUDENTS QUALIFIED FOR FEDERAL LUNCH PROGRAM 2007-2008			
	Number of Students Qualifying	Total Number of Students	Percent of Ethnicity
Al/Ask	6	6	100.0%
Asian	158	223	70.9%
Black	116	192	60.4%
Filipino	53	99	53.5%
Hispanic	1,719	2,104	81.7%
Pac Isl	9	10	90.0%
White	159	336	47.3%
TOTAL	2,220*	2,970	74.7%

ETHNICITY OF MAGNET STUDENTS QUALIFIED FOR FEDERAL LUNCH PROGRAM 2007-2008			
	Number of Students Qualifying	Total Number of Students	Percent of Ethnicity
Al/Ask	4	6	66.7%
Asian	77	252	30.6%
Black	26	74	35.1%
Filipino	9	36	25.0%
Hispanic	99	193	51.3%
Pac Isl	0	3	0.0%
White	43	286	15.0%
TOTAL	258*	850	30.4%

LAUSD Student Information System (SIS)

*Number represents data from December 2007.

COMBINED ETHNICITY OF STUDENTS QUALIFIED FOR FEDERAL LUNCH PROGRAM 2007-2008			
	Number of Students Qualifying	Total Number of Students	Percent of Ethnicity
Al/Ask	11	12	91.7%
Asian	235	475	49.5%
Black	142	266	53.4%
Filipino	62	135	45.9%
Hispanic	1,818	2,297	79.1%
Pac Isl	9	13	69.2%
White	202	622	32.5%
TOTAL	2,478*	3,820	64.9%

LAUSD Student Information System (SIS)

* Number represents data from December 2007.

Aid to Families with Dependent Children (AFDC) Status

Based on fall 2007 enrollment data, 9.8% of students receive AFDC. In the residential school, 11.9% qualify; in the magnet school, 3.5% qualify. The two numerically significant ethnic groups qualifying above the school rate are Hispanic students, at 11.1% and Black students, at 18.4%.

RESIDENTIAL STUDENTS RECEIVING AFDC BY ETHNICITY 2007-2008			
Ethnicity	Number of Students Receiving AFDC	Number of Students Enrolled	Percent of Ethnicity
Al / Ask	2	6	33.3%
Asian	14	223	6.3%
Black	43	192	22.4%
Filipino	2	99	2.0%
Hispanic	244	2,104	11.6%
Pac Isl	2	10	20.0%
White	36	336	10.7%
TOTAL	354	2,970	11.9%

LAUSD Student Information System (SIS)

MAGNET STUDENTS RECEIVING AFDC BY ETHNICITY 2007-2008			
Ethnicity	Number of Students Receiving AFDC	Number of Students Enrolled	Percent of Ethnicity
AI / Ask	0	6	0.0%
Asian	7	252	2.8%
Black	6	74	8.1%
Filipino	0	36	0.0%
Hispanic	10	193	5.2%
Pac Isl	0	3	0.0%
White	7	286	2.4%
TOTAL	30	850	3.5%

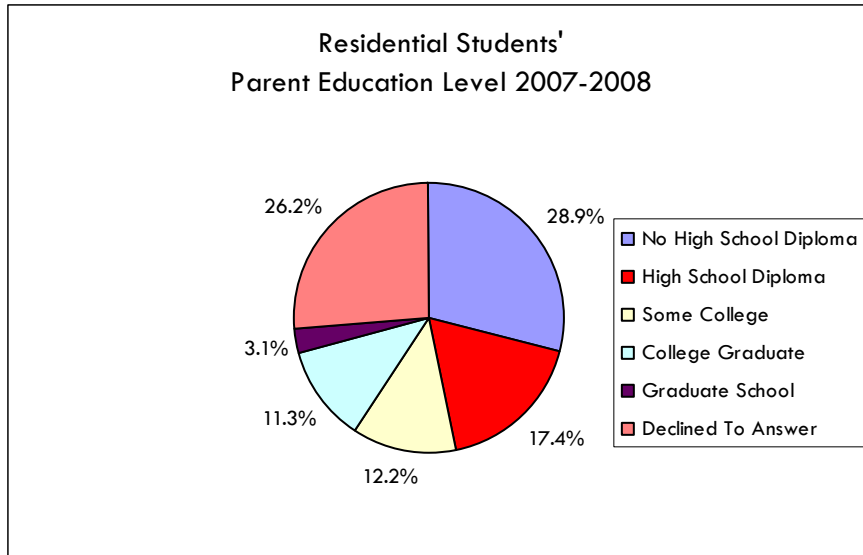
LAUSD Student Information System (SIS)

COMBINED STUDENTS RECEIVING AFDC BY ETHNICITY 2007-2008			
Ethnicity	Number of Students Receiving AFDC	Number of Students Enrolled	Percent of Ethnicity
AI / Ask	2	12	16.7%
Asian	21	475	4.4%
Black	49	266	18.4%
Filipino	2	135	1.5%
Hispanic	254	2,297	11.1%
Pac Isl	2	13	15.4%
White	43	622	6.9%
TOTAL	373	3,820	9.8%

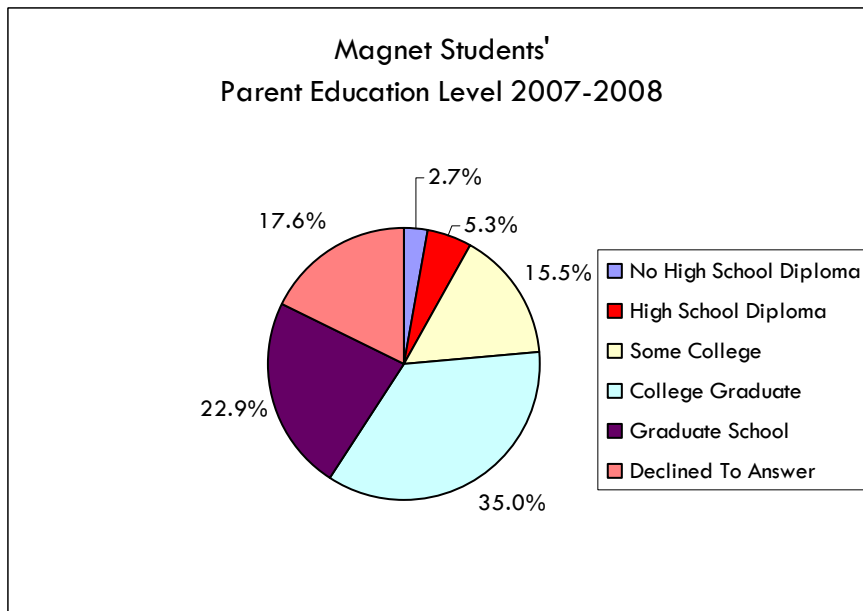
LAUSD Student Information System (SIS)

Parent Education Level

Based on self-reported SIS data from 2,930 residential school parents*, 28.9% have not completed high school, and 3.1% have completed graduate school. Responses from 838 magnet parents* indicate that 2.7% of parents have not completed high school, and 23% have attended graduate school.



**Some parents have more than one child enrolled.*



**Some parents have more than one child enrolled.*

PARENT EDUCATION LEVEL OF THE RESIDENTIAL SCHOOL BY ETHNICITY 2007-2008						
	No High School Diploma	High School Diploma	Some College	College Graduate	Graduate School	Declined To Answer
Asian	24	50	27	50	12	59
Al / Ask	0	1	0	2	0	3
Black	12	13	65	36	10	47
Filipino	1	3	8	45	11	31
Hispanic	800	393	190	114	33	550
Pac. Isl	0	4	0	2	1	3
White	16	51	69	86	27	81
TOTAL	853	515	359	335	94	774
% of School	28.9%	17.4%	12.2%	11.3%	3.1%	26.2%

PARENT EDUCATION LEVEL OF THE MAGNET SCHOOL BY ETHNICITY 2007-2008						
	No High School Diploma	High School Diploma	Some College	College Graduate	Graduate School	Declined To Answer
Asian	3	19	33	102	57	36
Al / Ask	0	1	2	2	1	3
Black	1	6	18	21	10	17
Filipino	0	1	3	21	4	7
Hispanic	19	18	43	43	21	47
Pac. Isl.	0	1	0	0	1	1
White	0	8	32	107	100	38
TOTAL	23	45	131	296	194	149
% of School	2.7%	5.3%	15.5%	35.0%	22.9%	17.6%

LAUSD Student Information System (SIS)

School Facilities

The district's Office of Environmental Health and Safety uses a School Safety Compliance Checklist and Health and Safety Compliance Scorecard to assess federal, state, and district requirements. The inspections and scorecard ratings are based on an assessment of 14 health and safety standards. On our February 2008 inspection, we received a Good rating. This rating was the highest of all schools in our local district.

HEALTH & SAFETY COMPLIANCE SCORECARD 2/1/2008	
Standard	Compliance Score (%)
Injury & Illness Prevention	80
Asbestos Management	80
Fire/Life Safety	50
Campus Security	70
Chemical Safety	70
Pest Management	80
Lead Management	80
Restroom Facilities	80
Indoor Environment	70
Facilities & Equipment Management	70
Prevention Programs	90
Emergency Preparedness	80
Traffic and Pedestrian Safety	80
Science Lab Safety	80
Scorecard Rating	2.57
Overall Compliance Rating	GOOD

LAUSD Office of Environmental Health and Safety

Scoring Method: A compliance score of 1-10 is assigned to each of the 14 standards in the Compliance Checklist. If all criteria are met for a standard, a minimum score of 7 is given. If all criteria are not met for a standard, the maximum allowable score is 6. Each score is then converted to a percentage. The 14 scores are then averaged, and the resulting percentage is assigned a value of 0-4 based on the following scale: 0%-59% = 0; 60%-69% = 1; 70%-79% = 2; 80%-89% = 3; 90%-100% = 4. The scorecard rating is the average of the 14 values. An overall compliance rating of Good is 2.50-4.00, Fair is 1.50-2.49, and Poor is 0.00-1.49.

Staff

Certificated

At Cleveland, 34.9% of staff members hold advanced degrees beyond a bachelor's. One holds a doctorate degree, and two are National Board Certified.

CERTIFICATED EDUCATIONAL LEVEL 2007-2008						
	Doctorate	Master's (+30)	Master's	Bachelor's (+30)	Bachelor	Total Staff
Number	1	19	40	20	92	172
Percentage	0.6%	11.0%	23.3%	11.6%	53.4%	

LAUSD Student Information System (SIS)

At 58.1% and 20.9% respectively, most of the staff members identify themselves as either White or Hispanic. At 53%, there are more female certificated staff members than male staff members.

CERTIFICATED, BY ETHNICITY AND GENDER 2007-2008				
	Female	Male	Total Number	Total Percentage
Al/Ask	2	0	2	1.2%
Asian	9	7	16	9.3%
Pac. Isl.	1	0	1	0.6%
Filipino	1	0	1	0.6%
Hispanic	21	15	36	20.9%
Black	6	10	16	9.3%
White	51	49	100	58.1%
Multiple or No Response	0	0	0	0.0%
Total	91 (52.9%)	81 (47.1%)	172	

LAUSD Student Information System (SIS)

Between the 2006-2007 and the 2007-2008 school years, the percentage of teachers with full credentials has increased by 15.1%. Our current percentage of 93.6% is higher than the 2006-2007 District average of 91.4%.

CERTIFICATED, BY CREDENTIAL TYPE			
	Cleveland HS (2007-2008)		LAUSD (2006-2007)
Type	Number	Percentage	Percentage
Full	161	93.6%	91.4%
University Intern	4	2.3%	5.3%
District Intern	3	1.7%	2.0%
Pre-Intern	0	0.0%	0.1%
Emergency	2	1.2%	15.9%
Waiver (K-Z contract)*	2	1.2%	0.1%
TOTAL	172		

LAUSD Student Information System (SIS)

*Retired teachers who return on a year-to-year long-term substitute status

TEACHERS IN SPECIALIZED TRAINING/INTERN PROGRAMS 2007-2008		
Program	Number	Percentage
CLAD Authorization	49	28.5%
BTSA – University Intern	17	9.9%
BTSA – District Intern	1	0.6%

Cleveland High School

Of the 172 certificated members currently on staff, the average years of teaching experience is 11.7. Close to 20% of the faculty has 20 or more years of experience, and 52.9% have taught for less than 10 years.

AVERAGE YEARS OF TEACHING 2006-2007	
Average Years Teaching	11.7
Average Years in District	10.9
# First Year Teachers	9
# Second Year Teachers	6

LAUSD Student Information System (SIS)

TEACHING EXPERIENCE 2007-2008		
20+ Years	34	19.8%
10-19 Years	47	27.3%
1-9 Years	91	52.9%

LAUSD Student Information System (SIS)

The *No Child Left Behind Act* requires all core academic teachers to be highly qualified. At Cleveland, these core academic subjects include English, mathematics, science, world languages, arts, and social studies. The act mandates that these teachers hold a bachelor's degree, have state certification, and demonstrate subject matter competency in each core academic subject they teach. At Cleveland, 100% of teachers meet the first two criteria. Currently, 80.5% of teachers meet the third criteria. This is higher than the district average of 77%.

CLEVELAND HIGH SCHOOL NCLB TEACHERS AND PARAPROFESSIONALS WHO HAVE MET THE REQUIREMENTS OF NCLB							
	NCLB Core Classes	NCLB Compliant Classes	NCLB Percent Compliant Classes	NCLB Core Teachers	Percent Teachers in Professional Development	Para-professionals	Percent Para-professionals Compliant
2006	574	438	76%	NR	NR	22	96%
2007	648	522	81%	NR	NR	28	100%

LAUSD Student Information System (SIS)

With regards to instruction of ELs, the California education code defines an underprepared teacher as one who does not possess a crosscultural language acquisition development (CLAD) certificate, bilingual crosscultural language development (BCLAD) certificate, or their equivalents. Currently, Cleveland has 49 teachers who are considered underprepared. Of the 49, seven are teaching EL students in sheltered classes.

TEACHERS WHO ARE TEACHING OUTSIDE CREDENTIAL AREA				
Year	2004-05	2005-06	2006-07	2007-08
Teaching Outside Subject Area of Competence	144	150	126	82
Misassignments of Teachers of English Learners	97	114	90	145
Total Misassignments	241	264	216	227

LAUSD, California Department of Education

COMPARISON OF CLEVELAND'S NCLB COMPLIANCE TO DISTRICT 2007-2008		
	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers	Percent of Classes In Core Academic Subjects Taught by Non-NCLB Compliant Teachers
Cleveland High School	80.5%	19.5%
LAUSD	77.0%	23.0%
High-Poverty Schools in LAUSD	78.0%	22.0%
Low-Poverty Schools in LAUSD	77.7%	22.3%

LAUSD, California Department of Education

Classified

Cleveland has 95 classified staff members. At 27.4%, the Special Education aides constitute the largest segment. The majority of our classified staff members identify themselves with two ethnic groups: 58% are Hispanic, and 25% are White. Additionally, 61% of staff members are female.

CLASSIFIED STAFF 2007-2008		
	Total Number	%
Buildings and Grounds	16	16.8%
Cafeteria	17	17.9%
Clerical	17	17.9%
Security	8	8.4%
Special Education Aides	26	27.4%
Other	11	11.6%
Total	95	

Cleveland High School

CLASSIFIED STAFF ETHNICITY 2007-2008				
	Female	Male	Total Number	%
Al/Ask	0	0	0	0.0%
Asian	2	2	4	4.2%
Pac. Isl	1	0	1	1.1%
Filipino	0	1	1	1.1%
Hispanic	31	24	55	57.9%
Black	7	3	10	10.5%
White	17	7	24	25.3%
Multiple or No Response	0	0	0	0.0%
Total	58	37	95	

Cleveland High School

Staff Services

Cleveland has a variety of staff services personnel. At 93.1%, most of the staff members in these positions are certificated. The library media staff member and Parent Center Director are classified. Both types of staff members are counted above in the certificated or classified demographic tables.

STAFF SERVICES 2007-2008	
	Number
Bilingual Coordinator	1
Counselors	8
Deans	3
ISIS Coordinator	1
Library Media Staff	1
Library Media Teacher	1
Literacy Coach	1
Mathematics Coach	0.5
Nurse	1
Other (Parent Center Director)	1
Psychologist	2
Resource Specialist	6
Social Worker	0
Speech/Language/Hearing Specialist	0*
Testing Coordinator	0.5
Title I Coordinator	1
TOTAL	28

**LAUSD provides itinerant speech, language, and/or hearing specialists as needed.*

A specialist may visit a student a maximum of two times per week and a minimum of once a semester.

Staff Attendance Rate

The district maintains records on staff attendance for the three most recent years. The most current data available in 2005-2006 indicates that the average number of certificated absences at Cleveland is 8.6; the district average is 7.9. The attendance rate for classified staff at Cleveland is 12.6; the district average is 16.4. Data on the 2006-2007 year is not yet available.

ATTENDANCE RATES (AVERAGE DAYS ABSENT) OF STAFF					
	2002-03	2003-04	2004-05	2005-06	2006-07
Certificated	6.5	8.0	7.4	8.6	NA
Classified	9.4	15.8	10.1	12.6	NA

Cleveland and District Attendance Rates of Staff 2005-2006		
	Cleveland	LAUSD
Certificated	8.6	7.9
Classified	12.6	16.4

LAUSD Decision Support System (DSS)

Staff Development

The staff development at Cleveland is a combination of district-initiated, school-initiated, and teacher-initiated sessions. The district mandates a total of 14 professional development days on Tuesdays at 1:45 PM. Of these, seven must be allocated for district initiatives. Cleveland has a professional development committee comprising an administrator, a teacher union representative, the literacy coach, the mathematics coach, and all interested personnel. The committee makes recommendations to the School Leadership Council, who then approves all professional development activities. All credentialed staff must participate in professional development.

PROFESSIONAL DEVELOPMENT SESSIONS 2005-2006			
Date	Topic	# Staff	Initiated
September 20, 2005	Getting Ready for ISIS	All	School
September 27, 2005	More ISIS Training	All	School
October 18, 2005	Data—Where Are We? ISIS – Are You Ready?	All	District
October 25, 2005	Culturally Relevant and Responsive Education ISIS Implementation	All	District

PROFESSIONAL DEVELOPMENT SESSIONS 2005-2006 (continued)			
Date	Topic	# Staff	Initiated
November 15, 2005	Periodic Assessments with Luis Rodriguez	Science Dept.	District
	Periodic Assessments/ECR Scoring Training	English Dept.	
	Pacing plans	Foreign Lang. Dept.	
	Monitoring student's progress	ELD Dept.	
November 29, 2005	Developing Interdisciplinary Units	IS SLC	School/ Teacher
	Visit Studio Art	AOAT SLC	
	Writing	Magnet	
	Culturally Relevant and Responsive Education	All others	
December 13, 2005	CAHSEE Prep	Mathematics	School/ Teacher
	Non-Violence and Social Change	9 th grade Magnet	
	How are we addressing the needs of the ELL HS Students	ELD	
February 14, 2006	Incorporating the Affective domain in the classroom	All	School/ Teacher
	Sharing Best Practices—School Wide		
February 28, 2006	Modified Consent Decree Protocols and Updates	Special Ed	District
	Service Learning 11 th grade	Magnet	
	Integrating testing and completing the curriculum	ELD	
	Periodic Assessments	Science	
March 7, 2006	Strategies for teaching Honors courses	IS SLC	School
	Program Development/ Trip to partner company	AOAT SLC	
	DRWC	Special Ed	
	Developing performance standards/culminating tasks	All others	
March 28, 2006	Differentiated Instruction Techniques	Departments	School
	Sharing Best Practices - Using technology effectively in the classroom		
April 4, 2006	Coordinate Programming among grade levels	IS SLC	District
	College Entrance Expectations - Examining student work - Parent Communication	AOAT	
April 25, 2006	Collaborative Model Support	Special Ed	District & School
	Discussing the value of Art in education 12 th grade	Magnet	
	Testing and next year's projections	ELD (off campus)	
	Planning for Articulation	Departments	
June 6, 2006	State of the Land Report/WASC Update	All	School

PROFESSIONAL DEVELOPMENT TOPICS 2006-2007			
Date	Topic	# Staff	Initiated
September 19, 2006	Departments/WASC	Depts	School
September 26, 2006	The Village Nation	All	District & School/Teacher
	Classroom Management Techniques	All	
	Gifted Workshop*	Honors/AP teachers	
	How to use a "Smart Board"	All	
	Get It Together—Referrals to Peer and Youth Counselors	All	
	Collaborative Practices (for teachers in the collaboration models—mandatory	All	
	BaFá BaFá: A Cross Cultural Simulation	Magnet 9 th	
October 17, 2006	Teacher Recommendation Letters—What Colleges Really Want	All	District & School/Teacher
	Technology Rocks	All	
	Self-sufficient students	All	
	Interdisciplinary Essays	IS & Magnet SLC	
	Come and Get Your Emergency CLAD Credential	Teachers without CLAD	District
October 24, 2006	Departments/WASC	Departments	School
November 14, 2006	The Village Nation	All	School/Teacher
	What does the College/Careers Office Offer Our Students		
	Weight Loss for Teachers		
	Using artworks as your inspiration for creative writing		
	Historical context to pop art		
	Differentiating between art and kitsch		
	Elements and principles of art		
November 28, 2006	Periodic Assessment data/WASC	English, Math, Science	District
	Literacy Strategies- How to Get the Best from Your Students	All others	School/Teacher
	How to Incorporate the "Smart Board" in Your Teaching		
	Video Production Basics-Story Telling and Videotaping		
	2 D and 3D Animation		
	iSAFE/ Safety in Using the Internet		
	Frames and Brains		
December 12, 2006	Departments/WASC	Departments	School

PROFESSIONAL DEVELOPMENT TOPICS 2006-2007 <i>(continued)</i>			
Date	Topic	# Staff	Initiated
February 13, 2007	Small Learning Communities	SLCs	School/ Teacher
	Podcasts You should be Listening To As A Teacher	All others	
	AP Audit workshop	AP Teachers	District
February 27, 2007	Periodic Assessment data/WASC	English, Math, Science	District
March 6, 2007	Departments/WASC	Departments	School
April 10, 2007	Mindful Movement for educators	All	School & District/ Teacher
	Self defense for teachers		
	BaFá BaFá: A Cross Cultural Simulation		
	Effective Teaching Strategies for Special		
April 24, 2007	CST Information/WASC	All	School
June 5, 2007	Departments	Departments	School

PROFESSIONAL DEVELOPMENT TOPICS 2007-2008			
Date	Topic	# Staff	Initiated
September 18, 2007	General meeting	All	School
	ESLRs, Mission and Vision	Focus Groups	
September 25, 2007	WASC Report	Focus Groups	School
October 16, 2007	Intervention within SLCs. What do we have in place and is it enough to close the achievement gap?	All	District
	IMPACT intervention Programs		
	Attendance/Academic Recovery		
October 23, 2007	WASC Report	Focus Groups	School
November 13, 2007	WASC Report	Focus Groups	School
November 27, 2007	WASC Report	Focus Groups	School
December 11, 2007	Single Plan for Student Achievement - WASC report and Impact Report	All others	District
	Small Learning Communities	SLCs	
February 12, 2008	WASC Report – Final Presentation	All	School
February 26, 2008	WASC Chair Visit	All	School
	Culturally Relevant and Responsive Education		District
	Closing the Achievement Gap		
March 4, 2008	Small Learning Communities – Connections to Action Plan	SLC	District
March 25, 2008	Countdown to WASC – Are We Ready?	Focus Groups	School
April 8, 2008	Countdown to WASC – Are We Ready?	All	School
April 22, 2008	CST Information	All	School
June 3, 2008	General Meeting – WASC Implications	All	School

Student Participation

Cleveland offers its students a number of extracurricular and co-curricular activities

ACTIVITY	NUMBER OF STUDENTS
ASB Leadership	20
Academic Decathlon	9
Band	20
Cheer	23
Choir	70
Clubs	1,141
College Peer Counselors	12
Drama	46
Drill Team	25
Freshman Council	45
Jazz Ensemble	12
Journalism	20
JROTC	146
Junior Council	166
KCAV Student Broadcast	31
Knights and Ladies	36
Peer Counselors	73
Renaissance Board	6
Senior Board	30
Skills USA	46
Sophomore Council	124
Speech and Debate	15
Sports	693
Students with Advanced Technology (SWAT)	21
Yearbook	20
TOTALS	2,850

Since the last full self-study, we have added three sports: boys volleyball, wrestling, and boys and girls water polo. We have won five City Championships: one in baseball in 2002; two in boys swimming in 2006 and 2007; two in girls swimming in 2004 and 2005. The 2007-2008 participation rate of students in athletics is the highest it has been over the past four years. Additionally, we now have 41 total teams: 22 male and 19 female. This is also the most number of teams we have ever had.

ATHLETIC TEAMS AND PARTICIPATION 2004-2007						
	# Teams			Participation		
	Male	Female	Total	Male	Female	Total
2004-05	20	17	37	255	300	555
2005-06	20	18	38	364	296	660
2006-07	21	18	39	397	264	661
2007-08	22	19	41	412	281	693

Cleveland High School CBEDS

ATHLETIC TEAMS AND PARTICIPATION 2007-2008			
Male Sports Teams	# Participating	Female Sports Teams	# Participating
FALL SPORTS		FALL SPORTS	
Frosh Basketball	15	Frosh/Soph Cross Country	3
Soph Basketball	14	Varsity Cross Country	13
Frosh/Soph Cross Country	6	Golf	11
Varsity Cross Country	7	Tennis	20
Frosh/Soph Football	50	Junior Varsity Volleyball	21
Varsity Football	47	Varsity Volleyball	15
WINTER SPORTS		WINTER SPORTS	
Junior Varsity Basketball	13	Junior Varsity Basketball	10
Varsity Basketball	16	Varsity Basketball	16
Junior Varsity Soccer	21	Junior Varsity Soccer	19
Varsity Soccer	23	Varsity Soccer	22
Water Polo	15	Water Polo	17
Wrestling	22		
SPRING SPORTS		SPRING SPORTS	
Junior Varsity Baseball	12	Frosh Basketball	9
Varsity Baseball	23	Soph Basketball	9
Golf	13	Junior Varsity Softball	15
Frosh/Soph Swimming	13	Varsity Softball	11
Varsity Swimming	22	Frosh/Soph Swimming	19
Tennis	16	Varsity Swimming	30
Frosh/Soph Track and Field	13	Frosh/Soph Track and Field	11
Varsity Track and Field	32	Varsity Track and Field	10
Junior Varsity Volleyball	7		
Varsity Volleyball	12		

Cleveland High School CBEDS

District Policies/School Financial Support

Cleveland's facilities, employees, programs, and services are funded by several sources: general funds, categorical funds, and grants.

General funds are as follows: Attendance Incentive, Capacity Adjustment Program (CAP), Donations, Instructional Materiel Account, Modified Consent Decree, Predominately Hispanic, Black, Asian, and Other (PHBAO), Regional Occupational Program, Rodriguez Consent Decree, SB813, School Determined Needs, and Tutoring.

Federal and state categorical funds include the Bilingual, Gifted, Special Education, School and Library Improvement, Title I, and Title III budgets.

We currently receive monies from three grants: the California Partnership Academies, Careers in Technical Education, and Perkins.

SOURCE OF FUNDING 2007-2008	AMOUNT
Attendance Incentive	\$16,970
Bilingual	\$459,681
California Partnership Academies Grant	\$74,138
CAP Funds	\$2,304
Careers in Technical Education Grant	\$40,000
Donations	\$10,513
Gifted	\$27,405
Magnet (IMA and Curricular Trips)	\$138,678
Modified Consent Decree (Special Education)	\$29,300
Perkins Grant	\$140,000
PHBAO (Predominately Hispanic/Black/Asian/Other) Class Size Reductions	\$808,020
Residential IMA (Instructional Materiel Account)	\$116,668
Regional Occupation Program (ROP)	\$398,208
Rodriguez Consent Decree	\$55,455
SB 813 (10 th grade counseling)	\$17,333
School Determined Needs	\$20,910
School Library Improvement Block Grant	\$341,198
Special Education	\$14,145
Title I	\$1,295,132
Title III	\$12,020
Tutoring (Beyond the Bell)	\$33,000
TOTAL	\$4,051,078

Per pupil expenditure is determined by the Average Daily Attendance (ADA) as calculated by the state. Based on the most current data available in 2005-2006, the district allocates \$7,024 per pupil to Cleveland. This is \$497 less than the state average.

EXPENDITURES PER PUPIL		
School Year	Cleveland	Statewide Average
2002-2003	\$5,526	\$7,244
2003-2004	\$5,742	\$6,919
2004-2005	\$6,544	\$7,127
2005-2006	\$7,024	\$7,521
2006-2007	NA	NA

LAUSD, California Department of Education

STUDENT PERFORMANCE DATA

Academic Performance Index (API)

Since the last full self-study, Cleveland has raised its API 90 points, from 640 to 730. Further, we have exceeded our schoolwide growth targets for the last five years. In 2006, we did not meet our Comparable Improvement targets, which measures the growth targets of numerically significant subgroups at the school. Both English Learners and Special Education subgroups did not meet their growth targets. However, in 2007, only one subgroup, English Learners, did not meet its target.

STATE ACCOUNTABILITY: ACADEMIC PERFORMANCE INDEX (API) 2003-2007

	Number of Students included in Growth API	API			Met Growth Target			
		Growth	Base	Growth Target	Growth	School-wide	Comparable Improvement (CI)	Both School-wide and CI
2003	2390	640	628	9	12	Yes	No	No
2004	2692	676	637	8	39	Yes	Yes	Yes
2005	2776	712	679	6	33	Yes	Yes	Yes
2006	2805	726	712	4	14	Yes	No	No
2007	2603	730	723	5	7	Yes	No	No

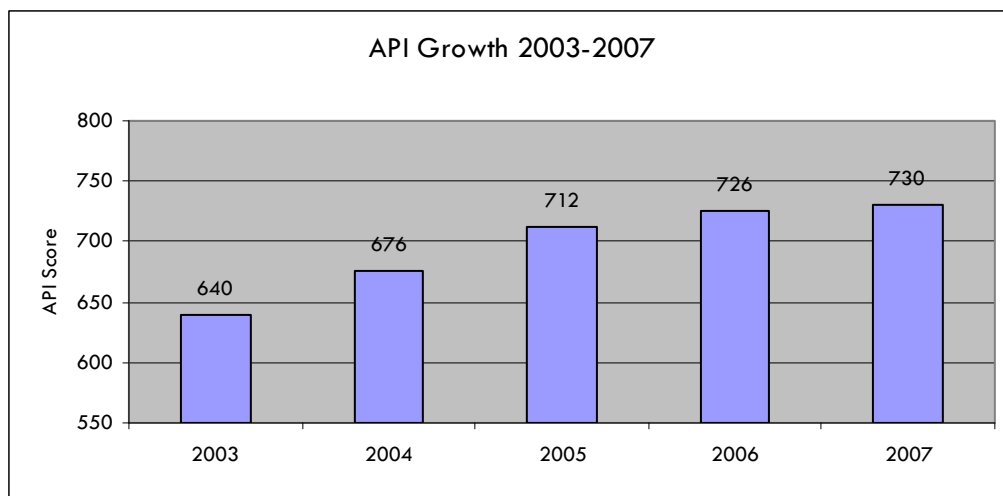
California Department of Education

The statewide school ranking compares our school to similar schools in the entire state. The ranking is determined by ten categories called deciles. Schools can receive a ranking of 1-10. Since 2003, our statewide ranking has increased from a decile 4 to a decile 7.

In addition to statewide ranks, schools are ranked compared to 100 other schools with similar demographic characteristics. Based on our 2006 API, our current similar schools ranking is a 9 out of 10.

SCHOOL AND SIMILAR SCHOOL RANKINGS OF API 2003-2007			
Year	Base API	Rankings	
		Statewide	Similar Schools
2003	637	4	4
2004	679	6	8
2005	712	7	7
2006	723	7	9
2007	731	NA	NA

California Department of Education



STATE ACCOUNTABILITY: ACADEMIC PERFORMANCE INDEX (API) 2007

Number of Students included in 2007 Growth API	API			Met Growth Target			
	2007 Growth	2006 Base	2006-2007 Growth Target	2006-2007 Growth	School-wide	Comparable Improvement (CI)	Both School-wide and CI
2603	730	723	5	7	Yes	No	No

STATE ACCOUNTABILITY: ACADEMIC PERFORMANCE INDEX (API) FOR SUBGROUPS 2007

Ethnic/Racial	Number of Students included in 2007 API	Numerically Significant in both years	2007 Growth	2006 Base	2006-2007 Growth Target	2006-2007 Growth	Met Subgroup Growth Target
African-American (not Hispanic)*	168	Yes	702	687	6	15	Yes
AI / Ask	6	No	N/A	N/A	N/A	N/A	N/A
Asian	347	Yes	868	864	A	4	Yes
Filipino	108	Yes	816	808	A	8	Yes
Hispanic or Latino*	1490	Yes	666	647	8	19	Yes
Pacific Islander	8	No	N/A	N/A	N/A	N/A	N/A
White	476	Yes	818	836	A	- 18	Yes
Socioeconomically Disadvantaged	1840	Yes	685	669	7	16	Yes
English Learners	1114	Yes	604	610	10	- 6	No
Students with Disabilities	194	Yes	436	415	19	21	Yes

California Department of Education

*LAUSD uses the terms Black and Hispanic while the CDE uses the terms African-American (not Hispanic) and Hispanic or Latino.

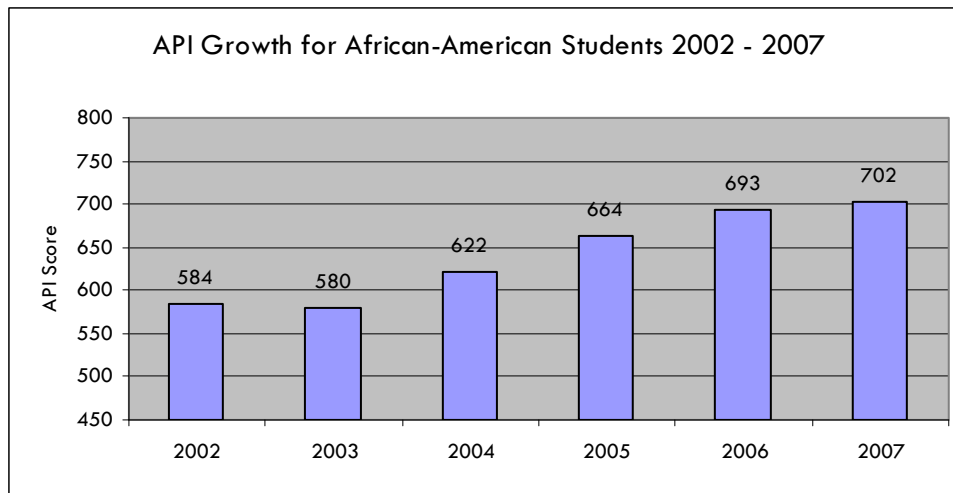
Since the last full self-study, API scores for all subgroups have increased. Significant gains have been made by the African-American, Hispanic/Latino, and Socioeconomically Disadvantaged subgroups. Each has had an increase of over 100 points. Asian students have made an 89-point gain. White students' scores have fluctuated over the last six years; however, there has been an overall 18-point gain since 2002.

In 2006, the California Department of Education began to report English Learners and Students with Disabilities as separate subgroups. When disaggregated in this manner, at Cleveland, neither group has made significant gains.

STATE ACCOUNTABILITY: ACADEMIC PERFORMANCE INDEX (API) FOR SUBGROUPS 2002 – 2007												
Ethnic/Racial	2002 API	Met Growth Target	2003 API	Met Growth Target	2004 API	Met Growth Target	2005 API	Met Growth Target	2006 API	Met Growth Target	2007 API	Met Growth Target
African-American	584	Yes	580	No	622	Yes	664	Yes	693	Yes	702	Yes
AI / Ask	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	779	No	754	No	799	Yes	832	Yes	872	Yes	868	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	817	N/A	816	Yes
Hispanic/Latino	513	Yes	560	Yes	609	Yes	645	Yes	647	No	666	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	800	Yes	776	No	799	Yes	836	Yes	846	Yes	818	Yes
Socioeconomically Disadvantaged	539	No	592	Yes	622	Yes	661	Yes	671	Yes	685	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	613	No	604	No
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	413	No	436	Yes

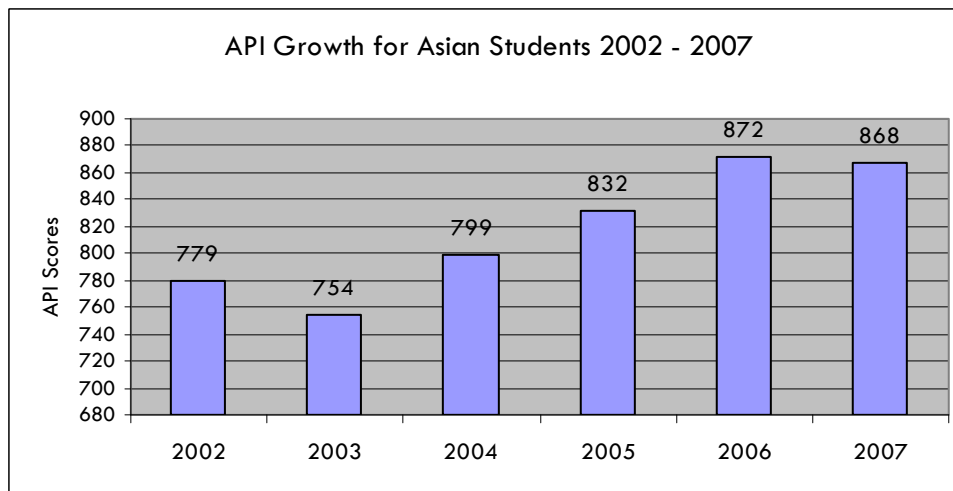
California Department of Education

African-American students have seen a substantial gain in API scores. Since 2002, scores have risen 118 points.



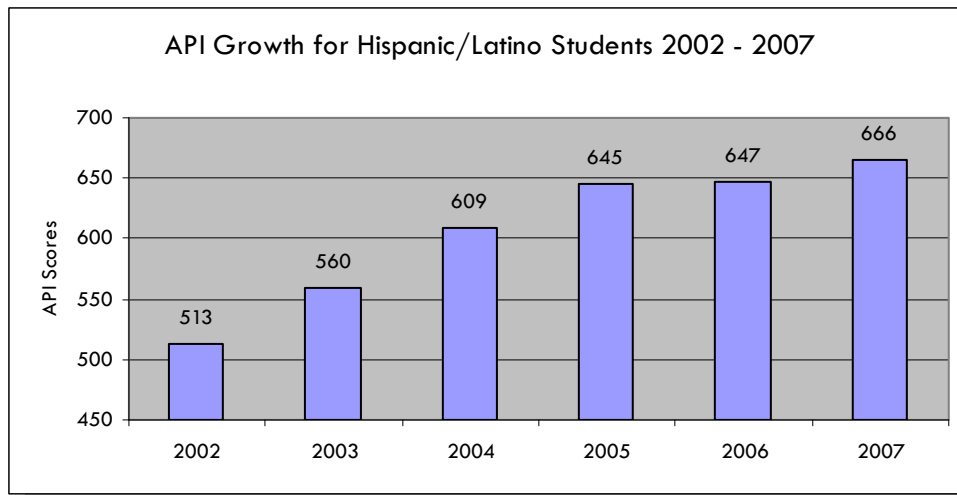
California Department of Education

Asian students have improved their API scores 89 points since 2002.



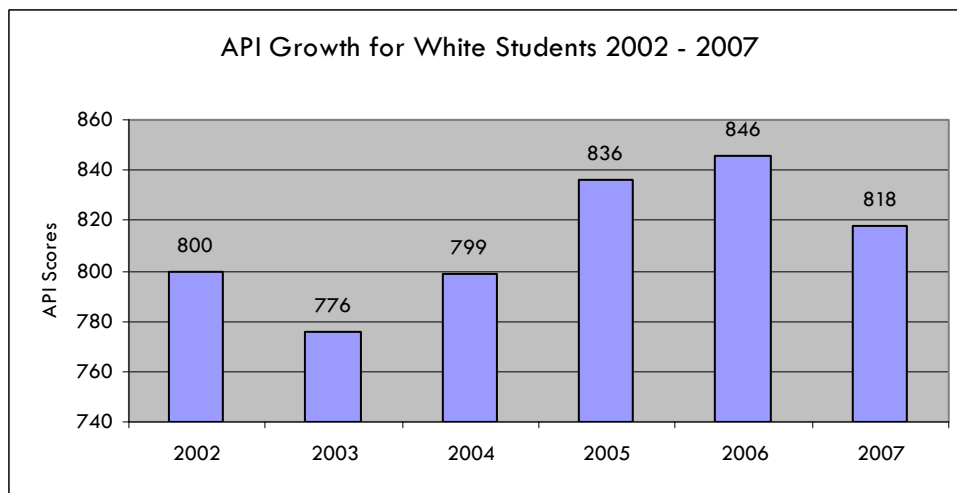
California Department of Education

The most substantial gain is seen in the Hispanic/Latino subgroup. API scores have risen 153 points since 2002 .



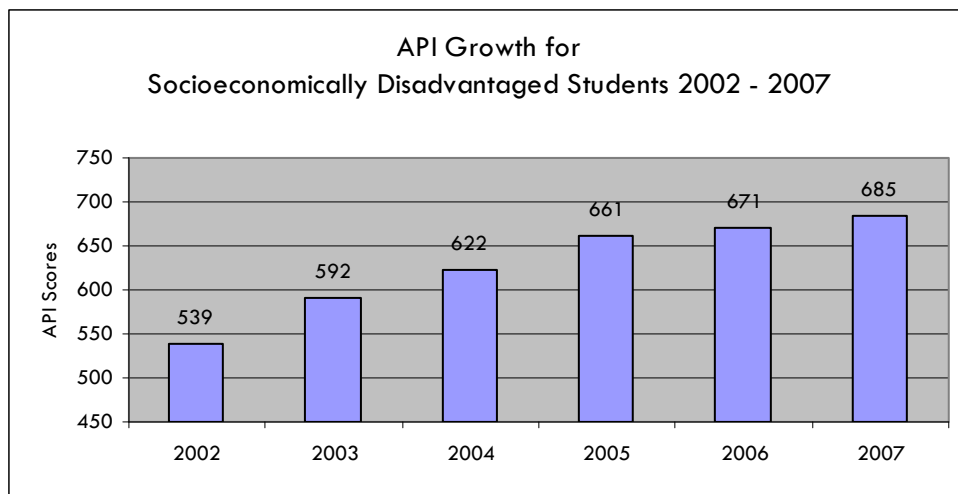
California Department of Education

The White subgroup has had fluctuating API scores, from a high of 846 in 2006 and a low of 776 in 2003. Since 2002, the scores have risen 18 points.



California Department of Education

Since 2002, the socioeconomically disadvantaged subgroup has seen a steady increase in its API scores. The scores have gone up 146 points, the second largest increase of any subgroup at Cleveland.



California Department of Education

California Standards Test (CSTs)

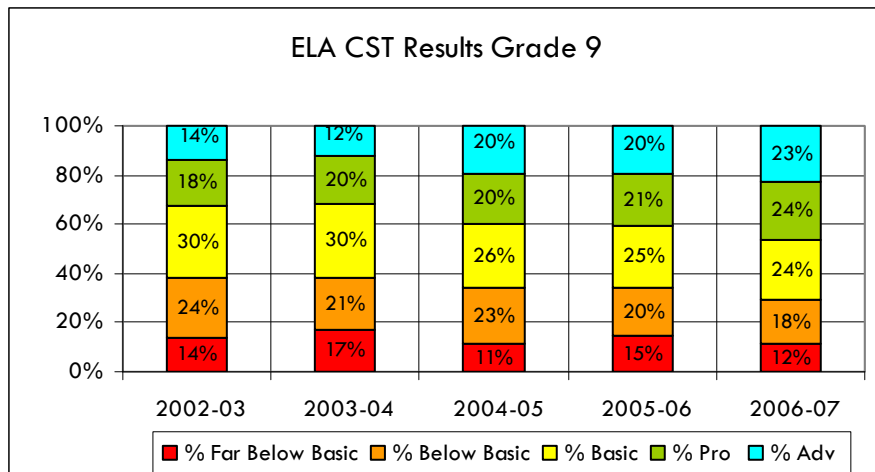
Overall, the CST scores have remained constant or have risen since 2002 for all grade levels tested in English-Language Arts, Mathematics, Science, and Social Studies.

English-Language Arts (ELA)

The ELA test scores have improved since the last accreditation in 2002 in all grade levels. In 2002-2003, 32% of 9th grade students met the standards, while in 2006-2007, that percentage increased to 47%. This is comparable to the state average of 52%.

CLEVELAND HIGH SCHOOL ENGLISH-LANGUAGE ARTS 9 CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
ELA (GR 9)	2002-03	1,229	14%	18%	30%	24%	14%	68%
	2003-04	1,368	12%	20%	30%	21%	17%	68%
	2004-05	1,269	20%	20%	26%	23%	11%	60%
	2005-06	1,257	20%	21%	25%	20%	15%	60%
	2006-07	1,158	23%	24%	24%	18%	12%	53%

California Department of Education



Based on the 2007 CST results in English Language Arts, the two 9th grade subgroups with the highest percentage of students meeting the standards are Asian at 80% and White at 72%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 4% and English Learners at 7%.

ENGLISH-LANGUAGE ARTS 9 CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	72	35%
American Indian or Alaska Native	5	*
Asian	133	80%
Filipino	44	68%
Hispanic or Latino	728	35%
Pacific Islander	3	*
White (not Hispanic)	173	72%
Socioeconomically Disadvantaged	841	38%
English Learners	296	7%
Students with Disabilities	96	4%

California Department of Education

** Numerically insignificant*

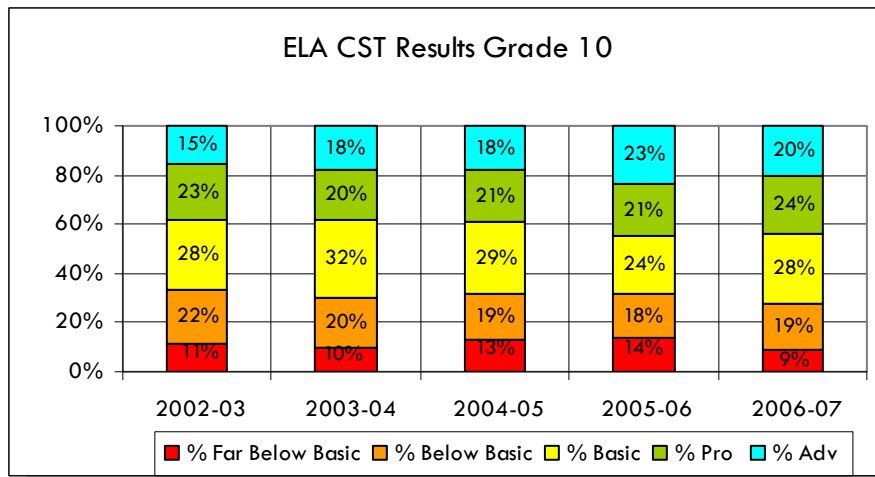
STATE OF CALIFORNIA ENGLISH-LANGUAGE ARTS 9 CST FROM 2002-03 TO 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	508,167	22%	25%	26%	17%	9%	52%

California Department of Education

In 2002-2003, 28% of 10th grade students met the standards, while in 2006-2007, that percentage increased to 44%. The percentage of students meeting the standards is higher than the state average by 7%.

ENGLISH-LANGUAGE ARTS 10 CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
ELA (GR 10)	2002-03	709	15%	23%	28%	22%	11%	62%
	2003-04	861	18%	20%	32%	20%	10%	62%
	2004-05	970	18%	21%	29%	19%	13%	61%
	2005-06	985	23%	21%	24%	18%	14%	56%
	2006-07	888	20%	24%	28%	19%	9%	56%

California Department of Education



Based on the 2007 CST results in English Language Arts, the three 10th grade subgroups with the highest percentage of students meeting the standards are Asian at 73%, Filipino at 68%, and White at 68%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 2% and English Learners at 1%.

ENGLISH-LANGUAGE ARTS 10 CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	71	42%
American Indian or Alaska Native	0	—
Asian	100	73%
Filipino	40	68%
Hispanic or Latino	521	31%
Pacific Islander	4	*
White (not Hispanic)	152	68%
Socioeconomically Disadvantaged	641	34%
English Learners	158	1%
Students with Disabilities	50	2%

California Department of Education

** Numerically insignificant*

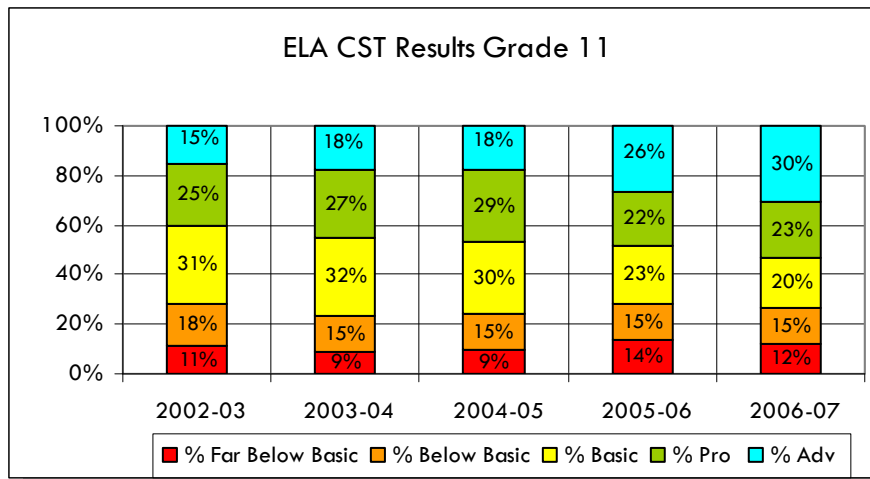
STATE OF CALIFORNIA ENGLISH-LANGUAGE ARTS 10 CST FROM 2002-03 TO 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	481,879	16%	21%	29%	20%	14%	63%

California Department of Education

In 2002-2003, 40% of 11th grade students met the standards, while in 2006-2007, that percentage increased to 53%. The percentage of students meeting the standards exceeds the state average by 16%.

ENGLISH-LANGUAGE ARTS 11 CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
ELA (GR 11)	2002-03	527	15%	25%	31%	18%	11%	60%
	2003-04	540	18%	27%	32%	15%	9%	55%
	2004-05	667	18%	29%	30%	15%	9%	53%
	2005-06	742	26%	22%	23%	15%	14%	52%
	2006-07	729	30%	23%	20%	15%	12%	47%

California Department of Education



Based on the 2007 CST results in English Language Arts, the two 11th grade subgroups with the highest percentage of students meeting the standards are Asian at 77% and White at 77%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 4% and English Learners at 3%.

ENGLISH-LANGUAGE ARTS 11 CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	56	39%
American Indian or Alaska Native	3	*
Asian	121	77%
Filipino	29	62%
Hispanic or Latino	352	36%
Pacific Islander	4	*
White (not Hispanic)	164	77%
Socioeconomically Disadvantaged	477	41%
English Learners	97	3%
Students with Disabilities	48	4%

California Department of Education

** Numerically insignificant*

STATE OF CALIFORNIA ENGLISH-LANGUAGE ARTS 11 CST FROM 2002-03 TO 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	440,740	17%	20%	24%	18%	21%	63%

California Department of Education

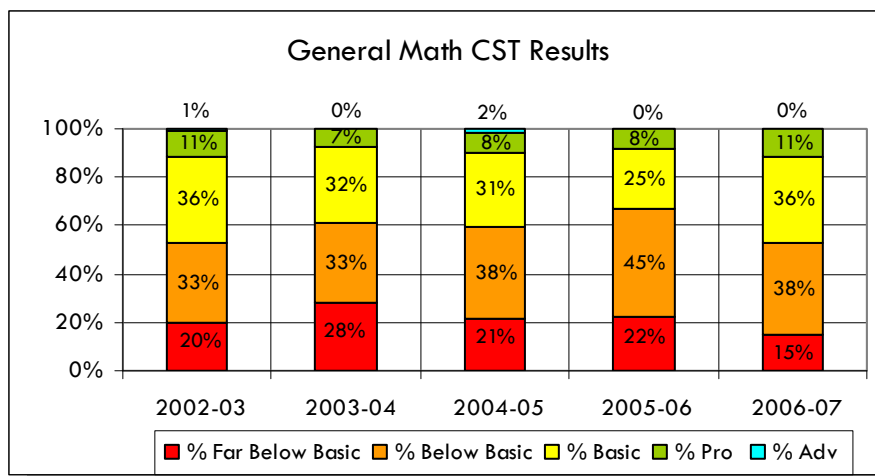
Mathematics

Students at Cleveland take General Mathematics, Algebra I, Geometry, Algebra II, or Summative High School Mathematics CST exams.

Based on 2006-2007 scores, 11% have met the standards. The score is similar to that of the state average of 13%. Since the last full self-study, we have fewer students taking the General Mathematics exam.

GENERAL MATHEMATICS CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
GEN MATH	2002-03	750	1%	11%	36%	33%	20%	88%
	2003-04	626	0%	7%	32%	33%	28%	93%
	2004-05	543	2%	8%	31%	38%	21%	90%
	2005-06	573	0%	8%	25%	45%	22%	92%
	2006-07	458	0%	11%	36%	38%	15%	88%

California Department of Education



Based on the 2007 CST results in General Mathematics, the two subgroups with the highest percentage of students meeting the standards are Black at 12% and White at 25%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 7% and English Learners at 4%.

GENERAL MATHEMATICS (GRADE 9) CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	34	12%
American Indian or Alaska Native	1	*
Asian	8	*
Filipino	7	*
Hispanic or Latino	375	10%
Pacific Islander	1	*
White (not Hispanic)	32	25%
Socioeconomically Disadvantaged	383	11%
English Learners	191	4%
Students with Disabilities	41	7%

California Department of Education

** Numerically insignificant*

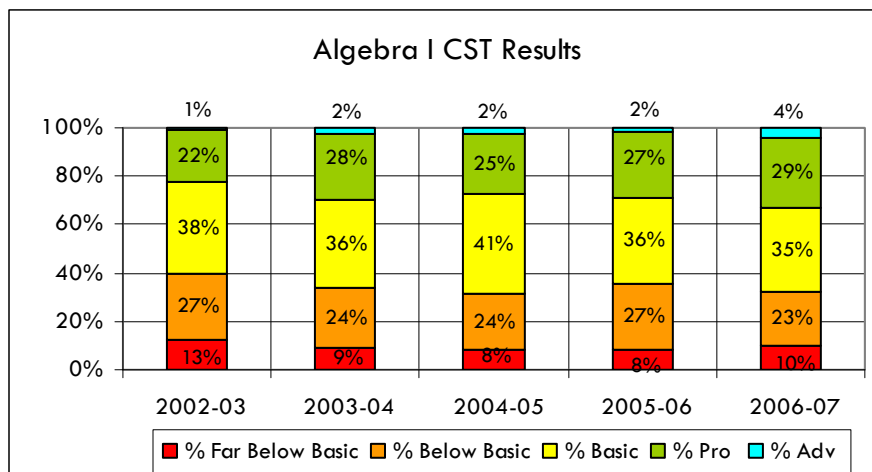
STATE OF CALIFORNIA GENERAL MATHEMATICS CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	87,626	1%	12%	32%	33%	21%	86%

California Department of Education

The percentage of Algebra I students meeting the standards was 23% in 2002-2003, and this figure has increased by 10% since the last full self-study. Based on the most current data available, at 33% of students meeting the standards, our average exceeds the state score by 20 percentage points.

ALGEBRA I CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
ALGEBRA I	2002-03	407	1%	22%	38%	27%	13%	77%
	2003-04	796	2%	28%	36%	24%	9%	70%
	2004-05	842	2%	25%	41%	24%	8%	73%
	2005-06	814	2%	27%	36%	27%	8%	71%
	2006-07	690	4%	29%	35%	23%	10%	67%

California Department of Education



Based on the 2007 CST results in Algebra I, the two subgroups with the highest percentage of students meeting the standards are Asian at 58% and Filipino at 43%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 6% and English Learners at 20%.

ALGEBRA I CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	24	25%	22	18%	4	*	50	22%
AI / Ask	3	*	0	—	0	—	3	*
Asian	25	72%	5	*	3	*	33	58%
Filipino	18	50%	2	*	1	*	21	43%
Hispanic/Latino	256	39%	187	20%	42	17%	485	30%
Pacific Islander	2	*	3	*	0	—	5	*
White	65	49%	19	16%	9	*	93	41%
Socioeconomically Disadvantaged	313	40%	211	19%	49	16%	573	31%
English Learners	83	25%	72	17%	23	13%	178	20%
Students with Disabilities	52	8%	22	0%	16	6%	90	6%

California Department of Education

* Numerically insignificant

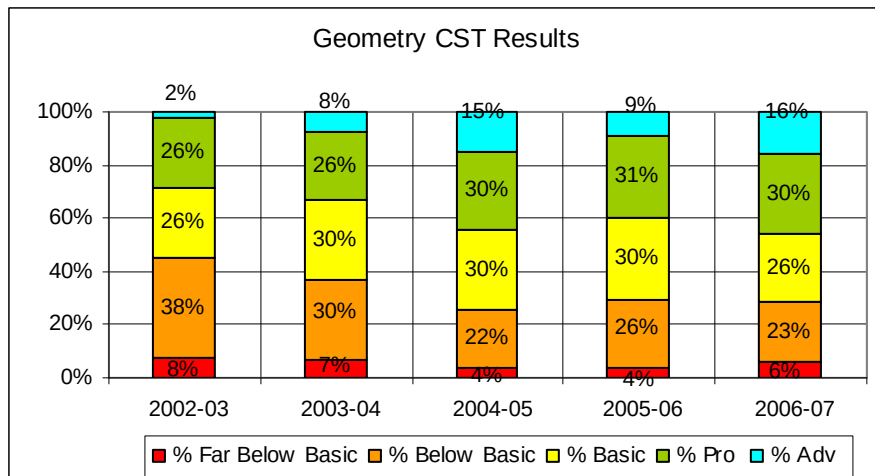
STATE OF CALIFORNIA ALGEBRA I CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	483,199	1%	12%	26%	40%	21%	87%

California Department of Education

The percentage of geometry students meeting the standards was 28% in 2002-2003, and this figure has increased by 18% since the last accreditation. Based on the most current data available, at 46% of students meeting the standards, our average exceeds the state score by 24 percentage points.

GEOMETRY CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
GEOMETRY	2002-03	379	2%	26%	26%	38%	8%	72%
	2003-04	516	8%	26%	30%	30%	7%	67%
	2004-05	550	15%	30%	30%	22%	4%	55%
	2005-06	595	9%	31%	30%	26%	4%	60%
	2006-07	493	16%	30%	26%	23%	6%	54%

California Department of Education



Based on the 2007 CST results in Geometry, the two subgroups with the highest percentage of students meeting the standards are Asian at 66% and Filipino at 59%. The two subgroups with the lowest percentage of students meeting the standards are Black at 36% and English Learners at 28%.

GEOMETRY CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
Afr-Am or Black	8	*	15	20%	13	15%	36	36%
Al / Ask	1	*	0	—	1	*	2	*
Asian	53	91%	17	18%	7	*	77	66%
Filipino	13	92%	12	33%	4	*	29	59%
Hispanic/Latino	64	77%	108	32%	64	8%	236	38%
Pacific Islander	0	—	1	*	1	*	2	*
White	49	86%	38	32%	24	4%	111	50%
Socioeconomically Disadvantaged	86	81%	137	28%	83	7%	306	38%
English Learners	5	*	16	31%	15	13%	36	28%
Students with Disabilities	0	—	4	*	2	*	6	*

California Department of Education

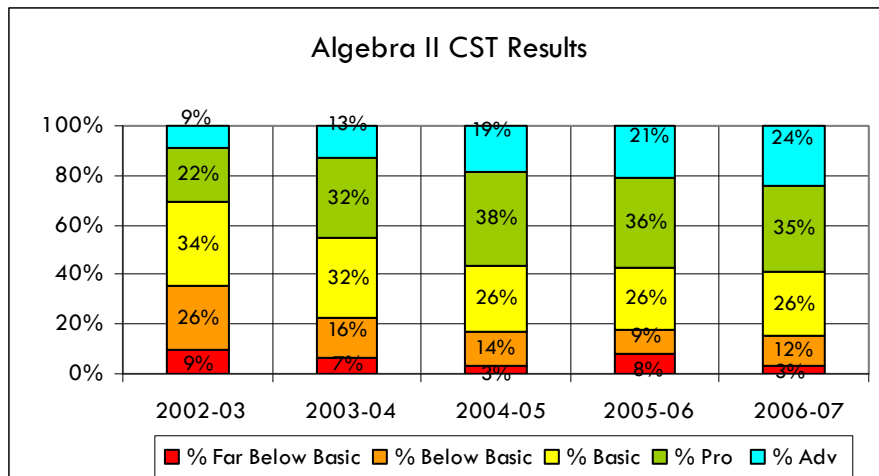
* Numerically insignificant

STATE OF CALIFORNIA GEOMETRY CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	355,074	6%	16%	16%	37%	37%	89%

California Department of Education

The percentage of Algebra II students meeting the standards was 31% in 2002-2003, and this figure has increased by 28% since the last full self-study. Based on the most current data available, at 59% of students meeting the standards, our average exceeds the state score by 32 percentage points.

ALGEBRA II CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
ALGEBRA II	2002-03	302	9%	22%	34%	26%	9%	70%
	2003-04	275	13%	32%	32%	16%	7%	55%
	2004-05	329	19%	38%	26%	14%	3%	43%
	2005-06	360	21%	36%	26%	9%	8%	43%
	2006-07	348	24%	35%	26%	12%	3%	42%



Based on the 2007 CST results in Algebra II, the two subgroups with the highest percentage of students meeting the standards are Asian at 74% and White at 67%. The two subgroups with the lowest percentage of students meeting the standards are Hispanic at 43% and English Learners at 50%.

ALGEBRA II CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	1	*	5	*	5	*	11	55%
AI / Ask	0	—	0	—	1	*	1	*
Asian	40	98%	30	73%	16	19%	86	74%
Filipino	5	*	10	*	6	*	21	57%
Hispanic/Latino	9	*	58	60%	65	25%	132	43%
Pacific Islander	0	—	0	—	0	—	0	—
White	18	89%	50	80%	29	31%	97	67%
Socioeconomically Disadvantaged	25	88%	77	66%	86	26%	188	51%
English Learners	4	*	3	*	9	*	16	50%
Students with Disabilities	0	—	0	—	0	—	0	—

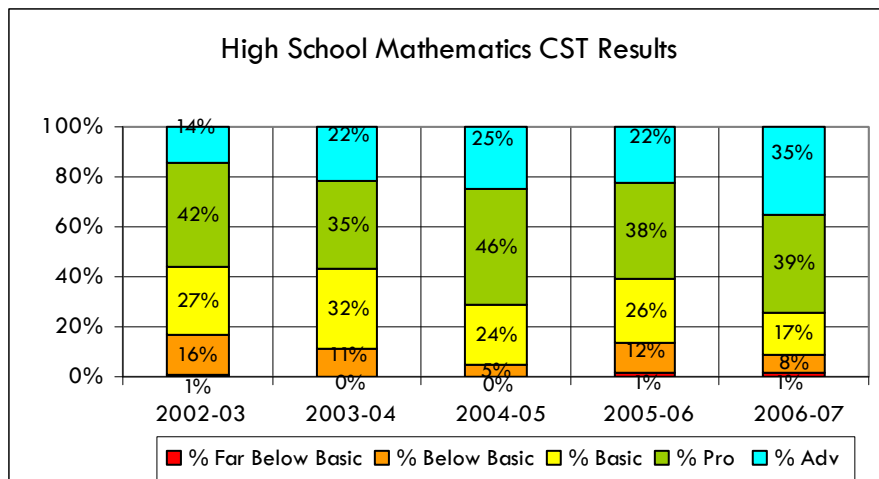
California Department of Education

** Numerically insignificant*

The percentage of students taking the High School Summative Mathematics exam who met the standards was 56% in 2002-2003, and this figure has increased by 18% since the last accreditation. Based on the most current data available, at 74% of students meeting the standards, our average exceeds the state score by 34 percentage points.

HIGH SCHOOL MATHEMATICS CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
HS MATH	2002-03	198	14%	42%	27%	16%	1%	44%
	2003-04	219	22%	35%	32%	11%	0%	43%
	2004-05	267	25%	46%	24%	5%	0%	29%
	2005-06	356	22%	38%	26%	12%	1%	40%
	2006-07	340	35%	39%	17%	8%	1%	26%

California Department of Education



Based on the 2007 CST results in High School Mathematics, the two subgroups with the highest percentage of students meeting the standards are Asian at 85% and White at 80%. The two subgroups with the lowest percentage of students meeting the standards are Black at 33% and Hispanic at 61%.

HIGH SCHOOL MATHEMATICS CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	0	—	5	*	10	*	15	33%
AI / Ask	0	—	0	—	1	*	1	*
Asian	41	95%	89	81%	130	85%	130	85%
Filipino	0	—	7	*	13	69%	20	65%
Hispanic/Latino	0	—	16	69%	58	59%	74	61%
Pacific Islander	0	—	0	—	2	*	2	*
White	0	—	20	76%	78	80%	98	80%
Socioeconomically Disadvantaged	0	—	38	79%	118	65%	156	69%
English Learners	0	—	2	*	1	*	3	*
Students with Disabilities	0	—	0	—	0	—	0	—

California Department of Education

* Numerically insignificant

STATE OF CALIFORNIA HIGH SCHOOL MATHEMATICS CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	108,929	17%	30%	24%	23%	6%	53%

California Department of Education

Science

Students at Cleveland take Earth Science, Integrated Coordinated Science I (ICS I), Life Science, Biology, Chemistry, or Physics CST exams.

Only 9th grade students in the Special Education program who were enrolled in Physical Science AB were administered the Earth Science exam. No general education students are enrolled in this course. In the two years that the exam was administered, no student met the standards.

EARTH SCIENCE CST FROM 2005-06 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
EARTH SCI	2005-06	54	0%	0%	4%	46%	50%	100%
	2006-07	20	0%	0%	0%	5%	95%	100%

California Department of Education

EARTH SCIENCE CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	2	*	0	—	0	—	2	*
AI / Ask	0	—	0	—	0	—	0	—
Asian	0	—	0	—	0	—	0	—
Filipino	1	*	0	—	0	—	1	*
Hispanic/Latino	15	0%	1	*	1	*	17	0%
Pacific Islander	0	—	0	—	0	—	0	—
White	0	—	0	—	0	—	0	—
Socioeconomically Disadvantaged	14	0%	1	*	1	*	16	0%
English Learners	11	0%	1	*	1	*	13	0%
Students with Disabilities	13	0%	0	—	0	—	13	0%

California Department of Education

* Numerically insignificant

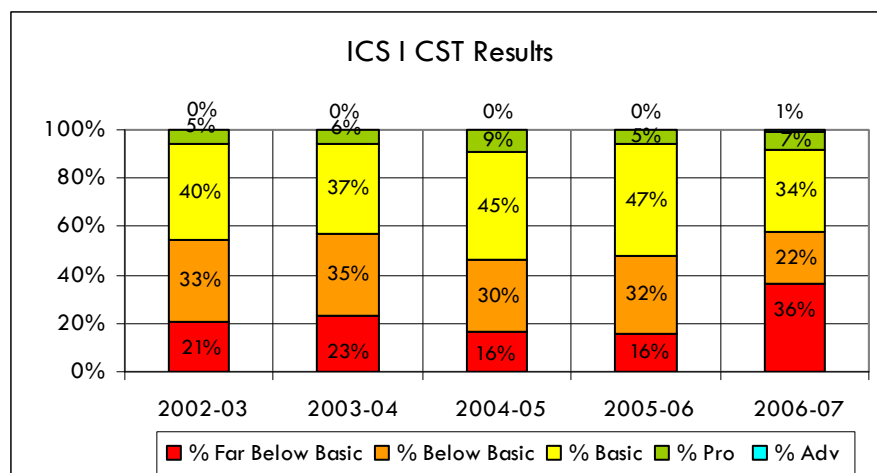
State of California Earth Science CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	206,996	6%	20%	38%	19%	17%	74%

California Department of Education

The percentage of ICS I students meeting the standards has increased from 5% in 2002-2003 to 8% in 2006-2007. Based on the most current data available, our average is similar to the state score of 10%.

INTEGRATED COORDINATED SCIENCE I CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
INT SCI I	2002-03	870	0%	5%	40%	33%	21%	94%
	2003-04	878	0%	6%	37%	35%	23%	94%
	2004-05	1,043	0%	9%	45%	30%	16%	91%
	2005-06	848	0%	5%	47%	32%	16%	95%
	2006-07	754	1%	7%	34%	22%	36%	92%

California Department of Education



Based on the 2007 CST results in Integrated Coordinated Science, the two subgroups with the highest percentage of students meeting the standards are Asian at 18% and White at 19%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 3% and English Learners at 1%.

INTEGRATED COORDINATED SCIENCE CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	48	6%	4	*	1	*	53	6%
AI / Ask	4	*	0	—	0	—	4	*
Asian	35	20%	0	—	3	*	38	18%
Filipino	21	19%	2	*	1	*	24	17%
Hispanic/Latino	475	5%	47	4%	17	0%	539	5%
Pacific Islander	1	*	0	—	0	—	1	*
White	88	20%	3	*	4	*	95	19%
Socioeconomically Disadvantaged	544	7%	49	4%	24	0%	617	6%
English Learners	151	1%	23	0%	13	0%	195	1%
Students with Disabilities	58	3%	3	*	1	*	62	3%

California Department of Education

* Numerically insignificant

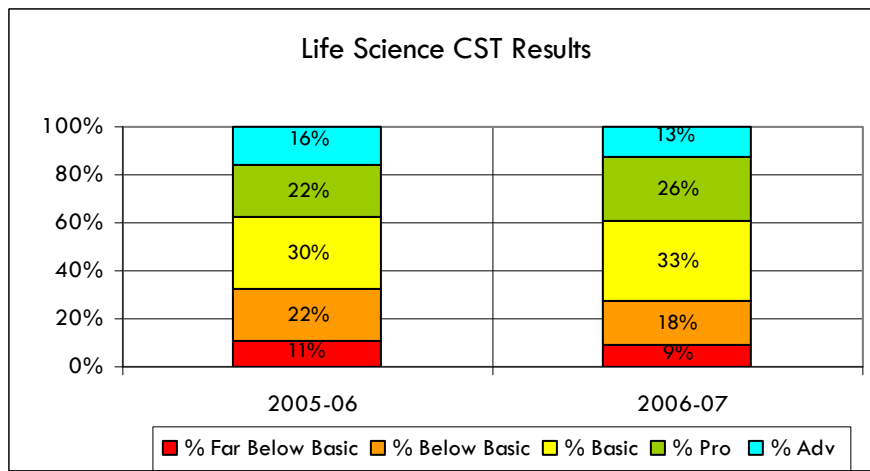
STATE OF CALIFORNIA INTEGRATED COORDINATED SCIENCE I CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	96,675	1%	9%	38%	23%	28%	89%

California Department of Education

All 10th grade students must take the Life Science exam, which was introduced in spring 2006. The percentage of 10th grade students meeting the standards increased from 38% in the first year to 39% in 2007. Based on the most current data available, our average exceeds the state score by 4 percentage points.

LIFE SCIENCE CST FROM 2005-06 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
LIFE SCIENCE	2005-06	988	16%	22%	30%	22%	11%	62%
	2006-07	864	13%	26%	33%	18%	9%	61%

California Department of Education



Based on the 2007 CST results in Life Science, the two subgroups with the highest percentage of students meeting the standards are Asian at 68% and Filipino at 67%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 4% and English Learners at 2%.

LIFE SCIENCE CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	65	26%
American Indian or Alaska Native	0	*
Asian	98	68%
Filipino	39	67%
Hispanic or Latino	322	32%
Pacific Islander	4	*
White (not Hispanic)	146	62%
Socioeconomically Disadvantaged	623	29%
English Learners	152	2%
Students with Disabilities	47	4%

California Department of Education

** Numerically insignificant*

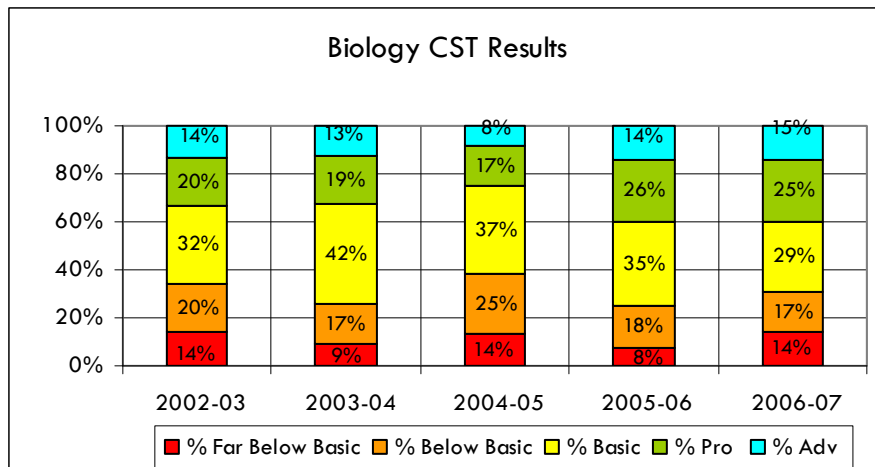
STATE OF CALIFORNIA LIFE SCIENCE CST FROM 2005-06 TO 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	466,335	13%	22%	28%	19%	18%	65%

California Department of Education

The percentage of biology students meeting the standards increased from 34% in 2002-2003 to 40% in 2006-2007. Based on the most current data available, our average exceeds the state score by 3 percentage points.

BIOLOGY CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
BIOLOGY	2002-03	551	14%	20%	32%	20%	14%	66%
	2003-04	721	13%	19%	42%	17%	9%	68%
	2004-05	916	8%	17%	37%	25%	14%	75%
	2005-06	1,179	14%	26%	35%	18%	8%	60%
	2006-07	1,006	15%	25%	29%	17%	14%	60%

California Department of Education



Based on the 2007 CST results in Biology, the three subgroups with the highest percentage of students meeting the standards are Asian at 76%, Filipino at 61%, and White at 61%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 9% and English Learners at 4%.

BIOLOGY CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	17	41%	43	23%	9	*	69	30%
Al / Ask	1	*	0	—	0	—	1	*
Asian	92	85%	55	67%	6	*	153	76%
Filipino	18	83%	20	50%	3	*	41	61%
Hispanic/Latino	175	25%	337	23%	53	15%	566	23%
Pacific Islander	1	*	4	*	0	—	5	*
White	81	73%	77	52%	13	46%	171	61%
Socioeconomically Disadvantaged	212	36%	406	27%	64	17%	682	29%
English Learners	63	8%	87	2%	29	3%	179	4%
Students with Disabilities	9	*	17	12%	21	5%	47	9%

California Department of Education

* Numerically insignificant

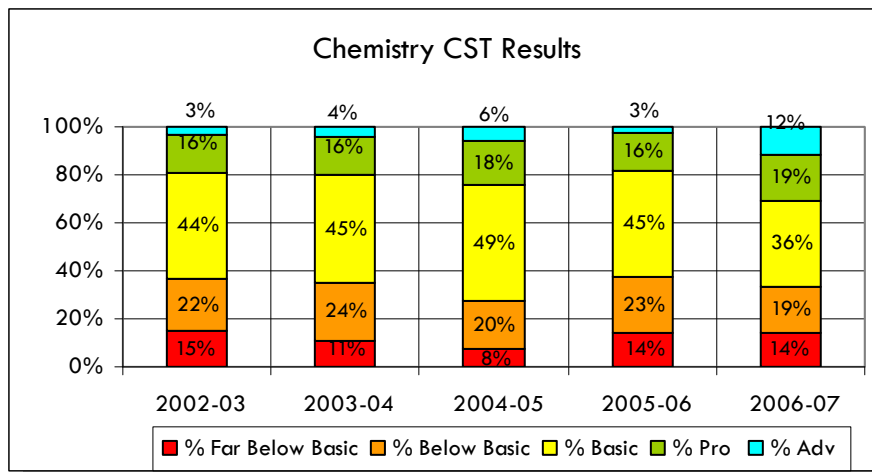
STATE OF CALIFORNIA BIOLOGY CST FROM 2002-03 TO 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	506,771	13%	24%	35%	16%	12%	63%

California Department of Education

The percentage of chemistry students meeting the standards increased from 19% in 2002-2003 to 31% in 2006-2007. Based on the most current data available, our average matches the state score.

CHEMISTRY CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
CHEMISTRY	2002-03	221	3%	16%	44%	22%	15%	81%
	2003-04	272	4%	16%	45%	24%	11%	80%
	2004-05	301	6%	18%	49%	20%	8%	76%
	2005-06	425	3%	16%	45%	23%	14%	82%
	2006-07	536	12%	19%	36%	19%	14%	69%

California Department of Education



Based on the 2007 CST results in Chemistry, the three subgroups with the highest percentage of students meeting the standards are Asian at 47%, Filipino at 39%, and White at 39%. The two subgroups with the lowest percentage of students meeting the standards are Hispanic at 18% and English Learners at 0%.

CHEMISTRY CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	0	—	14	29%	23	22%	37	24%
Al / Ask	0	—	0	—	2	*	2	*
Asian	0	—	29	48%	68	47%	97	47%
Filipino	1	*	11	18%	19	53%	31	39%
Hispanic/Latino	1	*	46	39%	173	12%	220	18%
Pacific Islander	0	—	0	—	4	*	4	*
White	0	—	50	48%	95	35%	145	39%
Socioeconomically Disadvantaged	2	*	71	31%	229	19%	302	22%
English Learners	2	*	4	*	12	0%	18	0%
Students with Disabilities	0	—	2	*	2	*	4	*

California Department of Education

* Numerically insignificant

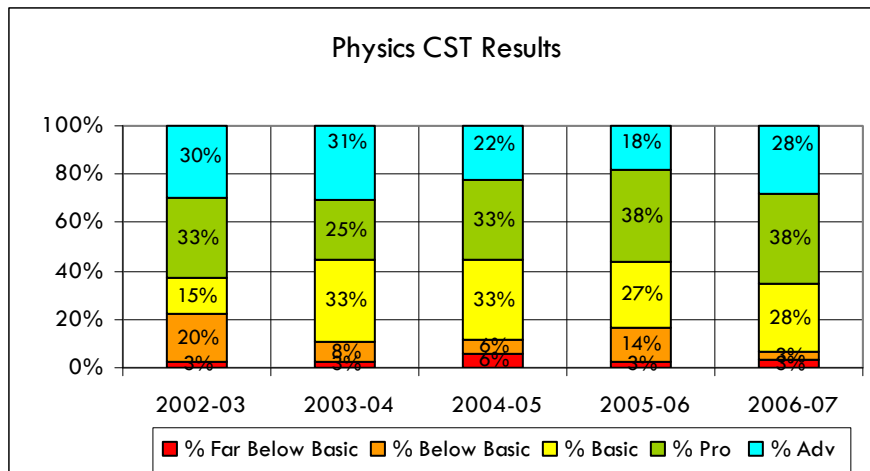
STATE OF CALIFORNIA CHEMISTRY CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	227,746	10%	21%	41%	14%	14%	69%

California Department of Education

The percentage of physics students meeting the standards increased from 63% in 2002-2003 to 66% in 2006-2007. Based on the most current data available, our average exceeds the state score by 31 percentage points.

PHYSICS CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
PHYSICS	2002-03	40	30%	33%	15%	20%	3%	38%
	2003-04	36	31%	25%	33%	8%	3%	44%
	2004-05	36	22%	33%	33%	6%	6%	45%
	2005-06	73	18%	38%	27%	14%	3%	44%
	2006-07	64	28%	38%	28%	3%	3%	34%

California Department of Education



Based on the 2007 CST results in Physics, the two subgroups with the highest percentage of students meeting the standards are Asian at 69% and White at 81%. The two subgroups with the lowest percentage of students meeting the standards are Hispanic at 42% and Socioeconomically Disadvantaged at 57%.

PHYSICS CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	0	—	0	—	1	*	1	*
AI / Ask	0	—	0	—	0	—	0	—
Asian	0	—	1	*	31	71%	32	69%
Filipino	0	—	2	*	1	*	3	*
Hispanic/Latino	1	*	0	—	11	45%	12	42%
Pacific Islander	0	—	0	—	0	—	0	—
White	0	—	1	*	15	80%	16	81%
Socioeconomically Disadvantaged	0	—	2	*	33	55%	35	57%
English Learners	1	*	0	—	1	*	2	*
Students with Disabilities	0	—	0	—	0	—	0	—

California Department of Education

* Numerically insignificant

STATE OF CALIFORNIA PHYSICS CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	63,464	13%	22%	38%	15%	11%	64%

California Department of Education

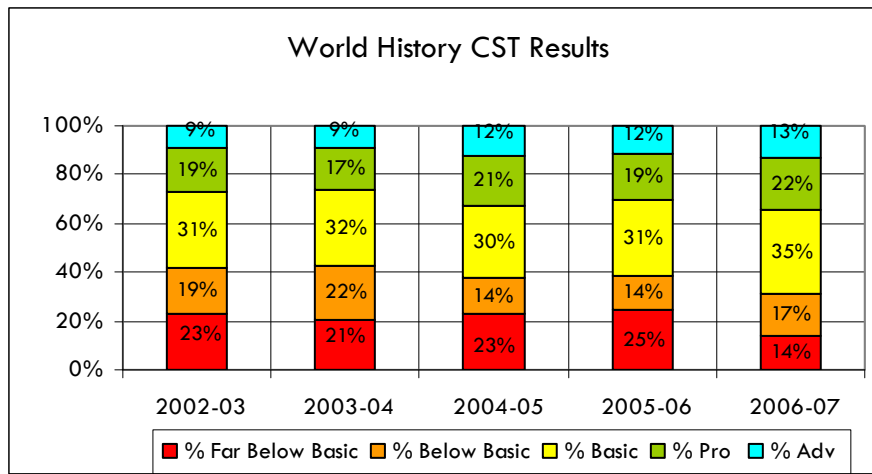
Social Studies /History

Cleveland students take social studies CSTs in world history and U.S. history.

The percentage of world history students meeting the standards increased from 28% in 2002-2003 to 35% in 2006-2007. Based on the most current data available, our average exceeds the state score by 6 percentage points.

WORLD HISTORY CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
WORLD HISTORY	2002-03	685	9%	19%	31%	19%	23%	73%
	2003-04	860	9%	17%	32%	22%	21%	74%
	2004-05	962	12%	21%	30%	14%	23%	67%
	2005-06	985	12%	19%	31%	14%	25%	69%
	2006-07	717	13%	22%	35%	17%	14%	66%

California Department of Education



Based on the 2007 CST results in World History, the two subgroups with the highest percentage of students meeting the standards are Asian at 46% and White at 47%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 17% and English Learners at 2%.

WORLD HISTORY CST 2007								
	Grade 9		Grade 10		Grade 11			
Subgroup	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Students Scored	% Proficient or Above	Total Students Scored	Total % Proficient or Above
African-American	1	*	59	20%	2	*	62	20%
AI / Ask	0	—	0	—	0	—	0	—
Asian	2	*	93	47%	1	*	102	46%
Filipino	2	*	36	44%	0	*	38	44%
Hispanic/Latino	4	0%	379	30%	4	*	387	29%
Pacific Islander	0	—	3	*	0	—	3	*
White	0	—	135	47%	0	—	135	47%
Socioeconomically Disadvantaged	4	0%	478	30%	4	*	486	30%
English Learners	3	0%	75	3%	4	*	82	2%
Students with Disabilities	2	*	21	19%	0	—	23	17%

California Department of Education

** Numerically insignificant*

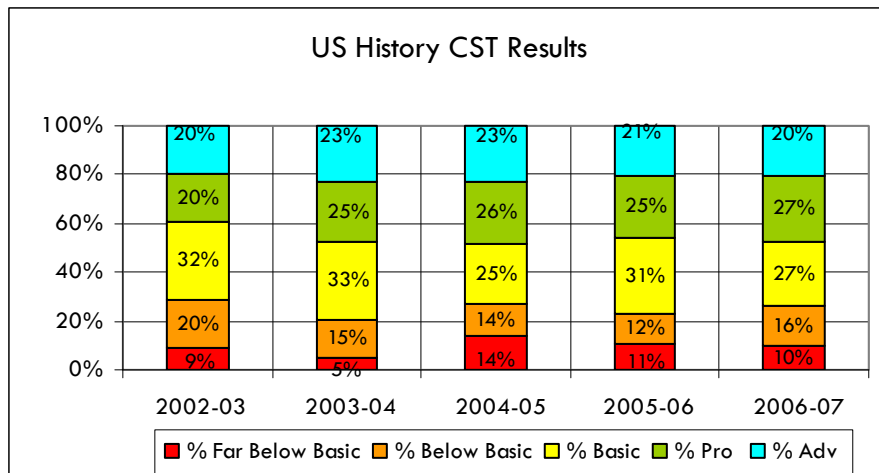
STATE OF CALIFORNIA WORLD HISTORY CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	503,928	11%	18%	29%	19%	24%	72%

California Department of Education

The percentage of U.S. history students meeting the standards increased from 40% in 2002-2003 to 47% in 2006-2007. Based on the most current data available, our average exceeds the state score by 12 percentage points.

UNITED STATES HISTORY CST FROM 2002-03 TO 2006-07								
EXAM	Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
US HISTORY	2002-03	514	20%	20%	32%	20%	9%	60%
	2003-04	536	23%	25%	33%	15%	5%	53%
	2004-05	664	23%	26%	25%	14%	14%	52%
	2005-06	737	21%	25%	31%	12%	11%	54%
	2006-07	691	20%	27%	27%	16%	10%	53%

California Department of Education



Based on the 2007 CST results in U.S. History, the two subgroups with the highest percentage of students meeting the standards are Asian at 64% and White at 71%. The two subgroups with the lowest percentage of students meeting the standards are Students with Disabilities at 6% and English Learners at 6%.

UNITED STATES HISTORY (GRADE 11) CST 2007		
Subgroup	Students Scored	% Students Scoring Proficient and Advanced
Black or African-American	53	30%
American Indian or Alaska Native	3	*
Asian	121	64%
Filipino	29	45%
Hispanic or Latino	322	32%
Pacific Islander	4	*
White (not Hispanic)	159	71%
Socioeconomically Disadvantaged	447	36%
English Learners	82	6%
Students with Disabilities	36	6%

California Department of Education

** Numerically insignificant*

STATE OF CALIFORNIA UNITED STATES HISTORY CST 2006-07							
Year	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Not Meeting Standards
2006-07	429,174	13%	22%	28%	21%	16%	65%

California Department of Education

California High School Exit Exam (CAHSEE)

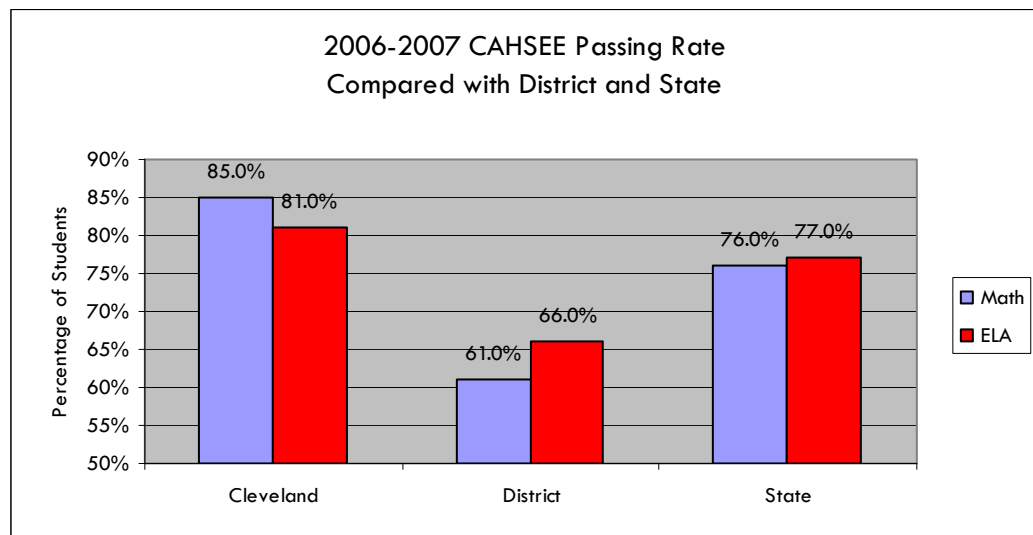
For the last five years, our CAHSEE scores have exceeded those of the district and the state. Since the last full self-study, our mathematics pass rate has increased from 55% to 85%. Our English-Language Arts pass rate has increased from 75% to 81%.

COMBINED RESULTS FOR GRADE 10 2002-2007						
Yr	Mathematics			ELA		
	# Test	Passing	% Passing	# Test	Passing	% Passing
2002-03	773	426	55%	740	554	75%
2003-04	858	684	80%	830	636	77%
2004-05	931	799	86%	933	747	80%
2005-06	968	834	86%	965	752	78%
2006-07	866	740	85%	882	711	81%

California Department of Education

COMBINED RESULTS FOR GRADE 10 WITH DISTRICT AND STATE 2002-2007						
Yr	Mathematics			ELA		
	Cleveland	District	State	Cleveland	District	State
2002-03	55%	32%	43%	75%	60%	66%
2003-04	80%	58%	74%	77%	62%	75%
2004-05	86%	50%	63%	75%	56%	65%
2005-06	86%	50%	59%	78%	55%	61%
2006-07	85%	61%	76%	81%	66%	77%

California Department of Education



CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) 2007						
984 documents scored						
882 students tested						
	MATHEMATICS			ENGLISH-LANGUAGE ARTS		
	Cleveland	District	State	Cleveland	District	State
All Students Tested	85%	61%	76%	81%	66%	77%
Gender						
Male	85%	62%	75%	76%	62%	72%
Female	86%	60%	76%	85%	71%	81%
Unknown	—	—	—	—	—	—
Race/Ethnicity						
American Indian/Alaska Native	—	66%	72%	—	73%	76%
Asian	98%	91%	93%	92%	84%	86%
Pacific Islander	—	63%	75%	—	68%	76%
Filipino	100%	84%	89%	92%	86%	89%
Hispanic or Latino	81%	57%	66%	75%	62%	66%
African American or Black	82%	49%	58%	86%	63%	66%
White	91%	85%	88%	87%	88%	89%
Declined to state	—	44%	76%	—	51%	79%
Unknown	—	42%	52%	—	67%	54%
Language Fluency						
English Only Students	91%	63%		90%	73%	
Initially Fluent English Proficient (IFEP)	94%	78%		95%	86%	
Redesignated Fluent English Proficient (RFEP)	92%	77%	86%	91%	85%	89%
English Learner Students	56%	32%	47%	33%	27%	36%
Unknown	—	36%		—	64%	
Economic Status						
Non-Economically Disadvantaged Students	94%	76%	86%	94%	84%	88%
Economically Disadvantaged Students	82%	59%	65%	76%	63%	65%
Unknown	93%	61%		93%	70%	
Special Education Program Participation						
Students receiving services	35%	18%	32%	22%	23%	33%

California Department of Education

For the last three years, our pass rate for first-time 10th grade test takers has been consistently higher than the district or state.

COMBINED RESULTS FOR GRADE 10						
Yr	Mathematics			ELA		
	# Test	Passing	% Passing	# Test	Passing	% Passing
2004-05	931	799	86%	988	742	75%
2005-06	968	834	86%	965	752	78%
2006-07	866	740	85%	882	711	81%

California Department of Education

GRADES 10 CAHSEE SUBSCORES 2006-2007		
Exam	# Tested	Average % Correct
ENGLISH-LANGUAGE ARTS	693	71.8%
Word Analysis	693	78.2%
Reading Comprehension	693	73.0%
Literary Response & Analysis	693	75.7%
Writing Strategies	693	66.3%
Writing Conventions	693	69.3%
Writing Applications	693	62.1%
MATHEMATICS	682	71.0%
Probability & Statistics	682	76.5%
Number Sense	682	73.8%
Algebra & Functions	682	72.7%
Measurement & Geometry	682	65.5%
Algebra I	682	66.5%

California Department of Education

For the past three years, the pass rate for students in the 11th grade who have retaken the exam has decreased.

COMBINED RESULTS FOR GRADE 11						
Yr	Mathematics			ELA		
	# Test	Passing	% Passing	# Test	Passing	% Passing
2004-05	186	96	52%	205	101	49%
2005-06	201	93	46%	280	112	40%
2006-07	168	73	43%	252	92	37%

California Department of Education

GRADES 11 CAHSEE SUBSCORES 2006-2007		
Exam	# Tested	Average % Correct
ENGLISH-LANGUAGE ARTS	237	56.6%
Word Analysis	237	63.1%
Reading Comprehension	237	56.2%
Literary Response & Analysis	237	57.1%
Writing Strategies	237	54.1%
Writing Conventions	237	56.8%
Writing Applications	237	52.0%
MATHEMATICS	157	52.1%
Probability & Statistics	157	59.3%
Number Sense	157	56.5%
Algebra & Functions	157	52.4%
Measurement & Geometry	157	45.8%
Algebra I	157	47.1%

California Department of Education

For the past two years, the pass rate for students in the 12th grade who have retaken the exam has decreased.

COMBINED RESULTS FOR GRADE 12						
Yr	Mathematics			ELA		
	# Test	Passing	% Passing	# Test	Passing	% Passing
2004-05*	NA	NA	NA	NA	NA	NA
2005-06	58	29	50%	69	29	42%
2006-07	59	23	39%	93	29	31%

California Department of Education

* Graduating class of 2005 was not required to pass CAHSEE so no makeup tests were given that year.

GRADES 12 CAHSEE SUBSCORES 2006-2007		
Exam	# Tested	Average % Correct
ENGLISH-LANGUAGE ARTS	106	56.0%
Word Analysis	106	61.5%
Reading Comprehension	106	55.7%
Literary Response & Analysis	106	57.3%
Writing Strategies	106	52.1%
Writing Conventions	106	55.9%
Writing Applications	106	53.2%
MATHEMATICS	68	48.6%
Probability & Statistics	68	56.3%
Number Sense	68	54.2%
Algebra & Functions	68	48.7%
Measurement & Geometry	68	42.8%
Algebra I	68	40.9%

California Department of Education

In June 2007, only seven seniors from the class of 2007 did not graduate because they did not pass one or both sections of the CAHSEE. These students had the opportunity to enroll in a two-week CAHSEE preparation course and to retake the exam in July. Of those who opted to do this, 5 of the students passed the CAHSEE.

Currently, 53 seniors still have not passed one or both sections of the CAHSEE. They will have four more opportunities to take the CAHSEE this year.

NUMBER OF STUDENTS FROM CLASS OF 2008 STILL NEEDING TO PASS CAHSEE			
ELA Only	Mathematics Only	ELA and Mathematics	Total
22	9	22	53*

LAUSD Student Information System (SIS)

** Of the 53 students, 29 or 55% are in the Special Education program.*

Adequate Yearly Progress (AYP)

For the past five years, Cleveland has met its AYP criteria in all annual measurable objectives.

ADEQUATE YEARLY PROGRESS 2002–2007					
	2002-03	2003-04	2004-05	2005-06	2006-07
Made AYP	Yes	Yes	Yes	Yes	Yes
Met AYP Criteria	All*	26 of 26	26 of 26	26 of 26	25 of 25
ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
Mathematics Participation Rate	Yes	Yes	Yes	Yes	Yes
ELA Percent Proficient	Yes	Yes	Yes	Yes	Yes
Mathematics Percent Proficient	Yes	Yes	Yes	Yes	Yes
Academic Performance Index (API)	Yes	Yes	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes	Yes

California Department of Education

*In 2002-2003, the CDE did not report the AYP criteria as a function of specific numbers of annual measurable objectives.

PERCENT PROFICIENT - ANNUAL MEASURABLE OBJECTIVES (AMOS), 2007					
	English-Language Arts : Target 22.3%				
	Met All Participation Rate Criteria? Yes				
Groups	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method
Schoolwide	833	463	55.6%	Yes	NA
African American or Black	60	35	58.3%	—	
American Indian or Alaska Native	0	—	—	—	
Asian	102	82	80.4%	Yes	
Filipino	36	28	77.8%	—	
Hispanic or Latino	487	205	42.1%	Yes	
Pacific Islander	3	—	—	—	
White	145	112	77.2%	Yes	
Socioeconomically Disadvantaged	608	274	45.1%	Yes	
English Learners	343	79	23.0%	Yes	
Students with Disabilities	55	10	18.2%	—	

California Department of Education

PERCENT PROFICIENT - ANNUAL MEASURABLE OBJECTIVES (AMOS), 2007					
	Mathematics: Target 20.9%				
	Met All Participation Rate Criteria? Yes				
Groups	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alternative Method
Schoolwide	815	548	67.2%	Yes	NA
African American or Black	60	38	63.3%	—	
American Indian or Alaska Native	0	—	—	—	
Asian	99	92	92.9%	—	
Filipino	36	32	88.9%	—	
Hispanic or Latino	473	262	55.4%	Yes	
Pacific Islander	3	—	—	—	
White (not of Hispanic origin)	144	122	84.7%	Yes	
Socioeconomically Disadvantaged	588	345	58.7%	Yes	
English Learners	325	148	45.5%	Yes	
Students with Disabilities	54	9	16.7%	—	

California Department of Education

California English Language Development Test (CELDT)

The CELDT test, which includes written and oral sections, is administered each fall to English Learners to determine redesignation classification. This is only one part of the complete redesignation process, which includes scoring at or above the 30th percentile on the English-Language Arts component of the CSTs as well as the students maintaining a “C” average in all classes. Since the last full self-study, there has been no change in the percentage of students who have scored at the early advanced and advanced levels. Based on the most recent data available in 2006-2007, 36% of students who took the CELDT scored at the early advanced and advanced levels.

CELDT PROFICIENCY 2006-2007					
Grades	9	10	11	12	Total Tested
Advanced	19	13	8	11	51
	6.0%	5.0%	5.0%	11.0%	6.0%
Early Advanced	98	90	47	27	262
	29.0%	33.0%	27.0%	28.0%	30.0%
Intermediate	96	107	80	43	326
	29.0%	39.0%	45.0%	45.0%	37.0%
Early Intermediate	47	42	31	13	133
	14.0%	15.0%	18.0%	14.0%	15.0%
Beginning	76	19	10	2	107
	23.0%	7.0%	6.0%	2.0%	12.0%
Number Tested	336	271	176	96	879

CELDT OVERALL PROFICIENCY 2003-2006				
Grades	2002-03	2004-05	2005-06	2006-07
Advanced	49	103	132	51
	6.0%	10.0%	14.0%	6.0%
Early Advanced	246	409	424	262
	30.0%	41.0%	44.0%	30.0%
Intermediate	347	304	258	326
	42.0%	31.0%	27.0%	37.0%
Early Intermediate	98	94	73	133
	12.0%	10.0%	8.0%	15.0%
Beginning	91	78	66	107
	11.0%	8.0%	7.0%	12.0%
Number Tested	831	988	953	879

California Department of Education

Periodic Assessments

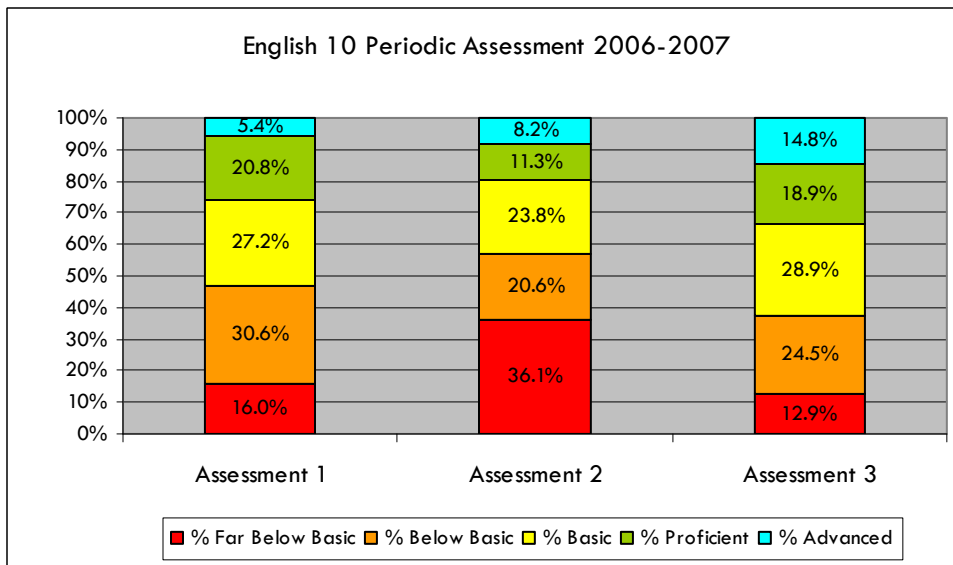
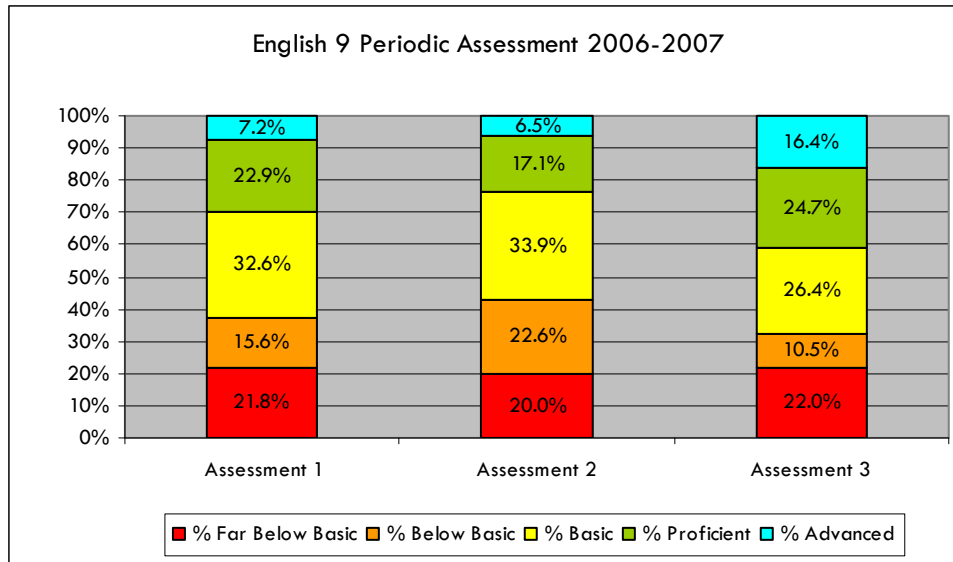
The LAUSD requires all high schools to use Periodic Assessments in English 9AB, English 10AB, Algebra IAB, Integrated Coordinated Science IAB, Biology AB, and Chemistry AB to gauge student mastery of content standards. Each course is given three assessments per year, with the exception of ICS, which has four assessments.

The three English-Language Arts Periodic Assessments are persuasion, exposition, and literary analysis. In 2006-2007, 30.1% of 9th grade students who took the persuasion assessment met the standards; 23.6% of students who took the exposition assessment met the standards; and 41.1% of students who took the literary analysis assessment met the standards.

Of the 10th grade students who took the assessments, 26.2% who took the persuasion assessment met the standards; 19.5% of students who took the exposition assessment met the standards; and 33.7% of students who took the literary analysis assessment met the standards.

ENGLISH PERIODIC ASSESSMENT DATA 2006-2007							
Course	Assessment	# Tested	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
English 9	1 (Persuasion)	642	21.8%	15.6%	32.6%	22.9%	7.2%
	2 (Exposition)	620	20.0%	22.6%	33.9%	17.1%	6.5%
	3 (Literary Analysis)	645	22.0%	10.5%	26.4%	24.7%	16.4%
English 10	1 (Persuasion)	745	16.0%	30.6%	27.2%	20.8%	5.4%
	2 (Exposition)	883	36.1%	20.6%	23.8%	11.3%	8.2%
	3 (Literary Analysis)	705	12.9%	24.5%	28.9%	18.9%	14.8%

LAUSD Decision Support Systems (DSS)

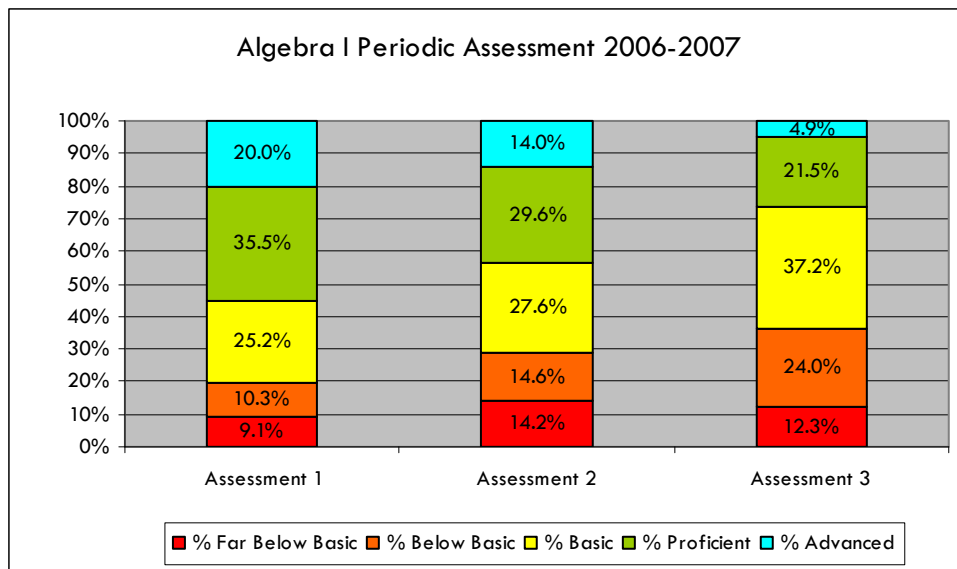


In Algebra IAB, 55.5% of students taking Periodic Assessment 1 met the standards; 43.6% of students taking Periodic Assessment 2 met the standards, and 26.4% of students taking Periodic Assessment 3 met the standards.

MATHEMATICS PERIODIC ASSESSMENT DATA 2006-2007							
Course	Assessment	# Tested	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
Algebra I	1	738	9.1%	10.3%	25.2%	35.5%	20.0%
	2	642	14.2%	14.6%	27.6%	29.6%	14.0%
	3*	446	12.3%	24.0%	37.2%	21.5%	4.9%

LAUSD Decision Support Systems (DSS)

*The third periodic assessment is optional as it is scheduled after the CSTs.



In ICS IAB, 9.4% of students taking Periodic Assessment 1 on the earth science unit met the standards; 4.5% of students taking Periodic Assessment 2 on the physics unit met the standards; and 9.7% of students taking Periodic Assessment 3 on the chemistry unit met the standards. The fourth assessment was not administered; it was scheduled after the CST.

In Biology AB, 11.8% of students taking Periodic Assessment 1 on the structure of cell and genetics units met the standards; 12.6% of students taking Periodic Assessment 2 on the genetics and evolution units met the standards; and 9.6% of students taking Periodic Assessment 3 on the physiology unit met the standards.

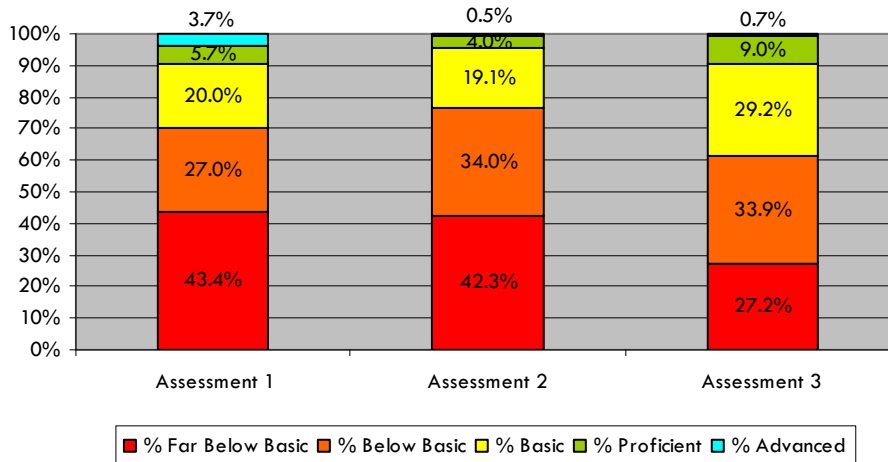
In Chemistry AB, 31.5% of students taking Periodic Assessment 1 on the atomic structure and bonding units met the standards; 44.7% of students taking Periodic Assessment 2 on the stoichiometry and gases units met the standards; and 26.4% of students taking Periodic Assessment 3 on the reaction and equilibrium units met the standards.

SCIENCE PERIODIC ASSESSMENT DATA 2006-2007							
Course	Assessment	# Tested	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
ICS	1	1,287	43.4%	27.0%	20.0%	5.7%	3.7%
	2	1,094	42.3%	34.0%	19.1%	4.0%	0.5%
	3*	908	27.2%	33.9%	29.2%	9.0%	0.7%
Biology	1	1,565	47.3%	16.6%	24.3%	9.1%	2.7%
	2	1,253	31.8%	21.1%	34.5%	10.5%	2.1%
	3*	967	32.6%	26.8%	31.0%	9.0%	0.6%
Chemistry	1	730	11.2%	11.8%	45.5%	24.7%	6.8%
	2	654	7.3%	9.2%	38.8%	25.1%	19.6%
	3*	577	6.4%	15.3%	52.0%	21.5%	4.9%

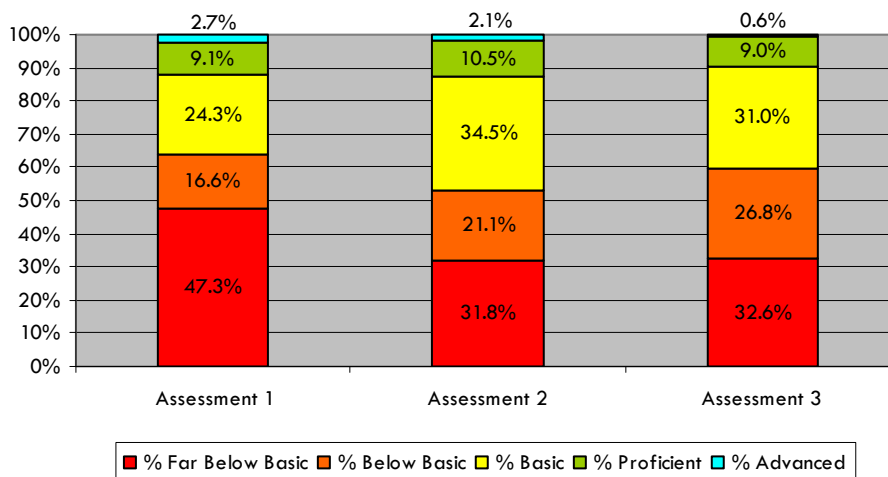
LAUSD Decision Support Systems (DSS)

*The third periodic assessment is optional as it is scheduled after the CSTs.

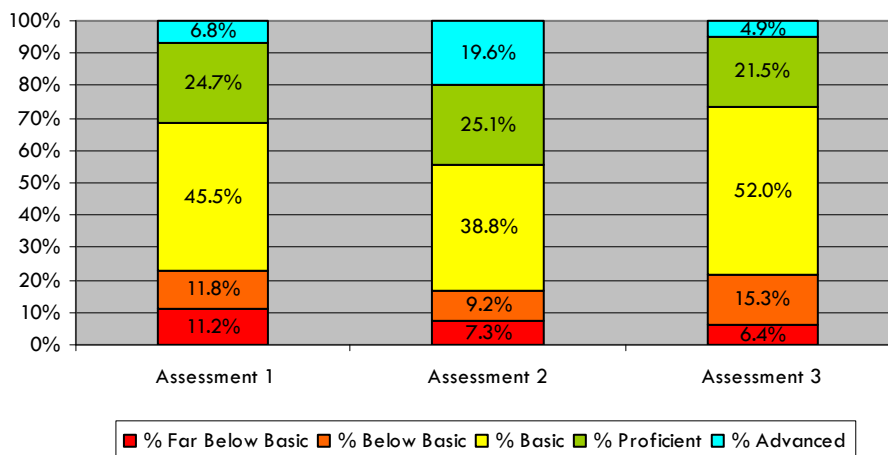
ICS Periodic Assessment 2006-2007



Biology Periodic Assessment 2006-2007



Chemistry Periodic Assessment 2006-2007



Diagnostic Reading Test

In fall 2007, Cleveland began offering two blocks of the Developing Readers and Writers Course (DRWC) using Scholastic's Read 180, an intensive reading intervention program. There are two student populations who are enrolled in the course. The first population is identified by our literacy coach, who works with feeder middle school literacy coaches to target students who were enrolled in a literacy intervention program in the 8th grade. These students have scored below or far below basic on the CSTs and are at least two reading steps below grade level. The second population is identified by our bilingual coordinator, who examines grades of incoming freshmen English Learners transitioning out of the ELD program. The students recommended for DRWC have scored below or far below basic for two years and have consistently failed two or more core academic classes. Based on these two parameters, we identified 40 incoming freshmen for enrollment in DRWC this year.

During the first weeks of school, students take the Scholastic Reading Inventory, which measures reading levels through Lexiles®, a measurement that evaluates both reading ability and text difficulty. In September 2007, the average Lexile® of students in our two classes was 603, which corresponds to reading levels between grades 3-4. In November 2007, students were tested again and the average Lexile® increased to 643, which is considered a reading level of grade 4. In January 2008, students were tested a third time and the average Lexile® increased to 672, which is an 11% increase since September.

SCHOLASTIC READING INVENTORY REPORT 2007-2008			
Test Date	Average Lexile®	Lexile® Grade Level	Percent Improvement Since First Test
September 2007	603.6	3 - 4	—
November 2007	643.3	4	6.6%
January 2008	672.4	4	11.4%

College Exams

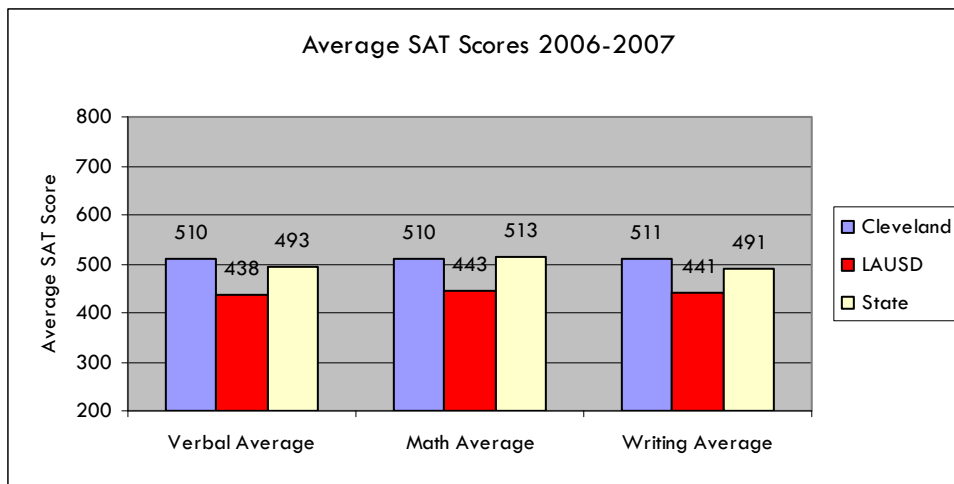
Cleveland students take the SAT or ACT admissions tests. On both exams, our students perform better than the district and state averages in the verbal, mathematics, and writing sections. At 28.3, the rate of our students scoring 1,500 or higher on the new SAT I is greater than both the district's 12.5 and state's 17.8.

SAT RESULTS 2005-2007 – CURRENT FORMAT									
YEAR	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	VMW Average	VMW ≥1,500 Number	VMW ≥1,500 Rate
2005-06	679	353	52.0%	503	510	509	NA	166	24.4
2006-07	697	395	56.7%	510	510	511	1522	197	28.3

LAUSD Decision Support Systems (DSS)

SAT RESULTS 2007 COMPARED TO DISTRICT AND STATE 2006-2007				
	Verbal Average	Math Average	Writing Average	VMW ≥1,500 Rate
Cleveland	510	510	511	28.3
LAUSD	438	443	441	12.5
State	493	513	491	17.8

LAUSD Decision Support Systems (DSS)



SAT RESULTS 2003-2005 – OLD FORMAT							
YEAR	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	VW Average	VM ≥1,000 Number
2002-03	NA	NA	NA	NA	NA	NA	NA
2003-04	488	269	55.1%	514	516	151	30.9
2004-05	559	323	57.8%	506	519	179	32.0

LAUSD Decision Support Systems (DSS)

Over the past five years, the ACT average score has remained relatively constant. The actual number of students taking the exam has increased. In 2007, Cleveland's average score of 22.6 was higher than the state's average of 22.1.

ACT RESULTS 2002-2007				
YEAR	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score
2002-03	493	55	11.2	22.5
2003-04	488	45	9.2	22.1
2004-05	559	54	9.7	22.6
2005-06	679	41	6.0	21.6
2006-07	697	70	10.0	22.6

ACT RESULTS 2007 COMPARED TO DISTRICT AND STATE 2007	
	Average Score
Cleveland	22.6
LAUSD	NA
State	22.1

CSU Early Assessment Program (EAP)

The EAP is a collaborative effort among the State Board of Education, the California Department of Education, and the California State University. The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. In ELA, there are two components. The first component requires that students write an optional essay a few weeks prior to the CSTs. The second component is an optional multiple choice section that is added to the ELA CSTs. In mathematics, there is only one component: an optional multiple choice section that is added to the Algebra II or Summative Mathematics CSTs.

Our ELA participation rate in 2006 was 20%. In 2007, the English Department mandated that all juniors enrolled in the American Literature/Contemporary Composition courses take the written component of the EAP. The participation rate increased to 95%. Over the last two years, the percentage of juniors considered Ready for College increased from 3% to 26%. This is above the district average of 9%.

In 2006, the participation level for students enrolled in Algebra II was 54%. In 2007, the participation rate was 51%. Over the two years, the percentage of students considered Ready for College increased by 7%, from 6% to 13%. This is higher than the district average of 9%. Moreover, in 2006, the participation level for students taking the Summative Mathematics exam, who are students enrolled in mathematics courses higher than Algebra II, was 38%. In 2007, the participation rate was 71%. Over the two years, the percentage of students considered Ready for College increased by 22%, from 25% to 47%. This is higher than the district average of 11%.

CSU EARLY ASSESSMENT PROGRAM (EAP) SCORES 2006-2007								
	2006				2007			
College English	EAP	%	CST	Participation	EAP	%	CST	Participation
Students Tested	152		742	20%	693		729	95%
Ready for College	4	3%			178	26%		
Did Not Demonstrate College Readiness on This Assessment	148	97%			502	72%		
College Mathematics (Algebra II)	EAP	%	CST	Participation	EAP	%	CST	Participation
Students Tested	78		145	54%	62		122	51%
Ready for College	5	6%			8	13%		
Ready for College - Conditional	31	40%			12	19%		
Did Not Demonstrate College Readiness on This Assessment	42	54%			42	68%		
College Mathematics (Summative HS Mathematics)	EAP	%	CST	Participation	EAP	%	CST	Participation
Students Tested	96		254	38%	177		251	71%
Ready for College	24	25%			83	47%		
Ready for College - Conditional	69	72%			91	51%		
Did Not Demonstrate College Readiness on This Assessment	3	3%			3	2%		
College Mathematics (Total)	EAP	%	CST	Participation	EAP	%	CST	Participation
Students Tested	174		399	44%	239		373	64%
Ready for College	29	17%			91	38%		
Ready for College - Conditional	100	57%			103	43%		
Did Not Demonstrate College Readiness on This Assessment	45	26%			45	19%		

Advanced Placement Test Results

A total of 676 Cleveland students took one or more AP exams in the spring of 2007 for a total of 1,196 tests. The overall pass rate was 59%.

ADVANCED PLACEMENT EXAMS BY SUBJECT 2007					
	Total # Tests Taken	Total Pass Rate	Pass Rate 5	Pass Rate 4	Pass Rate 3
AP Art History	27	100.0%	55.6%	33.3%	11.1%
AP Biology	40	72.5%	22.5%	25.0%	25.0%
AP Calculus AB	138	97.1%	50.7%	30.4%	15.9%
AP Calculus BC	74	98.7%	60.8%	20.3%	17.6%
AP Chemistry	27	29.6%	3.7%	7.4%	18.5%
AP Computer Science	8	0.0%	0.0%	0.0%	0.0%
AP Economics (Macro)	14	35.7%	7.1%	14.3%	14.3%
AP Economics (Micro)	10	50.0%	10.0%	10.0%	30.0%
AP English Language	27	85.2%	22.2%	40.7%	22.2%
AP English Literature	202	55.5%	2.5%	19.3%	33.7%
AP European History	17	70.6%	0.0%	11.8%	58.8%
AP French Language	6	66.7%	0.0%	33.3%	33.3%
AP US Government	82	17.1%	0.0%	3.7%	13.4%
AP Japanese Language	1	100.0%	100%	0.0%	0.0%
AP Physics B	82	46.4%	4.9%	12.2%	29.3%
AP Psychology	1	100.0%	0.0%	100%	0.0%
AP Spanish Language	62	71.0%	25.8%	29.0%	16.1%
AP Spanish Literature	4	50.0%	0.0%	0.0%	50.0%
AP Statistics	37	29.7%	0.0%	2.7%	27.0%
AP Studio Art 2 D	9	55.6%	0.0%	11.1%	44.4%
AP US History	262	45.8%	9.5%	18.7%	17.6%
AP World History	66	57.6%	7.6%	18.2%	31.8%
TOTAL	1,196	59.0%	17.1%	19.2%	22.7%

College Board

a-g Requirements

For students graduating in 2003 or later, a-g subject area requirements are mandatory for California State University and University of California admissions. Based on the most current available data in 2005-2006, 60.4% of 12th grade students completed the a-g requirements. This figure is higher than the district average of 45.3% and the state average of 35.9%.

STUDENTS ENROLLED AND PASS RATE IN A-G REQUIREMENTS 2006-2007											
		Art	Bilingual-ESL	Computer Science	English	Foreign Language	Mathematics	Music	Science	Social Studies	Theatre Arts
GRADE 9	a-g Enroll	731	118		2,730	1,113	1,986	306	2,254	596	21
	% Pass C & Above	64.6%	76.3%		68.7%	82.9%	60.3%	88.9%	62.2%	33.2%	100.0%
GRADE 10	a-g Enroll	713	76		1,896	1,074	1,655	96	1,547	1,805	11
	% Pass C & Above	73.5%	86.8%		73.8%	85.2%	66.4%	83.3%	65.7%	68.8%	100.0%
GRADE 11	a-g Enroll	904	96	8	1,629	866	1,170	78	1,115	2,043	21
	% Pass C & Above	87.3%	83.3%	75.0%	73.5%	88.2%	69.7%	93.6%	77.8%	80.6%	100.0%
GRADE 12	a-g Enroll	1,349	0	26	1,757	222	572	81	612	1,772	23
	% Pass C & Above	88.1%	0.0%	92.3%	73.9%	83.3%	72.2%	92.6%	84.0%	71.9%	100.0%

LAUSD Decision Support Systems (DSS)

Based on the most current available data in 2005-2006, 60.4% of seniors have fulfilled the California State University and University of California a-g requirements for admissions. The two largest numerically significant subgroups with the highest percentage of students fulfilling the a-g requirements are Asian at 80.7% and Filipino at 83.3%. The two subgroups with the lowest percentage of students fulfilling the a-g requirements are Hispanic at 45.7% and African-American at 51.9%. For all subgroups, the percentage of students fulfilling the a-g requirements is higher than the district and state averages.

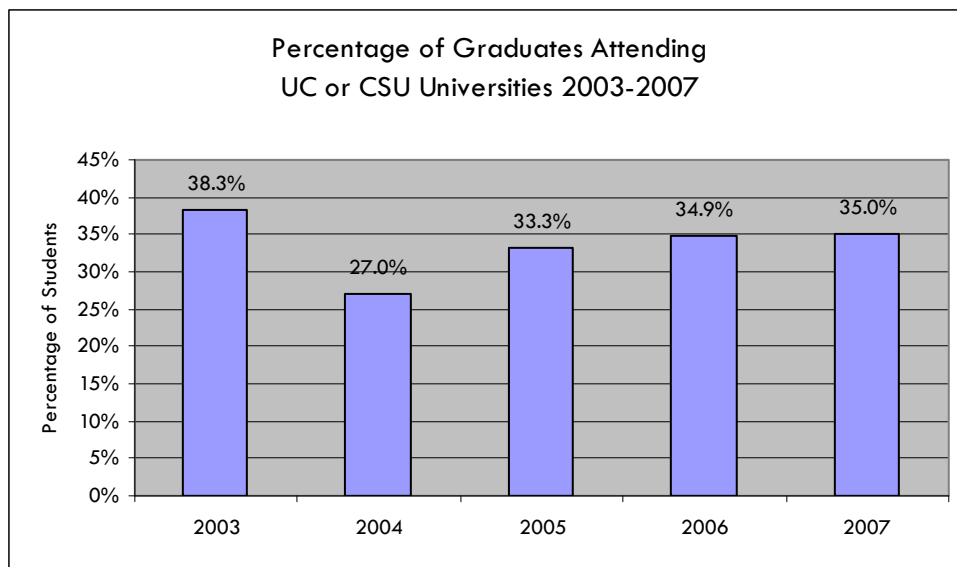
NUMBER OF 12TH GRADE STUDENTS MEETING UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS, 2005-06			
	# of Grads	# Grads with UC/CSU Required Courses	% Grads with UC/CSU Required Courses
American Indian/Alaskan Native	2	2	100.0%
Asian	109	88	80.7%
Pacific Islander	2	1	50.0%
Filipino	30	25	83.3%
Hispanic	337	154	45.7%
African American	52	27	51.9%
White	127	101	79.5%
Multiple or No Response	0	0	0.0%
Total	659	398	60.4%

UC and CSU Schools Enrollment

Cleveland sends many students to UC and CSU schools. The numbers reflect those who submitted their statements of intent to register to the universities. While more students were accepted, some chose to attend non-UC and non-CSU schools.

NUMBER OF GRADUATES ATTENDING UC OR CSU UNIVERSITIES							
Graduating Class	Number of Graduates	UC Schools	Percent of Graduates	CSU Schools	Percent of Graduates	Combined UC & CSU	Total Percent of Graduates
2003	514	110	21.4%	87	16.9%	197	38.3%
2004	537	75	14.0%	70	13.0%	145	27.0%
2005	597	95	15.9%	104	17.4%	199	33.3%
2006	659	111	16.8%	119	18.1%	230	34.9%
2007	688	121	17.6%	120	17.4%	241	35.0%
TOTALS	2,995	521		500		1,012	33.8%

LAUSD Student Information System (SIS)



Grade-Level Algebra

In the fall semesters from 2005-2007, the percentage of 9th grade students enrolled in grade-level Algebra I or higher has increased from 93% to 98%. Each year, during the spring semester, enrollment in Algebra I has decreased while the percentage of students enrolled in lower level mathematics has increased; students who are not successful in the fall semester Algebra I class are reassigned to Math Tutorial in the spring semester.

PERCENT OF 9 TH GRADERS IN GRADE-LEVEL MATHEMATICS COURSES								
Year	# of 9 th Graders	# in Algebra I	% of Students	# in Lower Level*	% of Students	# in Higher Level**	% of Students	Total % of Students Enrolled in Mathematics
Fall 2005	1,307	907	69%	8	1%	294	23%	93%
Spring 2006	1,303	380	29%	521	40%	277	21%	90%
Fall 2006	1,265	830	66%	11	1%	295	23%	90%
Spring 2007	1,203	561	47%	286	24%	291	24%	95%
Fall 2007	1,151	817	69%	21	2%	313	27%	98%
Spring 2008	1,197	569	48%	256	21%	305	26%	94%

*Lower level mathematics courses include Math Tutorial and Advanced Applied Mathematics.

**Higher level mathematics courses include Geometry, Algebra II, and Mathematics Analysis.

Ds and Fs

Over the past three semesters, the departments with the highest percentage of Ds and Fs are English Language Development (ELD) and Mathematics. Based on spring 2007 data, 33.7% of students enrolled in ELD classes received a D or F; 34.6% of students enrolled in mathematics courses received a D or F.

NUMBER OF DS AND FS GIVEN BY DEPARTMENT 2006-2007											
		Art	Bilingual-ESL	Computer Science	English	Foreign Language	Mathematics	Music	Science	Social Studies	Theatre Arts
SPRING 2006	a-g Enrollment	1,658	160	NA	3,957	1,618	2,299	232	2,807	2,994	39
	% of D	8.7%	1.2%	0.0%	12.5%	9.7%	14.9%	3.1%	11.1%	13.1%	0.0%
	% of F	11.0%	22.4%	0.0%	14.2%	6.2%	21.2%	0.8%	17.5%	13.5%	2.6%
FALL 2006	a-g Enrollment	1,875	156	19	3,985	1,690	2,909	292	2,856	3,123	38
	% of D	9.4%	2.3%	11.3%	14.3%	8.5%	16.6%	5.3%	15.6%	17.3%	0.0%
	% of F	9.3%	27.7%	14.3%	13.8%	5.7%	24.6%	5.3%	18.2%	13.1%	0.0%
SPRING 2007	a-g Enrollment	1,822	134	15	4,027	1,585	2,474	269	2,672	3,093	38
	% of D	11.4%	4.7%	12.2%	13.3%	9.9%	15.2%	4.7%	13.1%	17.5%	0.0%
	% of F	10.4%	29.0%	12.8%	13.5%	5.6%	19.4%	5.1%	15.3%	11.5%	0.0%

Completion Rates

The completion rate is the number of students who graduate in four years. This rate is calculated by dividing the number of four-year graduates by the sum of all dropouts for that graduating class and the number of four-year graduates, multiplied by 100.

$$\left[\frac{\text{Number of four-year graduates}}{(\# \text{ of four-year graduates} + \text{gr. 9 dropouts} + \text{gr. 10 dropouts} + \text{gr. 11 dropouts} + \text{gr. 12 dropouts})} \right] \times 100$$

FOUR-YEAR GRADUATION RATE 2002-2006	
YEAR	PERCENTAGE
2002-03	84.8%
2003-04	84.2%
2004-05	89.6%
2005-06	85.1%
2006-07	NA

Since 2002-2003, the four-year dropout rate has decreased by 9.1%. Based on the most current data available in 2005-2006, the percentage of students who did not complete high school in four years was 10.2%. This is lower than the district's 25.4% and state's 14.1% averages. At 13.6%, the Hispanic subgroup constitutes the ethnic group with the largest percentage of students who drop out of school. At 4.6%, the White subgroup has the lowest percentage of students who drop out of Cleveland.

ENROLLMENT AND DROP-OUT RATES, 2005-06																	
Ethnic Group	Gr. 9 Drop	Gr. 9 Enrollment	%	Gr. 10 Drop	Gr. 10 Enrollment	%	Gr. 11 Drop	Gr. 11 Enrollment	%	Gr. 12 Drop	Gr. 12 Enrollment	%	Other Secondary Enrollment	Total Drops (9-12)	Total Enroll (9-12)	4 Yr Derived Drop-out Rate (9-12)	1 Year Drop-out Rate (9-12)
AI/Ask Native	0	1	0.0%	0	2	0.0%	0	2	0.0%	0	2	0.0%	0	0	7	0.0%	0.0%
Asian	0	120	0.0%	2	145	1.4%	0	130	0.0%	5	111	4.5%	3	7	509	5.8%	1.4%
Pac. Isl.	0	4	0.0%	0	8	0.0%	0	2	0.0%	0	2	0.0%	0	0	16	0.0%	0.0%
Filipino	0	43	0.0%	0	35	0.0%	0	31	0.0%	3	32	9.4%	2	3	143	9.4%	2.1%
Hispanic	5	852	0.6%	6	589	1.0%	14	444	3.2%	32	344	9.3%	94	57	2,323	13.6%	2.5%
African American	0	98	0.0%	1	78	1.3%	1	65	1.5%	5	56	8.9%	12	7	309	11.5%	2.3%
White	1	189	0.5%	1	191	0.5%	1	187	0.5%	4	132	3.0%	13	7	712	4.6%	1.0%
Total	6	1,307	0.5%	10	1,048	1.0%	16	861	1.9%	49	679	7.2%	124	81	4,019	10.2%	2.0%

Drop-out Formulae:

♦ 1 Year Rate Formula: $(\text{Gr. 9-12 Drop-outs} / \text{Gr. 9-12 Enrollment}) * 100$

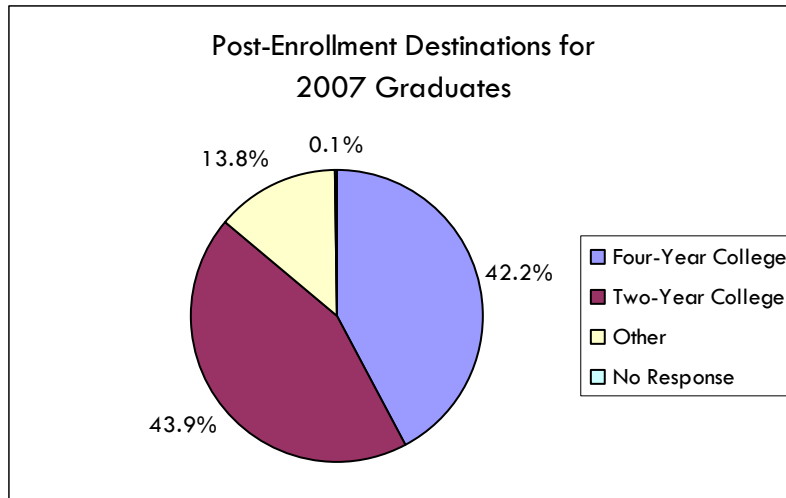
♦ 4 Year Derived Rate Formula: $(1 - ((1 - (\text{drop grade 9} / \text{enroll grade 9})) * (1 - (\text{drop grade 10} / \text{enroll grade 10}))) * (1 - (\text{drop grade 11} / \text{enroll grade 11})) * (1 - (\text{drop grade 12} / \text{enroll grade 12})))) * 100$

♦ ** Asterisks in the 4 year derived rate column indicate that one or more grade levels has zero enrollment. If a grade level has zero enrollment, the formula can not be calculated.

Post-Enrollment Data

Since the last full self-study, the percentage of students choosing to attend two and four-year colleges has remained relatively consistent. However, the percentage of students opting to attend community colleges and enter the work force has increased. In 2003, 41.4% of students chose to go to a two-year college. In 2007, 43.9% of students chose a two-year institution. Between 2003 and 2007, the percentage of students choosing to go directly into the workforce has increased from 1.0% to 9.3%.

POST-ENROLLMENT DESTINATIONS OF GRADUATES 2003-2007						
Type	Destination	2003	2004	2005	2006	2007
Four-Year	California Private	8	31	10	19	29
		1.6%	5.8%	1.7%	2.9%	4.2%
	California State University	87	66	103	115	114
		16.9%	12.3%	17.3%	17.5%	16.6%
	Non-California 4-yr	42	32	34	40	31
		8.2%	6.0%	5.7%	6.1%	4.5%
	University of California	110	74	95	109	116
		21.4%	13.8%	15.9%	16.5%	16.9%
Two-Year	Community College	212	269	290	317	294
		41.2%	50.1%	48.6%	48.1%	42.7%
	Non- California 2-yr	1	0	5	1	8
		0.2%	0.0%	0.8%	0.2%	2.2%
Other	Employment	5	9	14	11	64
		1.0%	1.7%	2.3%	1.7%	9.3%
	Military	9	8	18	5	8
		1.8%	1.5%	3.0%	0.8%	1.2%
	Other	15	3	0	4	0
		2.9%	0.6%	0.0%	0.6%	0.0%
	Vocational	25	25	28	38	23
		4.9%	4.7%	4.7%	5.8%	3.3%
	No Reply	0	20	0	0	1
		0.0%	3.7%	0.0%	0.0%	0.1%
	Total	514	537	597	659	688



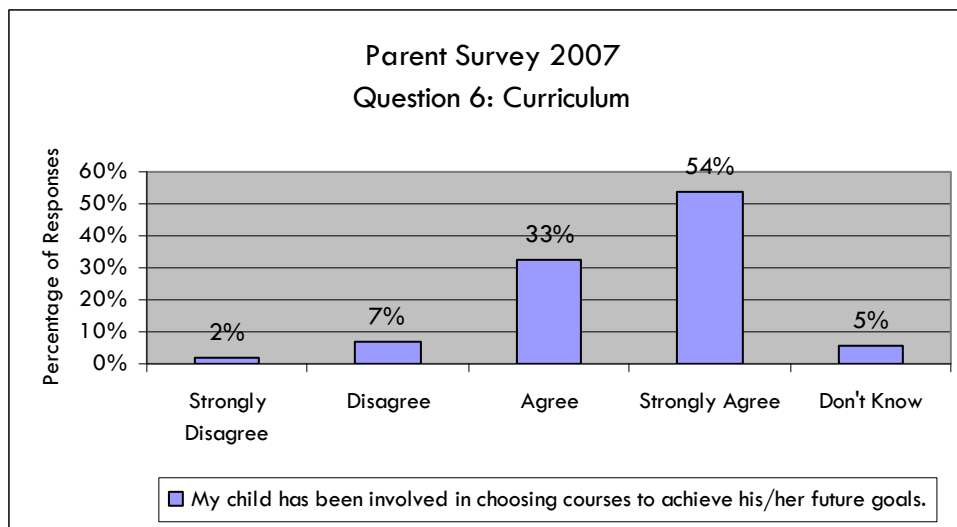
PROCESS AND PERCEPTION DATA

A total of three surveys were conducted in the spring and fall of 2007 to measure parent, student, and teacher perception of Cleveland. The following samples represent the statements with the lowest and highest rates of agreement among those surveyed.

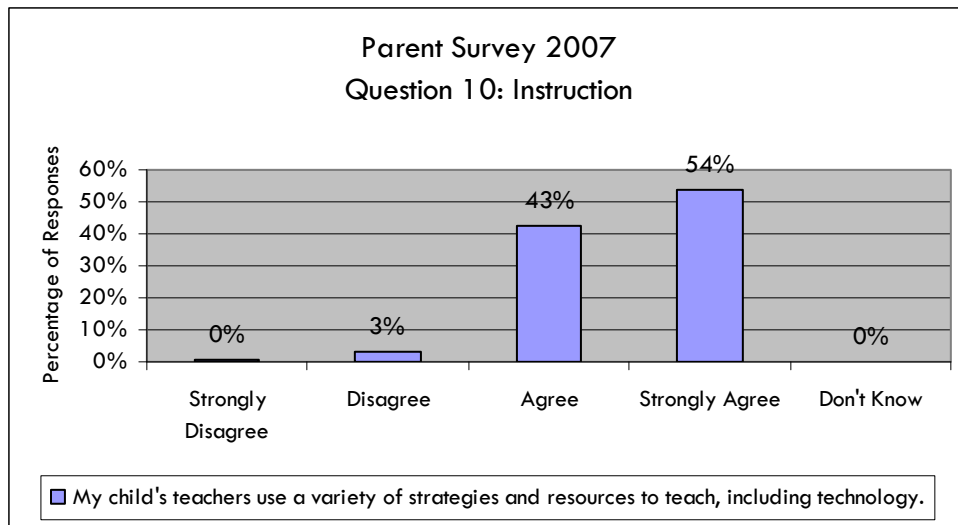
Parent Survey

The survey was distributed during Open House on March 15, 2007. It was offered in English and Spanish. The parents were given 20 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The parents were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. In addition, parents were allowed to answer DK or Don't Know. A total of 343 parents responded to the survey.

Although 89% of parents surveyed agreed with the statement, “My child has been involved in choosing courses to achieve his/her future goals,” 9% disagreed.



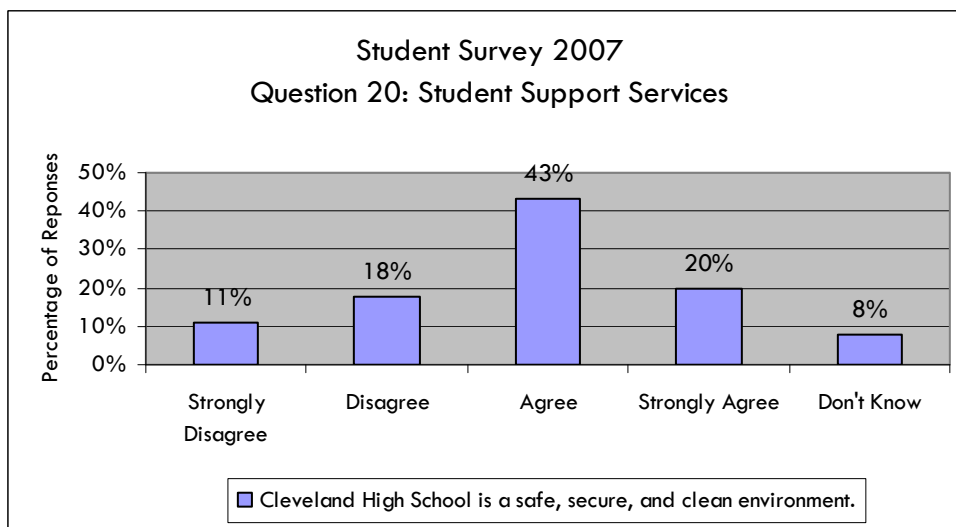
The statement with the most positive response was “My child’s teachers use a variety of strategies and resources to teach, including technology.” At 97%, the majority of parents agreed; only 3% disagreed.



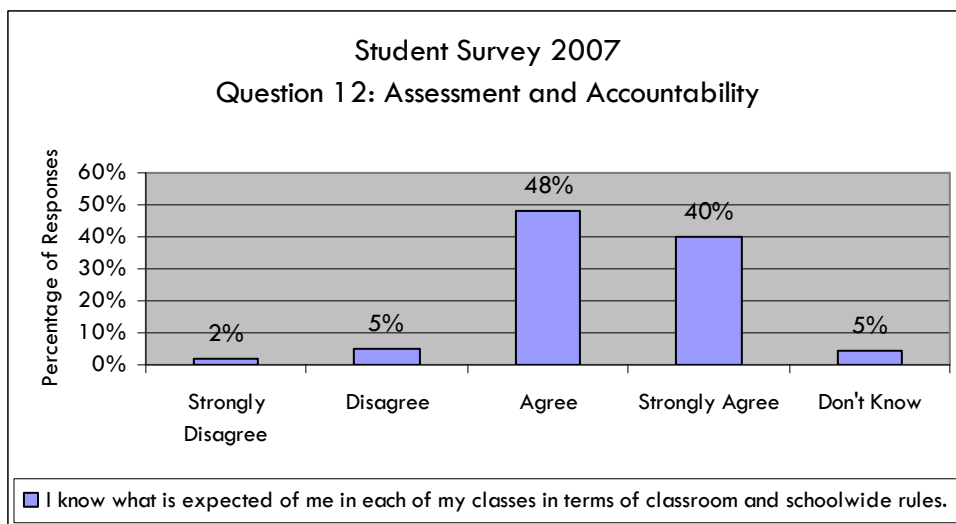
Student Survey

A schoolwide survey was conducted on March 29, 2007. The students were given 20 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The students were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. In addition, students were allowed to answer DK or Don't Know. A total of 2,250 students spanning grades 9-12 responded to the survey.

Although 63% of students surveyed agreed with the statement, “Cleveland High School is a safe, secure, and clean environment,” 29% did not.



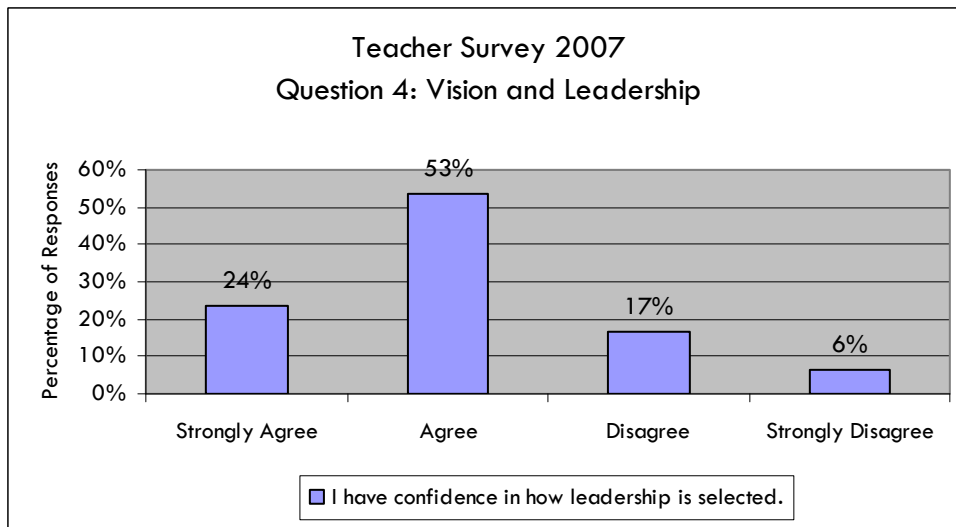
The statement that received the most positive response was “I know what is expected of me in each of my classes in terms of classroom and schoolwide rules.” At 88%, the majority of students agreed. Only 7% disagreed.



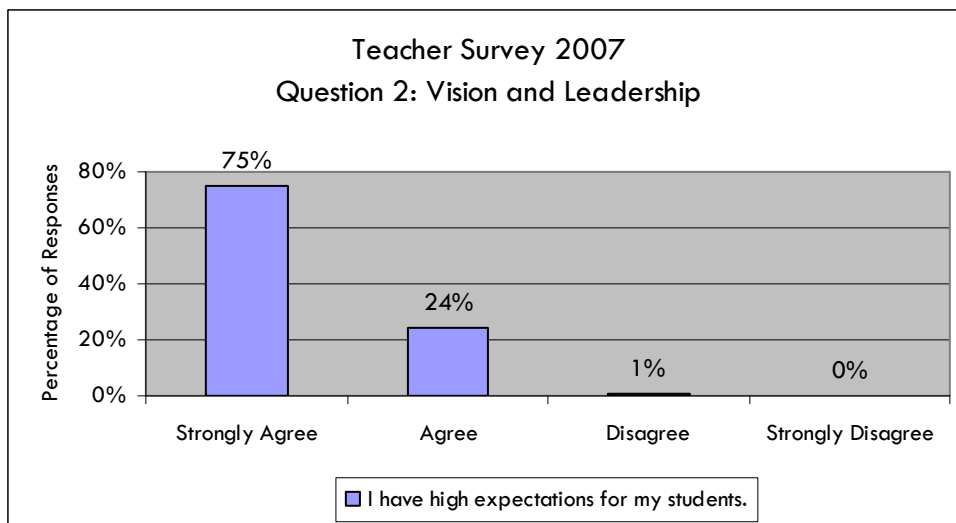
Teacher Survey

A survey was given to teachers on October 16, 2007. It was a series of 16 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The teachers were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. A total of 150 teachers responded to the survey.

At 77%, the majority of teachers agreed with the statement, “I have confidence in how leadership is selected”; 23% did not.



The statement with the most positive response was “I have high expectations for my students.” At 99%, the majority of teachers agreed; only 1% disagreed.



CHAPTER II

STUDENT/COMMUNITY PROFILE – OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA



CHAPTER II: STUDENT/COMMUNITY PROFILE – OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

IMPLICATIONS OF THE DATA WITH RESPECT TO STUDENT PERFORMANCE

Implications

Enrollment

Cleveland has experienced important changes in the last five years. Significantly, our student population increased to over 4,000 in the 2005-2006 school year. Though there has been a 5% decrease since then, we currently have over 3,800 students housed on a 50-year old campus originally designed for 2,400 students. The direct impact is that classes are more crowded and eleven teachers, more than 7% of the faculty, must travel to multiple classrooms throughout their teaching day. Additionally, the increase in the number of students involved in our special education program has had a direct impact on classroom availability. We have had a 33% increase in the number of students in the Special Day Program (SDP) since the last full self-study. Combined with the district's policy of a 1:12 teacher-student ratio, the increase in the number of students in SDP means that 11 of the 120 classrooms on campus are designated SDP classrooms. Currently there are no empty classrooms during the first three periods of the day.

Primary Languages

The home language survey shows that 68.4% of Cleveland's students have parents who speak a language other than English. At the least, this has an influence on how much academic support parents can provide their children if homework and other instructional materials are printed solely in English. The school sends most written communication to the students' homes in English and Spanish. However, this leaves 51 other languages or 16.6% of the families without communication in the families' primary language. This directly affects parental involvement, as translation services in these other 51 languages are not readily available at the school or through the district. Among other situations, this impacts our attendance rate, as many students must miss school to assist their families with language needs in personal matters.

Special Education

The total number of students participating in the Special Education program has increased by 73% over the past five years. In the Resource Specialist Program (RSP), there has been a 136% increase in the number of students participating. In the Special Day Program (SDP), there has been a 33% increase since the last full self-study. The overall percentage of the student body involved in both these programs has remained within the narrow range of 7%-10%. Though Black students represent 7% of the residential school population, 11% of the students in special

education classes are Black. Cleveland initiates relatively few initial Individual Education Programs (IEPs). Most of the students were identified before they entered high school. It remains a priority to transition students from special education classes into general education classes whenever appropriate. Based on 2006-2007 data, 18% of students were transitioned from special education to general education.

Gifted and Talented Education (GATE) Program

The number and overall percentage of students identified as GATE have increased over the past five years. This is a direct result of one of our 2002 WASC action plan efforts to streamline the process for identifying GATE students and expanding our School for Advanced (SAS) program. Since the last full self-study, the GATE population has increased from 23.5% to 28.6%. This implies that 28.6% of each ethnic group should be identified as GATE. However, two ethnic groups are overrepresented. Though the Asian population constitutes 12% of the student body, 64% are identified as GATE. Likewise, though the White population constitutes 16% of the student body, 49% are identified as GATE. On the other hand, two ethnic groups are underrepresented. Though the Hispanic population constitutes 60% of the student body, 15% are identified as GATE. Further, though the Black population constitutes 7% of the student body, 23% are identified as GATE, which is still less than the school's overall GATE population average of 28.6%.

Although the SAS program is part of the residential school, the ethnic makeup is similar to the magnet. The percentage of White students constitutes 27% of the SAS enrollment, and the percentage of Asian students constitutes 25%. The Black population constitutes only 5%, and the Hispanic population constitutes 37%. These percentages are typical of Cleveland's academically enriched programs, where White and Asian students represent a higher percentage of the participating students, and the Black and Hispanic students represent a lower percentage of participating students.

A similar situation is found in Cleveland's AP classes. Though White students represent 16% of the student body population and Asian students 12%, they comprise 29% and 28% of the students enrolled in AP classes. Hispanic and Black students remain underrepresented in AP classes with 60% and 7% of the student population, and only 32% and 5% of the students participating in AP classes.

Advancement Via Individual Determination (AVID)

Students participating in the AVID program do not represent the residential school male to female ratio or the same ethnic makeup. The skew is different from the magnet, SAS, and AP programs. While 51% of the student body is female, in AVID 74% are females. Additionally, while Hispanic students constitute 60% of the student body population, in AVID 75% are Hispanic. Though Cleveland actively recruits male students to continue with AVID from middle school or to join the program in 9th grade, the program remains predominantly female in

grades 9-12. It is likely that the AVID support system appeals to Hispanic females—many will become the first female in their families to attend college.

English Learners (EL)

After several years of redesignating at rates consistent with that of the district, Cleveland has made a concerted effort to increase its redesignation rate. In 2002-2003, our redesignation rate was 1.7%. Our current redesignation rate is 14.7%, which is above the district average of 13.5%. At the same time, the EL population at Cleveland has decreased by 6.3% over the last three years. This represents a 24% decrease in the number of students in the program.

Transiency and Stability Rates

The transiency rate measures the percentage of students who leave during the school year. The rates in the magnet and residential schools are different. In the magnet, the rate is 7%; in the residential school, it is 31%. The magnet school is likely to have a lower rate: there is a capped enrollment and students must apply for admission to the program. On the other hand, the residential program has a year-round open door policy. Students enroll and depart for various reasons: families move out of the area or leave the country; students in foster and group homes transition to other communities; students drop out; and, students are offered opportunity transfers to other schools.

The stability rate measures the percentage of students who enroll during the first month of school and remain for the duration of the school year. This rate is also different for both schools. The magnet rate is 93.1%, and the residential rate is 80.7%. This is consistent with the transiency rate.

Truancy Rate

The truancy rate is defined as the percentage of students with three or more unexcused absences and/or three or more tardies of at least 30 minutes. Since the first year it was reported by the state in 2004-2005, Cleveland's truancy rate has increased by 5%. The increase in the number of trancies is the result of more accurate data reporting through the implementation of a new period-by-period attendance system and a new school attendance policy.

Tardiness Rate

While our new attendance system does not allow for the calculation of schoolwide tardies, Cleveland maintains logs of period 1 tardies and logs from tardy sweeps conducted throughout the day. The results indicate that the percentage of students late to period 1 is twice as much as the percentage of students tardy to periods 2-6 combined.

Suspensions

Since the last full self-study, the suspension rate has increased from 5.4% in 2002-2003 to 6.6% in 2006-2007. Over the last three years, the category with the highest increase has been “Disruption/Willful Defiance.” In 2004-2005, this category represented 23% of all suspensions; in 2006-2007, it represented 36% of all suspensions. This is a result of stricter enforcement of the student discipline policy.

Socioeconomic Status

Free/Reduced Lunch Status

There is a great disparity between the socioeconomic levels of Cleveland’s residential and magnet students. In the residential school, 74.7% of students qualify for the federal free and reduced lunch program. In the magnet, it is 30.4%. The fact that almost 75% of residential students live below the federal poverty line creates challenges for parental involvement and academic achievement. Many parents work long and late hours, which reduces the levels of parent participation in school activities and academic support with schoolwork. Additionally, many students must work after school and on weekends to contribute to the family income. This hinders their ability to participate in after school or weekend tutorial programs.

In addition, 9.8% of all students qualify for Aid to Families with Dependent Children (AFDC) and automatically qualify for the federal school meal program. Of those receiving AFDC, 18.4% are Black. This is disproportionately higher than the 7% of Black students who comprise the overall student body population.

Parent Education Level

Parent education levels vary between the residential and magnet students. In the residential school, 28.9% of parents, who chose to respond, stated that they do not have a high school diploma. In the magnet school, only 2.7% of parents, who chose to respond, stated that they do not have a high school diploma. On the other hand, 14.4% of parents in the residential school, who chose to respond, stated that they graduated from college and/or graduate school, while 57.9% of parents in the magnet school, who chose to respond, stated that they graduated from college and/or graduate school.

Staff

Certificated

The *No Child Left Behind* Act requires all core academic teachers to be highly qualified. At Cleveland, these core academic subjects include English, mathematics, science, world languages, arts, and social science. The act mandates that these teachers hold a bachelor's degree, have state certification, and demonstrate subject matter competency in each core academic subject they teach. At Cleveland, highly qualified teachers deliver instruction in 81% of the classes. The classes considered misassigned are a result of specialized instructional needs. The magnet school's interdisciplinary, thematic program has seven teachers who have 15 misassignments. Three other teachers who are in small learning communities are considered misassigned in 20 class sections. Four world languages teachers who are currently working towards authorization are considered misassigned in eight sections. The remaining teachers who are not considered highly qualified teach specialized electives and have accrued years of professional training and practical experience.

The California education code defines an underprepared teacher as one who does not possess a crosscultural language acquisition development (CLAD) certificate, bilingual crosscultural language development (BCLAD) certificate, or their equivalents. At Cleveland, 28% of teachers are considered underprepared. Of those, 14% are teaching EL students in sheltered classes.

Student Performance Data

Academic Performance Index (API)

While we continue to meet our schoolwide API, we have not consistently met our comparable API, which measures growth targets for numerically significant subgroups, for English Learners and students in special education. The English Learner subgroup did not meet its growth targets in 2006 and 2007. The Special Education subgroup did not meet its API growth target in 2006.

Although the White subgroup met its comparable API in 2007, its score decreased by 18 points. In 2006, 504 students in this subgroup took the exam. Of those students, 64.5% were not proficient. In the residential program, 67.6% of White students were not proficient; in the magnet program, 60.6% were not proficient. In 2007, the overall number of White students enrolled at Cleveland decreased. Of the 450 students who took the exam, 55.6% were not proficient. In the residential program, 64.2% were not proficient; in the magnet program, 45.1% were not proficient. In looking at the data, there is no apparent cause of the drop in scores between 2006 and 2007. We are continuing to interview students and staff to identify the possible reason for the 18 point decrease.

On the other hand, since the last full self-study, several subgroup scores have increased: the API for African-American students has increased by 118 points; the API for Hispanic students has increased by 153 points; and, the API for socioeconomically disadvantaged students has increased by 146 points.

California Standards Test (CST)

English-Language Arts (ELA)

In ELA, CST scores have improved over the past five years. The percentage of students scoring at or above proficiency has increased: in 9th grade, there was a 15% increase; in 10th grade, there was a 6% increase; and in 11th grade, there was a 13% increase. Nevertheless, too many students are still scoring at the basic, below basic, and far below basic categories: in 9th grade, 53% are not proficient; in 10th grade, 56% are not proficient; and, in 11th grade, 47% are not proficient.

Mathematics

CST scores in mathematics have improved over the past five years, with the exception of general mathematics. On the General Mathematics CST, scores show that 88% of students are not proficient. While Algebra I scores have improved by 10%, 67% of students are not proficient. Similarly, while geometry scores have improved by 18%, 54% of students are not proficient.

Science

Since the last full self-study, CST scores in science show small improvements. Of those taking the Integrated Coordinated Science (ICS) exam, 92% of the students tested are in the basic, below basic, and far below basic categories; this is consistent with the state average of 90%. In analyzing the ICS data, it should be noted that students in 9th grade are required to master standards that are found in chemistry and physics courses. While the Biology CST scores have improved by 6%, 60% of students are still not proficient. Although it has only been given for two years, the Life Science CST showed a little improvement with a 1%. It should also be noted that 42% of the standards assessed are life science standards taught in previous years in middle school. In chemistry, scores have increased by 12%, but 69% of students are still not proficient.

Moreover, up until this year, 9th grade students enrolled in the special day program were placed in physical science because it met the students' IEP goals and objectives. This resulted in students taking the Earth Science CST, which is more closely aligned to the physical science standards. However, physical science is not an a-g course. In an effort to hold all students to a high standard of achievement and allow all students access to a rigorous and challenging instructional program, 9th grade students in special education are now enrolled in ICS, which meets one of the a-g course requirements. In 2008, students will take the appropriate ICS CST.

There is a need to increase the percentage of underrepresented students fulfilling graduation requirements, completing the minimum 15 a-g required courses, and enrolling in higher level classes.

Implication: The data shows that all other statistically significant subgroups are not performing at the same levels as the Asian and White subgroups. This includes lower graduation rates, completion rates of UC/CSU requirements, and enrollment in honors and AP courses.

Conclusion: As a result, there is a significant achievement gap among subgroups and their ability to meet the following schoolwide learning results: Educated Young Adults, Self-sufficient Individuals, and Long-range Planners.

QUESTIONS RAISED

1. What support structures are in place to assist students in mastering the state standards and achieving the ESLRs?
2. How are decisions made by all shareholders to assist in student achievement and mastery of the ESLRs?
3. What instructional programs exist to increase student achievement of the academic standards and ESLRs?
4. What instructional strategies are used to assist all students in meeting state standards and achieving the ESLRs?
5. How are all shareholders supporting our special needs populations in achieving state standards and ESLRs?
6. How do we close the achievement gap among all subgroups?

Social Studies/History

CST scores in social studies/history have improved slightly over the past five years. However, scores in world history show that 66% of the students are not proficient. Even though the proficiency levels of students taking the U.S. History CST is higher than the state average of 35%, only 47% of our students are scoring at or above the proficiency levels.

California High School Exit Exam (CAHSEE)

Cleveland's 10th grade students outperform the district and state's CAHSEE pass rates. Nevertheless, two subgroups, Students with Disabilities and ELs, score significantly lower than the schoolwide 81% pass rate in ELA and 85% pass rate in mathematics. Students with Disabilities have a 22% pass rate in ELA and 35% pass rate in mathematics. EL students have a 33% pass rate in ELA and 56% pass rate in mathematics.

Adequate Yearly Progress (AYP)

While all numerically significant subgroups met the 2007 AYP criteria in ELA and mathematics, the Students with Disabilities and EL subgroups have a high percentage of students who tested below proficiency. Students with Disabilities have an 18% proficiency rate in ELA and 17% proficiency rate in mathematics. EL students have a 23% proficiency rate in ELA and 46% proficiency rate in mathematics.

Periodic Assessment

In English, students score lowest on the second periodic assessment, which encompasses expository reading and writing. Only 24% of 9th grade students are proficient, and 20% of 10th grade students are proficient.

Periodic Assessment scores in both ICS and biology show that most students are not scoring at proficient levels. This is consistent with the low scores on the CSTs. In ICS, less than 10% are proficient, and in biology, less than 13% are proficient.

Advanced Placement (AP)

Cleveland's 2007 overall AP pass rate of 59% is higher than the district average of 43% and the state average of 57%. Nevertheless, several AP course pass rates are lower than our school and national averages. These include chemistry at 30%, computer science at 0%, macroeconomics at 36%, U.S. government at 17%, and statistics at 30%. This year, the AP chemistry teacher has been provided with the necessary laboratory equipment to conduct all college-level labs. Neither the computer science nor macroeconomics courses are being offered because of a lack of interest. Further, there has been a change in AP statistics instructors, and we are looking to train additional AP U.S. government teachers.

a-g Requirements

The percentage of students fulfilling the a-g requirements by graduation is 60.4%. This is higher than the district average of 45% and the state average of 36%. Nevertheless, two subgroups fulfill the a-g requirements at a lower rate than the schoolwide average: Hispanic students at 45.7% and Black students at 51.9%.

Grade-Level Algebra

The district policy is that all 9th grade students enroll in Algebra IA or higher during the fall semester. From fall 2005 to fall 2007, the percentage of 9th graders enrolled in Algebra I or higher has increased from 92% to 96%. These figures do not take into account those who are repeating 9th grade due to a shortage of credits, and may be taking Algebra I at the community college or in adult school. Also, a smaller percentage of these repeating 9th graders may have fulfilled their mathematics requirements and therefore, are not enrolled in a mathematics class.

The Mathematics Department policy is that all students need the fundamental skills necessary to be successful in algebra. To achieve this end, any student who is unsuccessful in Algebra IA during the fall semester is reassigned to a Math Tutorial Lab A course. As a result, each spring, there are fewer 9th grade students enrolled in Algebra IB than in the fall Algebra IA course. After successful completion of the Math Tutorial fundamentals course, students then retake Algebra 1AB.

Ds and Fs

The English Language Development (ELD) and Mathematics Departments consistently have the highest D and F rates. EL students experience both a language proficiency gap and cultural differences that may affect their academic achievement. Mathematics students in the lower level classes are failing at a higher rate.

Completion Rate

Since the last full self-study, we continue to have a larger 9th grade population than a senior one. The 9th grade class does include students who have been retained due to a shortage of class credits. Cleveland's 1-year dropout rate has decreased over the past five years from 3.2% to 2.0%. Our 4-year drop out rate is 10.2%, which is still lower than the district average of 25.4% and the state average of 14.1%. Nevertheless, two subgroups have a higher dropout rate than the schoolwide average: Hispanic students at 13.6% and African-American students at 11.5%.

Post-Enrollment Data

Since the last full self-study, more graduates are opting to attend two-year colleges or to enter the workforce immediately after graduation. Enrollment in two-year colleges has increased from 41.4% in 2003 to 44.9% in 2007, an increase of 3.5%. Given the high percentage of Title I students at Cleveland and the increase in tuition rates for post-secondary education, this trend is not surprising.

In 2003, 1% of graduates stated that they were entering the workforce upon completion of high school. In 2007, this figure was 9.3%. The 8.3% increase in the number of students choosing employment is significant. This is expected, given the high percentage of students living at or below the poverty line and the students' need to contribute to their families' household income.

CRITICAL ACADEMIC NEEDS

Based on the data, Cleveland has determined three critical academic needs:

- There is a need to increase student outcomes in English, social studies, mathematics, and science, especially in introductory mathematics and science courses.
- There is a need to increase student outcomes for English Learners and students in special education.
- There is a need to increase the percentage of underrepresented students fulfilling graduation requirements, completing the minimum 15 a-g required courses, and enrolling in higher level classes.

There is a need to increase student outcomes in English, social studies, mathematics, and science, especially in introductory mathematics and science courses.

Implication: The data indicates that too many students in the core academic courses are not meeting proficiency levels, especially those enrolled in Algebra I and Integrated Coordinated Science.

Conclusion: There is thus a marked difference between student outcomes and student achievement of the following expected schoolwide learning results: Educated Young Adults, Self-sufficient Individuals, and Long-range Planners.

There is a need to increase student outcomes for English Learners and students in special education.

Implication: The data reveals that both the EL and Students with Disabilities subgroups have been struggling to meet proficiency levels in all academic areas.

Conclusion: This, in turn, indicates a discrepancy between student achievement and our efforts to help students master the following expected schoolwide learning results: Educated Young Adults, Self-sufficient Individuals, and Long-range Planners.

CHAPTER III

PROGRESS REPORT



CHAPTER III: PROGRESS REPORT

This progress report contains schoolwide critical areas for follow-up from the last full self-study in 2002 via the Focus on Learning Midterm Report and the On-site Review Committee Report of 2005. The first section documents our progress from 2002-2005, and the second section documents our progress from 2005-2007. As evidenced, much progress has been made in addressing each of the critical areas of follow-up, which were embedded in our schoolwide action plan.

Schoolwide Critical Areas for Follow-Up:

1. Investigate the advisability of professional development and teacher training concerning effective implementation of rigorous standards based instruction that emphasize California Standards for the Teaching Profession (CSTPs).
2. Implement methods for data accumulation and assessment that document student achievement of ESLRs and content standards.
3. Encourage staff to utilize data to improve instruction for all students in all areas.
4. Structure a clear plan for schoolwide decision-making.
5. There is a pervasive attitude that magnet school students are held to a different level of both behavior and academic performance.
6. Revisit the vision statement, mission statement, and school beliefs to ensure that they reflect the staff's educational beliefs and student needs reflecting current educational research.
7. Development of curriculum linking instructional strategies, content standards and ESLRs should continue.

Our action plan consists of 3 major areas of emphasis: academic and personal growth, professional development, and stakeholder collaboration. Both the school vision and the ESLRs were addressed in the development of the action plans.

The Accreditation Leadership Team, in collaboration with the Curriculum Council, School Leadership Council, and School Site Council, serves as the action plan committee. The duties of the committee include overseeing the follow-up procedures and monitoring the implementation of the action plans. Stakeholder groups discuss action plan items at weekly, semi-monthly, monthly, and annual meetings. The implementation of the action plan has guided our reform efforts from the fall of 2002 until the present.

The action plan follow-up process was designed to ensure that the growth needs and goals of the action plans were achieved. This process involved the ongoing evaluation of student achievement indicators and profile data as a basis for making changes in instructional practices, curriculum development, student support services, and new program implementation.

To ensure and facilitate ongoing implementation of the schoolwide action plan, specific programs and activities were developed to gauge our progress and serve as evidence in direct response to the 7 schoolwide critical areas for follow-up from the last full WASC self-study. The programs and activities identified throughout all three areas of the action plans included in this report represent our progress since September 2002.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

2002-2005

Recommendation 1:

Investigate the advisability of professional development and teacher training concerning effective implementation of rigorous standards-based instruction that emphasizes California Standards for the Teaching Profession (CSTPs).

Professional Development

Since the fall of 2002, 8 of the 16 LAUSD Professional Development days and the 3 State Buy Back days each year have focused on the CSTPs. In addition, departments have examined State blueprints and identified power standards in content areas. Teachers reached consensus on proficiency levels for mastery, determined appropriate instructional materials, designed assessment tools, and analyzed student work in accordance with District and department-established rubrics.

The remainder of the Professional Development days has been utilized to address schoolwide instructional and operational matters, including other items in our WASC Action Plan. This includes 2 annual technology sessions, which offer teachers workshops to increase their knowledge of technology-based instruction and to acquire in-service on technology-driven managerial software.

Moreover, LAUSD has offered extensive staff development for English and ELD teachers so that they could effectively implement rigorous standards-based lessons using the newly adopted Prentice Hall and Hampton-Brown High Point textbooks. Each staff member participated in at least 2 full days of mandatory training in those materials.

We have moved from annual Performance Assignments, a Districtwide writing assessment to facilitate consistent holistic scoring, to the tri-yearly Periodic Assessment, which also utilizes rubric assessment.

Additionally, the Math, English, Science, Social Studies, and Art Departments meet semi-monthly at lunch to share best practices related to standards-based lessons.

Teacher Training

Since the full 2002 self-study, Cleveland, in accordance with suggested LAUSD practice, has modified the Stull Evaluation Initial Planning Sheet and Stull Evaluation to include items from the CSTPs. Teachers new to Cleveland also attend a series of new teacher orientation meetings that focus on these standards. Likewise, teachers and administrators continually participate in trainings for ELA, ELD, and math curricula. One administrator completed AB75 training. The remaining administrators will receive AB75 training in fall 2005. At the Local District level, administrators, department chairs, literacy coaches, and teachers attend seminars and workshops on secondary literacy and math, Periodic Assessments, LANGUAGE! program, AVID, differentiated instruction for special needs population, effective lesson planning, and design-based learning. The Math Department has spent numerous hours of professional development focused on instructional practices in math standards, especially in Algebra I. Many staff members keep current of pedagogical trends and materials in their subject fields by participating in local and national in-services, retreats, college courses, credential certification programs, fellowships, Urban Educational Partnership, and Local District seminars. Many use professional development funds to attend these workshops while others finance them independently. Teachers share lessons, resources, and strategies they acquired with colleagues. Those receiving Title I, Bilingual, or GATE funds must evidence how resources relate to discipline-specific areas of study, align with State standards, and increase student achievement.

Departments continue to analyze and refine instructional practices:

- The English Department has semi-monthly lunch meetings where teachers share best practices and engage in lesson study.
- The Art Department meets weekly, collaborates, and has intra-departmental Learning Walks.
- The Math Department has course-specific meetings and has established intra-departmental classroom observations.
- Grade-level magnet teachers meet weekly to assess student achievement and plan standards-based instruction.
- Small learning communities adhere to standards-based programs:
- Media Academy teachers align courses with State Visual Arts Standards.
- Interdisciplinary Studies students regularly analyze aesthetics in various artworks and mediums, applying this knowledge in unit essays.
- Academy of Art and Technology's interdisciplinary thematic approach enables 9th grade English, science, art, and health classes to examine topics from varied viewpoints and content standards. In 10th grade, units are based on World History, Art, and ELA standards. A similar approach applies to 11th and 12th grade classes. AOAT's steering committee has representatives from postsecondary institutions and industry representatives to ensure curriculum alignment.

Departments further meet to exam rubrics and assessments to evaluate student progress:

- The ELD Department uses High Point and Prentice Hall textbooks, District rubrics for writing assessments, and portfolio rubrics to evaluate student mastery of standards.
- The Foreign Language Department designs assessment tools, uses a uniformed rubric, and compares assessment results.
- The Industrial Arts Department assesses students through project-based learning, using both criteria charts and rubrics.
- The Magnet created a writing workshop so that all teachers could use standardized writing techniques across their curricula.
- Both the Math and English Departments have examined State and District assessment data and modified their instruction as appropriate.
- The English Department has aligned its core literature to content standards. Additionally, members of the department have participated in Performance Assignment and Periodic Assessment scoring sessions to assess reader-rater reliability.
- The departments have continued to map content standards across grade levels to achieve continuity of instruction:
- The English Department has developed core literature lists based on identified power standards. Additionally, the department has completed curriculum mapping for both grammar and composition.
- The Math Department uses a pacing plan and has conducted “vertical alignment” team meetings. It also engages in extensive articulation with our feeder middle schools. Last year, the Department hosted Math teachers from Northridge and Sutter Middle Schools to discuss alignment of their curricula.
- The Physical Education Department uses State assessment data and rubrics to determine fitness goals.
- The Social Studies Department has created uniformed rubrics and mapped its curriculum chronologically and/or thematically.

Recommendation 2:

Implement methods for data accumulation and assessment that document student achievement of ESLRs and content standards.

Analysis of State Assessment Data

The principal receives CST, CAHSEE, CELDT, SABE, and APRENDA results from the District and attends meetings where analysts assist with data interpretation. The administrative team then analyzes the data during the summer and reviews results with department chairs for further analysis and input. At our first Buy Back day, prior to the start of school in September, the principal shares data with the staff through the “State of the Land” Report that summarizes our progress. After this presentation, departments meet to discuss the data as it relates to their content areas. Departmental goals for the year, instructional priorities, and objectives are decided. Additionally, the data is shared and discussed with stakeholder groups.

Analysis of District Assessment Data

The English-Language Arts (ELA) and Math Periodic Assessments yield two different benchmarks that provide immediate feedback on student performance: an objective section scored by Edusoft technology and a writing component scored holistically by department members. ELA and math teachers use the data for re-teaching opportunities and revising instructional delivery. The Literacy Coach shares results with all departments and assists in designing standards based lessons.

Analysis of Teacher Assessment Data

Teacher analysis of student mastery of content standards has remained fairly consistent. Teachers use a variety of multiple assessments and utilize criteria charts and rubrics to establish proficiency levels. Student achievement is routinely communicated to parents: report cards, parent conferences, phone calls, and email.

Departments further meet to monitor student achievement:

- ELD uses CELDT scores for student placement and curriculum analysis
- Math provides pretests for initial placement and conducts ongoing assessments that allow for regrouping students as needed
- English analyzes CST scores to target areas for improvement. Classroom portfolios are used to monitor writing progress
- Foreign Language assesses students at the beginning and end of the year to ensure correct placement of students

Recommendation 3:**Encourage staff to utilize data to improve instruction for all students in all areas.**

In department meetings, teachers examine standardized tests scores and analyze them in accordance with the State blueprints for their content areas. As a result of that analysis, department members have identified, by subject and grade level, power standards and rubrics for assessing those standards. Last year, staff members were required to submit curriculum maps for their subject(s).

The Literacy Coach has worked with teachers in traditionally “non-academic” areas to include literacy in their curriculum. Representative examples include:

- Physical Education students writing essays that describe how to play a sport
- Art students composing essays that compare two works of art
- Industrial Arts students writing “how-to” compositions
- Math students describing problem-solving steps in sentences and paragraphs

In departments, data is utilized to improve instruction for all students: the Math Department continually assesses data to identify student strengths and growth areas. Immediate intervention may include: regrouping into a more appropriate math class, recommending tutoring, and using special materials including teacher-devised worksheets and methods for enrichment or remediation. In the English Department, teachers target below-proficient students and provide them with review or reinforcement of skills, as appropriate. In Foreign Language classes, teachers have emphasized writing skills in both the primary and target language to enhance cognitive academic language proficiency in both languages. Additionally, the Social Studies Department aligns its curriculum with the type of writing assessed by the District ELA Periodic Assessment.

Other departments that utilize data to improve instruction include:

- Special Education, which looks at KTEA test results to determine or modify student IEP goals
- Physical Education, which uses State-mandated Fitness Gram results to plan its lessons
- Health, which has incorporated more charts and graphs to reinforce mathematics skills and increased its use of writing assessments to enhance student literacy

Recommendation 4:**Structure a clear plan for schoolwide decision-making.**

Since 2002, schoolwide decision-making has become much more inclusive and comprehensive. There are several groups of stakeholders who assist in the decision-making process. Administrative staff members are present at all of these meetings to act as liaisons among the councils and the school.

Categorical Program Councils

- Compensatory Education Advisory Council (CEAC): also called Title I Council
- English Learners Advisory Council (ELAC): also called Bilingual Council
- School Site Council (SSC)
- Each year, an orientation is held at the school. A staff member from the Local District Office of Compliance runs the orientation and conducts elections in accordance with Federal and State mandates. These councils are governed by District, State, and Federal guidelines.
- Parent/Community Support Groups
- Friends of Cleveland (Booster Club)
- Korean Parents Association
- Parent, Teachers, Students Association (PTSA)
- Governing Councils and Groups (noncategorical)
- Accreditation Leadership Team
- Curriculum Council
- Departments
- Student Leadership Class
- School Leadership Council
- United Teachers of Los Angeles (UTLA)

Parents group and council meetings are publicized on the school website, in the bi-weekly bulletin, in the monthly and yearly school calendars, in parent newsletters, and/or through the automated school messenger. Translation assistance is available, as appropriate.

Recommendation 5:

There is a pervasive attitude that magnet school students are held to a different level of both behavior and academic performance.

Acknowledging that some misconceptions were pervasive on campus, special efforts were made to dispel the myth, raise awareness, and ensure equity. A Unity Task Force consisting of residential and magnet students and teachers met weekly to discuss and implement strategies to address this recommendation.

A student-led professional development session generated from these meetings. Findings indicated that magnet and residential students are equally represented in Student Leadership, grade-level councils, in athletics, and activities. Both groups have many classes together. The Media Academy brings together students from both the residential and magnet schools. Magnet teachers instruct residential students and vice-versa. AP and higher-level classes are open to and include students from both the residential and magnet schools.

In addition, over the last two years, the Career and College Office has made a concerted outreach effort to residential students. This has resulted in more students from the residential school signing up for admissions tests, applying to more colleges and universities, and getting accepted at a increased rate.

Recommendation 6:

Revisit the vision statement, mission statement, and school beliefs to ensure that they reflect the staff's educational beliefs and student needs reflecting current educational research.

In accordance with our WASC action plan, during the fall of 2002, the Accreditation Leadership Team discussed the recommendation with our different stakeholder groups. We began at step 1: to define what Cleveland students needed to know and be able to do upon graduation. Stakeholders were encouraged to submit ideas, articles, and studies on current educational trends and practices, as well as issues and concerns to the Accreditation Leadership Team. Throughout the spring of 2003, the team used this data as a foundation for further study. From this information, initial drafts of the mission and vision statements were developed.

The following semester, we communicated our mission and vision to all stakeholder groups and still, much discussion arose surrounding specific language and goals in the statements. As a result, in the spring of 2004, a survey was administered to determine if the mission and vision statements needed further revisions. The results indicated a need to modify the existing statements. After meetings with different stakeholder groups, the Accreditation Leadership Team drafted new mission and vision statements to reflect, chart, and affirm our current direction.

As a result of that collaboration, our mission and vision statements now read:

Mission Statement

Cleveland High School's mission is to foster academic and personal success through lifelong learning in a culturally diverse and technologically advanced world.

Vision Statement

Cleveland High School is a partnership of teachers, staff, administrators, parents, students and community stakeholders who share the obligation of providing a safe and supportive learning environment. Our vision is to empower students to maximize their academic potential through rigorous standards-based instruction. We will facilitate our students' abilities to engage in critical thinking, develop personal and social responsibility, and utilize technology as a creative and productive tool in order to pursue post-secondary opportunities.

There is consensus among our stakeholders that the mission and vision statements reflect our educational beliefs, current educational research, and address our ESLRs.

Recommendation 7:**Development of curriculum linking instructional strategies, content standards, and ESLRs should continue.**

ESLRs are our general “umbrella” statements of goals for our students. Those goals are being achieved by using instructional strategies such as the Nine Principles of Learning to deliver rigorous, standards-based curricula. This is being done daily, schoolwide. Our reorganization into small learning communities, where content standards are linked to interdisciplinary curriculum, holds promise for increased student motivation and achievement.

Current research, State standards and frameworks, discipline-specific content standards, and performance objectives continue to be used for discussions that lead to curriculum modification. Achievement indicators and disaggregated data from State and national assessments assist department members with lesson planning. Schoolwide, departments developed power standards that focus on essential standards students encounter on criteria and norm-referenced tests, and have mapped their curricula accordingly. Examination of student work in relation to State standards is ongoing.

In professional development and department meetings, teachers participate in lesson study and develop grading rubrics. ELA and math staff use District Instructional Guides and Periodic Assessments to plan curricula, analyze standards, and scaffold instruction to improve teaching practices to move students to the proficient level or above. We made additional efforts to address literacy and math by providing tutoring throughout the day, after school, and at times, on Saturday. We reduced class size in freshmen English and Algebra I classes and purchased Prentice Hall standards-based textbooks that focus on the CAHSEE. We established an elective developmental readers and writers course that uses the LANGUAGE! curriculum and provide an AVID program. The District funds an on-site, full-time literacy coach to support teachers in using strategies to implement literacy across the curriculum.

Our comprehensive curriculum provides a strong, standards-aligned program for all students that continue to address the ESLRs. Literacy cadre members, made up of curricular representatives from science, social studies, ELA, math, ELD, and the literacy coach meet regularly with content teachers to ensure students receive a balanced curriculum. They analyze schoolwide data and student work samples, paying close attention to all subgroup results. This process informs instruction, develops sound, research-based intervention and teaching practices, and monitors student progress. In addition, ELA and math teachers regularly analyze, reflect, and modify lessons to help students meet proficient levels.

Growth Area 1: Academic and Personal Growth

Statement: There is a need to develop programs and procedures to ensure the academic and personal growth of ALL students.

Rationale: Disaggregated data revealed that not all subgroups are achieving at high rates of success in academic content areas and on district and state assessments. Self-study also suggested the need to expand alternative educational options for at risk and special needs populations.

Continue to identify students with academic skills gap and offer support electives, tutoring, and extended learning programs

1. Provide a cohesive plan to identify, assist, and monitor at-risk students' progress

- Single Plan for Student Achievement
- After school tutoring programs in English and math
- After school and Saturday CAHSEE Intervention classes
- After school and lunchtime tutoring by individual teachers
- AVID tutoring by 12th graders
- AVID tutoring partnership with Milken High School
- Reading proficiency tests to determine academic intervention
- Re-program students every semester in math to ensure skills intervention
- Language Acquisition Team meetings, as needed
- Saturday school for ELs
- Math Department diagnostic tests used for initial placement
- Articulation with middle schools to develop process to identify entering students needing Language! and lower-level math classes
- Four-part attendance policy monitored by full time Attendance Dean
- Regular meetings of Student Success Team (SST)
- Peer Counseling Program
- Life Skills teacher workshop on AVID methodologies

2. Increase literacy proficiency for ELs through use of uniform language acquisition program

- Professional development for ELD teachers using High Point textbook
- Use of Prentice Hall textbook in ELD 3 and 4
- Saturday school for ELs
- Alternative Bilingual Program
- Portfolio Assessment

3. Examine ways to increase enrollment and achievement of underrepresented minorities in advanced courses

- Expansion of AVID program to provide support for transition to advanced courses
- Additional sections of AP courses
- More College Office outreach via classroom visits, small learning community presentations, assemblies, and newsletters
- Counselor outreach via classroom presentations
- Establishment of “The Village” to focus on needs of African-American students
- Identification and active recruitment of underrepresented minorities in Math Department
- Use of multicultural materials and culturally relevant assignments in Art, English, and Health Departments
- Mandatory enrollment of School for Advanced Studies (SAS) students in AP World History, AP English Language, AP US History, AP English Literature, and AP Government

4. Identify incoming middle and average range freshmen and encourage enrollment in AVID and Media Academy programs

- Increased outreach and visitations to feeder middle schools
- Increased availability of data and opportunity for data analysis from feeder schools
- Implementation of Small Learning Communities (SLCs) grant to enhance and expand existing programs
- 8th parent informational meetings
- SLCs program brochures provided to middle schools and parents

5. Streamline procedure for identifying GATE students; expand SAS program to provide for special needs of gifted students

- Early, multiple identification process established by GATE Coordinator, using data analysis and teacher recommendations
- Articulation with feeder schools to provide accurate data for better identification of potential students
- Expansion of SAS program into all grade levels
- SAS tours for 8th grade parents and students
- Increased outreach by College Adviser
- Regular meetings with SAS teachers and coordinator
- Use of GATE funds to enhance curricula (e.g. assemblies, guest speakers)
- Use of funds by GATE teachers for training in differentiated instruction

6. Pursue efforts to encourage all students to become involved in enrichment programs

- Increase in number of SLCs with students who have common teachers and curricular opportunities
- Counselors assigned to SLCs for more personalized attention
- Addition of Pierce and Santa Monica Community College classes before school and on Saturdays
- Increased use of Title I, Bilingual, and GATE funds for enrichment activities
- Over 40 clubs, interest groups, and student activities
- Implementation of service learning component in SLCs

7. Explore opportunities to provide additional vocational course offerings in business and technical arts

- Media Academy (MA) partnerships with Workplace Hollywood, Academy of Motion Picture Arts and Sciences, Hollywood Foreign Press, Coca-Cola, Nissan Motors, Imageworks, and USC School of Film
- MA collaboration with International Documentary Association to develop Docs Rock program
- Robotics course
- Establishment of Academy of Art and Technology (AOAT)
- AOAT partnerships with National Academy Foundation, Continental Art Supplies, and La Plaza Market
- More computer electives offered
- Increased Regional Occupational Center (ROC) and Regional Occupational Program (ROP) offerings
- KCAV TV Broadcasts
- Skills USA
- Industrial arts partnerships with Chrysler Motors and National Hot Rod Association
- Planning stages for Health Careers SLC and Urban Planning SLC

8. Refine programs to increase student motivation by providing rewards for achievement of ESLRs

- Expansion of Renaissance program to include yearly recognition breakfast,
- T-shirts, and semi-monthly lunch activities
- Establishment of Sunshine Awards
- Interdisciplinary Studies Awards Ceremony
- SAS Film Festival
- Monthly Media Academy Film Festivals
- Certificates and recognition for students passing CAHSEE
- Undergraduate awards certificates sponsored by Leadership class
- Use of PA system, KCAV TV, and school publications to emphasize and recognize academic achievement and good citizenship

Growth Area 2: Professional Development

Statement: There is a need to establish systematic professional development programs and procedures to provide opportunities for staff-identified growth needs.

Rationale: Self-study determined a need to offer ongoing opportunities to ensure that faculty is trained in current, effective teaching strategies and is equipped to integrate technology into instructional practices.

Expand opportunities for faculty to share and hone California Standards for the Teaching Profession and content-based practices as a school, in departments, and with teaching teams

1. Analyze and refine instructional practices
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 1
2. Examine rubrics and assessments to evaluate student progress
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 1
3. Design discipline-specific resource materials for professional development
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 1
4. Map content standards across grade levels to achieve continuity of instruction
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 1
5. Compile and analyze student data that document student achievement of the ESLRs
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 2 and Recommendation 3

Growth Area 3: Stakeholder Collaboration

Statement: There is a need to expand programs and procedures to strengthen communication and participation among all stakeholders.

Rationale: Collaboration and involvement of the whole school community (administrators, staff, students, families, local businesses, community agencies, feeder schools, and educational institutions) strengthen students' academic and personal growth.

1. Maintain existing parent support groups while encouraging greater involvement

- Korean Parents Association Luncheon
- PTSA Membership increase in 2003-2004
- Increased participation with Friends of Cleveland Booster Club, including first major fundraising dinner, 2003-2004
- Increased attendance at Parent Institute
- Increased participation and attendance at Compensatory Education Advisory Council (CEAC) and English Learners Advisory Council (ELAC) meetings
- Reactivation of School Leadership Council
- Use of new automated messenger for parent communication
- New Cleveland website
- Establishment of August Freshmen Orientation for incoming 9th graders and parents
- Enhancement of Communique, monthly parent newspaper produced by Journalism class
- New Parent Center bungalow to increase parent involvement during school hours

2. Improve articulation with feeder schools

- Active recruitment by SLCs at middle schools
- Math Department meetings with feeder middle school teachers
- Literacy Coaches' meetings with feeder middle schools
- Freshman Orientation in August
- Implementation stages to develop Freshmen Center with counselor and coordinator
- Communication and articulation with AVID middle school staff
- Increased articulation with middle and high school administration staffs at Local District meetings
- Mailers and brochures provided to middle school parents about our SLCs

3. Design ways to encourage community relations with local, county, and state educational and community agencies
 - Articulation with Pierce, Mission, Valley Colleges
 - Addition of Pierce and Santa Monica Community College classes before school and on Saturdays
 - Collaboration with El Proyecto del Barrio
 - Additional outreach services provided by CSUN through EDFUND grant
 - Referral service through Child and Family Guidance Center
 - Membership in California League of High Schools
 - Recognized in 2003-2004 for outstanding school-to-work programs by the Valley Economic Alliance
 - AOAT partnerships with National Academy Foundation
 - Implementation of service learning component in SLCs
 - Collaborations with Miller High School and on-site Early Education Center

4. Pursue additional avenues to develop business partnerships; increase school-to-career initiatives
 - Business collaborations through ROC and ROP
 - Art Department annual job fair for art careers
 - Membership in San Fernando Valley Economic Alliance
 - Career Office outreach, including El Proyecto del Barrio and YES to Jobs
 - AOAT partnerships with National Academy Foundation
 - Implementation of service learning component in SLCs
 - Art Department partnership with CSUN
 - Collaboration with CSUN Department of Education to place student teachers at our school
 - AOAT partnership with DeVry Institute
 - Media Academy (MA) partnerships with Workplace Hollywood, Academy of Motion Picture Arts and Sciences, Hollywood Foreign Press, Coca-Cola, Nissan Motors, Imageworks, and USC School of Film
 - Implementation stages of establishing a Health Careers and Urban Planning SLCs, each partnering with local businesses
 - Robotics course
 - Listening for Greatness

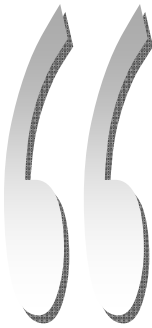
5. Explore options and methods to conduct follow-up studies of graduates
 - Collaboration with myfootpath.com to analyze data and assess longitudinal data on graduating seniors, beginning with the class of 2006

6. Address the committee's recommendation to revisit the vision statement, mission statement, and school beliefs to ensure that they reflect the staff's educational beliefs and student needs reflecting current educational research
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 6
7. Address the committee's recommendation that there is a pervasive attitude that magnet school students are held to a different level of both behavior and academic performance
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 5
8. Address the committee's recommendation to structure a clear plan for schoolwide decision-making
 - See SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP: Recommendation 4

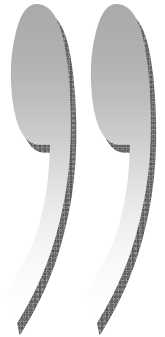
SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

2005-2007

The WASC Midterm Visit occurred on May 5, 2005. The committee reported that



Grover Cleveland High School has embraced and made significant progress on the areas of growth that were identified by the previous visiting committee. Out of the seven needs that were identified three years ago, there remain only three on which the school should continue to focus their attention, emphasis, and activities: 1) Facilitate the school plan for schoolwide decision making, 2) Hold all students to a high standard of achievement, and 3) Allow all students access to a rigorous and challenging instructional program.



1. Facilitate the school plan for schoolwide decision-making.

Since the 2005 midterm visit, 54% of the teaching staff is new. In addition, the current administrative staff is new to Cleveland with the exception of one administrator who was on staff as a teacher during the 2002 full self-study.

One of the goals of the new administration is to actively involve shareholders in the decision-making process. The governing bodies and councils adhere to all established bylaws and actively participate in the decision-making process to facilitate student achievement.

- School Site Council
- School Leadership Council
- Curriculum Council
- English Learner Advisory Council
- Compensatory Education Advisory Committee
- PTSA and Cleveland Parents
- SAS Parent Association
- Korean Parents Association
- Magnet Parent Association
- Small Learning Community Teams
- Cleveland High School Faculty and Staff
- Cleveland High School Student Body
- CHS Leadership Class

2. Hold all students to a high standard of achievement.

Since the midterm visit, Cleveland has continued to hold all students to a high standard of academic achievement. To this end, we focused on teacher training and professional development, student assessment, and data-analysis.

Professional Development

- Professional development on data analysis
- Seminars and retreats to share best practices
- Department designed rubrics
- Lead teachers in core subject areas attend 3 professional development seminars per year to improve periodic assessment/CST scores
- Professional development on the implementation of standards-based instruction
- Teacher training on *High Point* for ELD teachers
- Math teachers attend 2 local district algebra workshops twice a year
- Teachers attend local and national subject matter conferences
- New teacher in-services at Cleveland
- New teacher workshops on California Standards for the Teaching Profession
- The Media Academy arranged for Apple personnel to come to Cleveland HS campus to explain, train, and assist teachers to develop curriculum using iPOD Casting within their classrooms
- APPLE certified course is offered to teachers and students
- Technology courses for teachers in Final Cut Pro
- Implementation of career pathways in small learning communities
- Humanitas training on and off-campus
- One-day seminars and lectures for our educators in the field of computer graphics including Animation, Visual Effects, Motion Capture, Multi-Media, Internet and Web Design, and Virtual Reality
- Digital Coast Educators provides seminars and training to our teachers 3-5 times a year
- IDEAS Workshops at Los Angeles Valley College in partnership with Illustrators and Matte Artists Local 790 offers classes to teachers
- Sony Picture, Imageworks, Rhythm and Hues offers support in the integration of technology into the curriculum

Assessments

- Implementation of departmental periodic assessments in English, math, and science
- Periodic assessment and CST results used to evaluate student progress
- Diagnostic tests in English, math, and world language utilized to place students in appropriate classes
- Teachers assess each student's mastery of the standards through multiple assessments
- API an AYP have been communicated to staff as well as individual student scores on CST, CAHSEE, and CELDT for the ELD department

- Senior Career portfolio
- Math teachers of the same subjects use CST scores as a tool for peer assessment and instructional delivery modification
- Special Education teachers assess students with KTEA II
- Small learning communities develop curriculum maps and meet regularly to analyze and discuss CST data and student progress.
- All

In addition, schoolwide we have

- Increased the number of students taking the PSATs in grades 9-11
- Increased the enrollment in honors and AP classes
- Increased the number of honors sections available in all small learning communities
- Increased the number of a-g course offerings
- Implemented standards-based curriculum for all academic content areas
- Implemented standards-based textbooks for all academic content areas
- Conducted additional Career and College Center outreach to classes and through the use of newsletters
- Created newsletters or websites for all small learning communities to communicate expectations and standards
- Designed four-year individual learning plans for each student

3. Allow all students access to a rigorous and challenging instructional program.

Cleveland continues to encourage student participation in a rigorous and challenging instructional program through a wide range of activities.

- Implementation of small learning communities to address multiple needs of students
- Small learning communities work to create interdisciplinary or thematic curricula tied to career pathways
- Teachers participate in lesson study and share best practices aligned to academic standards and expected schoolwide learning results
- Mathematics and science have pacing plans to ensure all students have a common curriculum
- Standards-based textbooks used in all academic content areas
- Individual Education Program (IEP) goals must align with academic standards
- RSP collaboratives in English and mathematics mainstream students in special education into general education classes
- Open access policy for AP classes and college courses on campus
- Availability of honors courses in all small learning communities
- Tutoring offered to supplement instructional programs
- Expansion of School for Advanced Studies program to address needs of GATE students in the residential school

CHAPTER IV

SELF-STUDY FINDINGS



A: ORGANIZATION

VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES



Mission statement:
**To allocate resources and utilize to help students
succeed**

CHAPTER IV: SELF-STUDY FINDINGS

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1: Vision and Purpose; A2: Governance ; A3: Leadership and Staff

Sara Bacon (parent)	Dorly Goodman	Theresa Quandt
Wayne Basinger *	Keisha Gorecho (student)	Elias Rodriguez
Cara Blumfield	Gennadiy Gyulnazarov	Don Runyan
Coleen Bondy	Rita Hall	Michael Shanahan
Tom Carrola *	Ricky Kupferer	Chris Sheehan
Patricia Castillo	Ray Linn	Carisa Silva
Linda Chavez (student)	Sam McGrath	Bill Smith
Cecilia Contreras	Mike Mitchell	Claudia Sosa
Annette Curi-Morton	Anabel Morales (student)	Jannet Vu (student)
Laurie Danielsen	Curtis Muhammed	Rebecca Williams
Arelis De La Vega	M.A. Oyatayo	George Yick
Javier Garcia	Vilma Palacios	Mary Zarate
Nina Gifford		

* Focus Group Leader

John Brennan (student)	Janet Frnzyan	Gennesis Lopez (student)
Lori Broger-Mackey *	Gail Gold	Carmen McDaniel
Leslie Broyles	Arsaloz Goncuoglu	Melanie Miller
Nidia Castro	Rosalie Hiller	Alex Noble (student)
Fidel Chavez	Patricia Holguin	Laverne Potter
Doris Cortes	Jayne Hupp	Diane Seiger
Mike Dell	Nancy Johnston	Nicole Seiger
Bill Diebold	Jolene Kuebler *	Evelyn Seubert
Donna Downs	Jeff Laidlaw	Robert Storaker
Laura Fairbanks	Gabe Lemmon *	Rudy Torres
Mike Farr	Garrett Lepisto	James Tran
Ana G. Fonseca		

* Focus Group Leader

CHAPTER IV: SELF-STUDY FINDINGS

A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

*Data/
Evidence*

Grover Cleveland High School has a clearly stated vision and mission that reflects its beliefs, values, and commitment to education. Student achievement is the foundation on which we build a learning environment where all students can achieve high levels. We are dedicated to providing a consistent, standards-based curricular program that supports the expected schoolwide learning results through rigorous course offerings and strong academic expectations.

*Vision and
mission
statements*

The development of the vision and mission statements involved a collaborative on-going schoolwide effort to engage shareholders in research and data-driven conversations to determine school and student needs. Meetings were held schoolwide in leadership committees and councils, departmental home groups, focus groups, and in small learning communities to analyze data from which to determine schoolwide goals. The findings, after a considerable time period, were reflected in the adopted expected schoolwide learning results, which serve as guiding principles within the school culture. The shareholders and the local Los Angeles Unified School District administration support the vision and mission.

*Meeting
agendas*

*Shareholder
collaboration*

The initial step in developing the vision and mission statements and the expected schoolwide learning results began in spring 2007 when we held meetings to establish what all students should know and be able to do upon graduation from Cleveland High. We began with the analysis of educational

*Educational
research*

*Department
meetings*

data that included basic school profile information such as test scores, attendance, graduation rates, post-high school destinations, and various achievement indicators. As a staff, we studied and shared findings on national and state educational issues; we discussed articles, attended seminars, conferences, college courses, and district in-services.

*Faculty
meetings*

In addition to the studies on educational trends and district initiatives such as Small Learning Communities, Closing the Achievement Gap, Culturally Relevant and Responsive Education, and the district mandated Nine Principles of Learning, focus groups met to acquire knowledge for the development of the vision and mission statements. During an in-service designed specifically for that purpose, a series of articles from *The Best of Educational Leadership* were read and discussed, which included significant focus on the following: *The Engaged Classroom* by Sam M. Intrator; *Teacher Skills to Support English Language Learners* by Deborah Short and Jana Echevarria; *Bridging the Generation Gap* by Susan Moore Johnson and Susan M. Kardos; *What Does It Mean to Educate the Whole Child?* by Nel Noddings; *Even Practices for Effective Learning* by Jay McTighe and Ken O'Connor; *Celebrate Strengths, Nurture Affinities: A Conversation with Mel Levine* by Marge Scherertz and Yu Ren Dong; *A Catch-22 for Language Learners* by Wayne E. Wright; *Improving the Way We Grade Science* by Jacqueline B. Clymer and Dylan Wiliam; *Five Trends for Schools* by Shelley Lapkoff and Rose Maria Li; and *Becoming Citizens of the World* by Vivien Stewart. These articles and discussions were integral to the development of our school purpose.

*District
initiatives*

*Educational
research
articles*

The next step involved synthesizing our findings into the precise language of the vision statement. Involvement and collaboration were in full mode as we ended the meeting with over 15 vision statements from very staunch supporters. The suggestions were gathered and discussed in departments and focus groups to no conclusive or final avail. We then entrusted the Advanced Placement (AP) English Language class with the task of synthesizing and refining the ideas of the shareholders. As it turned out, the AP class ended up with at least seven different well-presented versions. The WASC Executive Leadership team met for several days to hone the language of the vision statement to present to the shareholders at the School Site Council meeting, the School Leadership Council, the Curriculum Council, parent meetings, and at professional development. Even at the eleventh hour, on the day of the unveiling, changes were made to enhance the vision statement and achieve schoolwide consensus.

*Shareholder
collaboration*

The WASC Executive Leadership team then met to repeat the aforesaid process with the mission statements, which significantly changed in format, intent, and purpose. The new mission statements have clear expectations for shareholders that can be measured, monitored, and achieved. The seven goals of the mission statements are now an integral component of the WASC action plan.

*Mission
statement*

Cleveland High School makes every effort to heighten the level of understanding and commitment of the school vision and mission statements and the expected schoolwide learning results to its shareholders. To enhance awareness of the learning results, the acronym ESLR was adopted to target, reinforce, and summarize our learning outcomes. The vision, mission, and expected schoolwide learning results have become our credo for student achievement and school improvement.

ESLRs

Overall, the process for developing our credo was collaborative and resulted in a shared vision in the areas of curriculum development, expectations, school culture, resource allocation, and professional development. Our credo is clearly stated and visible in classrooms and around the campus; it is available in English, Spanish, and Korean. It is presented in parent newsletters, the school newspaper, and on the Cleveland website. The expected schoolwide learning results are integral in the learning process as teachers and students believe that students can achieve at high levels and set their collective goals accordingly. The school's Media Academy presentations showcase schoolwide attainment of the expected schoolwide learning results as students are filmed in the process of achieving them through a variety of school and community activities and learning experiences.

*Shareholder
collaboration*

The leadership committees and councils routinely consult and reference the vision and mission statements and the expected schoolwide learning results in the decision-making process. Departments and small learning communities reference the credo in the development of curriculum. State content standards are reinforced through the expected schoolwide learning results, and current research and theory are embedded. Finally, the WASC self-study afforded an opportunity to revisit, redesign, and implement a more precise, goal-focused purpose that reflects our shared educational philosophy and goals.

*Classroom
observations*

*State standards
and
frameworks*

VISION STATEMENT

Cleveland High School fosters academic and personal success in a safe, educational environment that teaches young adults the skills necessary to thrive in a changing world.

MISSION STATEMENTS

- To ensure all students a rigorous, relevant and coherent standards-based curriculum
- To implement activities that monitor and focus on all students achieving the expected schoolwide learning results and academic standards
- To employ current research on effective professional development as a means to raise student achievement
- To allocate resources and utilize strategies to help students succeed
- To promote parental and community involvement
- To provide support systems that meet student academic and emotional needs
- To collaborate with students in establishing learning plans that explore educational and career goals

EXPECTED SCHOOLWIDE LEARNING RESULTS

Educated Young Adults who

- Analyze, interpret, synthesize, evaluate, and use information from a variety of sources
- Apply technology to research and produce original works
- Read, write, listen, and speak critically and reflectively

Self-sufficient Individuals who

- Generate solutions and adapt to change
- Develop self-esteem and positive identity
- Explore resources beyond school to enhance learning

Long-range Planners who

- Contribute time, energy and talents to improve the quality of life in their community
- Establish meaningful personal, academic, and career goals
- Continue life-long learning pursuits

Respectful Citizens who

- Acquire knowledge of a variety of cultures and languages, and appreciate individual differences
- Demonstrate personal integrity and assume responsibility for decisions and actions
- Respect and conserve the environment

A2: To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association/Local Educational Agency (LEA) plan?

*Data/
Evidence*

The Los Angeles Unified School District (LAUSD) is governed by seven members elected to the Board of Education by the constituents of the City of Los Angeles. This board is responsible for administering LAUSD policies. The Superintendent of Schools and the superintendent’s staff are responsible for the development of procedures to implement the board policies. In turn, each of the eight local district superintendents reports directly to the Superintendent of Schools. The local district superintendents must then develop specific plans to follow district procedures. Local districts have directors of high schools who then liaise with high school principals to ensure that the local district plans are followed.

*LAUSD
structure*

The administration, faculty, students, and parents work collaboratively in developing school site policy and decision making based on the local superintendent’s directives. Cleveland’s governing board, the School Site Council, meets monthly and works to provide students and staff with support and resources to facilitate achievement. Policies are reviewed routinely and reflect the school’s purpose and support the expected schoolwide learning results.

SSC meeting

The School Site Council is responsible for the budgets of categorical programs including Title I, Bilingual, Gifted, Special Education, and School Library Improvement. Cleveland interfaces with the Local Educational Agency (LEA) plan through the LAUSD Local District 1 compliance coordinator.

The School Leadership Council is a governing body that has purview over staff development programs, student discipline guidelines and code of student conduct, schedule of school activities and events, and special schedules (e.g., final exam schedules). The council also determines guidelines for school equipment use, including copy machines, teacher laptops, and LCD projectors. The council's functions and responsibilities also include some budgetary matters including instructional materials, school-determined needs, and state textbook and related materials.

SLC meeting

The School Site Council, School Leadership Council, English Learner Advisory Committee (ELAC or Bilingual Committee), and the Compensatory Education Advisory Committee (CEAC or Title I Committee) all meet monthly to support the achievement of academic standards by granting funds to academic programs, departments, small learning communities, and to teachers who present requests that tie funding to the attainment of academic standards and the expected schoolwide learning results. Overall, the usage of these funds directly and indirectly support academic standards- based on data-driven instructional decisions through the acquisition of supplementary materials designed to enhance all students' learning.

Committee meeting

Single Plan for Student Achievement

The School Leadership Council delegates its instructional decisions to the Curriculum Council, a group of department chairs and small learning community coordinators. Further, discipline-specific experts and teachers in departments and on grade-level teams make collaborative instructional decisions. Curricular decisions are also delegated to small learning communities, which comprise the Academy of Art and Technology, Interdisciplinary Studies, and CAV House. Other non-official small learning communities such as School for Advanced Studies, AVID, Humanities Magnet, and JROTC are also delegated the responsibility of curricular decisions and instructional delivery.

Curriculum Council

Small learning communities

The aforesaid leadership teams of Cleveland High School review and monitor the school's data-driven instructional decisions while giving significant consideration to reports and statistics on attendance and dropout rates, the Students Success Team, course offerings, grades, test scores, staffing, support service providers, literacy programs, the Language Appraisal Team, the student conflict-resolution HEART program, safety and health programs, para-professionals, and technology support staff. Data determines the need, and the leadership teams seek means to address solutions.

Analysis of student data

A3: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

*Data/
Evidence*

Cleveland High School has a number of groups and councils, which collectively function as the leadership of the school. These governing bodies adopt policies and make decisions that are consistent with the school purpose and further support the achievement of the expected schoolwide learning results. Shareholder commitment to making decisions and formulating policies that are true to our vision and mission is evident.

*Governing
bodies*

To the largest extent possible, the school leadership and staff members make decisions and initiate activities that focus on all students achieving the academic standards. In addition to test scores and other achievement indicators, perception data is used to discern the culture of the school as well as to determine the degree to which the learning environment facilitates the students' abilities to achieve the expected schoolwide learning results.

*Analysis of
student
outcomes*

After studying Bruce Wellman and Laura Lipton's book, *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, the Leadership Team initiated an activity to gather data from out-of-classroom personnel—office staff, aides, clerks, and security. These classified staff members individually interviewed one to two students in a 10-question dialogue. Each student responded to questions on Cleveland's curriculum preparation for post-high school endeavors, qualities that define good teaching, how much time they spend doing homework and sharing what they learned with their parents, and finally, other than grades and test scores, how they can prove what they are learning in school. This interview process achieved two things. First, it provided the opportunity for classified staff to be involved in the data collection and analysis process; and second, it gathered vital information that would not have otherwise surfaced through traditional assessment tools.

*Student
interviews*

The administration, literacy coach, and math coach share district assessment data with staff, but it is typically the departments that assume leadership in meeting the mandates of content-specific matters. Achievement indicators and test results are presented schoolwide and followed up by the principal, who meets with departments in the four core disciplines to provide and discuss each teacher's standardized test scores from the previous year's test administration. Teachers then use this information to monitor and modify instructional practices.

*Faculty and
department
meetings*

Academic departments take an active role in data analysis and propose solutions for closing the gap between underperforming students' abilities and their performance on the California High School Exit Exam, the California Standards Tests, and district periodic assessments in English, mathematics, and science. Other departments, small learning communities, and grade-level teams meet and discuss student academic performance.

*CAHSEE and
CST results*

In addition, the following data sources are discussed and analyzed routinely: California English Language Development Test performance data; FitnessGram data; triennial IEP academic testing results; student and teacher attendance; graduation and drop-out rates; academic grades; class size; credits; and Advanced Placement enrollment and success rates.

*CELDT
FitnessGram*

The World Language Department administers and analyzes departmental placement tests. The Industrial Arts Department engages students in curricular activities that meet and exceed the standards as well as prepare them for state and national competitions (e.g. Skills USA). The Humanities Magnet and Interdisciplinary Studies program administer writing-based, thematic unit assessments in all grade levels.

*Placement
test*

The school leadership initiates activities that focus on student achievement based on the schoolwide action plan. For the last three years, schoolwide campaigns were held to share CAHSEE and CST achievement data with students in an effort to instill the importance of demonstrating what they have learned in class through test results. Assemblies and motivational academic pep rallies were held to expose the students to test-taking strategies and to delineate AYP and API scores to provide awareness and achieve buy-in. The campaign was further amplified through sound bites in the bulletin and public address announcements. Articles were published in newsletters and online. Weeks before the tests, the Media Academy presented motivational segments on the Friday broadcasts of KCAV News.

*Academic
pep rallies*

*KCAV
News*

Achievement data is used to determine funding for student support services. After an analysis of the CAHSEE test scores, funding was allocated for CAHSEE preparation workshops after school and on Saturdays. Further, tutoring services were made available to students in the four core areas after school.

*CAHSEE
prep
course*

The WASC Executive Leadership Team monitors the action plan annually and as issues arise to ensure and facilitate ongoing accomplishment of its goals. Schoolwide concerns are shared with governing leadership councils and committees via agenda items for discussion and consideration in monthly meetings. In rare cases, items are added to the action plan and others removed when they are no longer relevant. In most cases, the items on the action plan reflect our student progress and are discussed regularly at meetings of the governing bodies and administrative staff.

*Action
plan*

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and on-going professional development?

*Data/
Evidence*

Cleveland High School teachers attend classes, participate in workshops, or take the subject-specific California State Examination for Teachers to become highly qualified as required by the No Child Left Behind legislation. Sixty-seven teachers hold master's degrees; many have specialized credentials; two are National Board Certified Teachers; one has a doctorate. Some serve as mentors and Beginning Teacher Support and Assessment (BTSA) providers, several teach at local colleges, and many have presented at district, state, and national conferences.

*Teacher
preparation*

Developed in collaboration with our local district and in consultation with our faculty and other shareholders, our professional development plan is data-driven and centers on delivering a rigorous, standards-based instructional program to increase student achievement of the academic standards and the expected schoolwide learning results. Annually, we conduct 14 early dismissal professional development days, three state funded buy-back days, and regular department and small learning community meetings.

PD plan

Our administrators, faculty, and staff participate in on-going professional development to facilitate student achievement. We have received training on implementing the Nine Principles of Learning and strategies that support varied learning modalities. Teachers and administrators continually participate in trainings for English-Language Arts, English Language Development, and mathematics curricula. Most administrators have completed AB75 training that provides research-based professional development to assist in aligning educational initiatives such as how to close the achievement gap. At the local district level, administrators, department chairs, literacy and math coaches, and teachers attend seminars and workshops on periodic assessments, Read 180 and Language! programs, AVID, differentiated instruction for all students, effective lesson planning, and design-based learning. Many staff members use Title I funds to attend local and national conferences. Those receiving funds must evidence how resources relate to discipline-specific areas of study, align with state standards, and increase student achievement.

*Nine
Principles
of
Learning*

During department and small learning community meetings, teachers share best practices, including activities learned at workshops, seminars, and conferences. Many grade level teams also meet before school, during lunch or common planning time, and after school to discuss and refine educational practices and lesson plans. In addition to lunch meetings, the English Department has met on several Saturdays to receive training on Vantage writing software, holistic scoring, technology, and developing standards-based lessons using the core curriculum. In the Science Department, teachers share labs, activities and lesson plans, and discuss their annual pacing plan. In the Mathematics Department, the teachers disaggregate test data, develop common lessons and design review worksheets. The Social Studies department has reviewed CST data and has begun to use the results to drive instruction. Academy of Art and Technology faculty meet during the summer and throughout the school year to design and implement thematic units and share teaching strategies. CAV House teachers attend AVID training and meet regularly to align grade-level curriculum. AVID teachers and their administrator meet monthly to review student data and share common lessons. They also attend a retreat at the UCLA Conference Center in Lake Arrowhead to develop an annual action plan for student achievement.

*Best
practices*

*PD
activities*

In 2007-2008, we have 18 teachers who are members of the BTSA induction program. These teachers have been assigned support providers who help them plan and implement standards-based lessons that meet the academic needs of all students in their classrooms. In addition to the support at school, these teachers participate in trainings sponsored by the local district.

BTSA

We have a strong and effective program for new teachers. The administrator in charge of new teachers organizes fifteen meetings on topics including curriculum, classroom management, and daily school operations. Other administrators and staff members are invited to present on various issues that relate to effective instructional practices. On-site literacy and math coaches provide additional support. These coaches work with teachers to analyze data, model and plan lessons, and offer strategies and resources to improve classroom instruction. Teachers have the opportunity to attend trainings on classroom management and subject matter, which is sponsored by the district and the school.

*New
teacher
meetings*

Many educators at Cleveland continue their efforts to improve student achievement through the use of current pedagogical practices. Teachers have the opportunity to attend and participate in AVID professional development institutes during the summer where they learn how to effectively use Socratic

*Ongoing
PD*

Seminars, philosophical chairs, Costa's levels of inquiry, and other strategies. Additionally, some small learning communities provide unity among their members, share ideas, and assist in designing parallel standards-based interdisciplinary lessons and projects. Integrated Coordinated Science teachers receive training on how to implement the use of Activities Before Content strategies. Teachers of Gifted and Talented Education students must accrue over 30 hours of training on how to differentiate instruction. Moreover, Interdisciplinary Studies teachers attend humanitas training conducted by the Urban Education Partnership and the Humanities Magnet faculty.

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

*Data/
Evidence*

Cleveland's Professional Development (PD) Committee, which consists of the administrator in charge of PD, parent and teacher representatives, a United Teachers of Los Angeles (UTLA) bargaining unit representative, and the literacy coach, meets to plan the PD activities for the school year. The committee integrates current research from Educational Leadership to ensure student achievement of the ESLRs. It also coordinates the implementation of district initiatives. According to LAUSD procedures and the UTLA contract, each school site's professional development committee must present the plan for approval to the School Leadership Council, which has purview over professional development. The resulting PD plan must then be sent to the local district for approval.

*PD
Committee*

In addition to the PD plan, individual teachers access professional development opportunities in a variety of ways. Departments and small learning communities meet to discuss standard-based lessons that target identified student academic needs. At new teacher meetings, staff members conduct an action research plan to identify struggling students and different strategies to help them succeed in individual classes. Through self-initiated conferences funded by the school, teachers acquire strategies to support identified critical needs. As part of the BTSA program, some teachers conduct action research projects that integrate educational research with classroom practices. Other PD opportunities are recommended by administrators and program coordinators.

*Department
and Small
learning
community
meetings*

In-services at school and at the local district are also planned to discuss and determine effective ways to help improve student achievement. Administrators, literacy and math coaches, department chairs, and small learning community coordinators analyze the results of periodic assessments and standardized tests to determine the areas of focus for student improvement. The results of the analysis guide the PD committee when it plans staff development activities necessary to meet the needs of the students who are not making progress towards meeting district and state benchmarks.

*District
in-services*

The results of the district's periodic assessments are also used by the departments to assess student progress and to help individual teachers focus their instruction on the needs of the students. Special education teachers are required to give students a standardized academic test in order to establish levels of academic services. Teachers are provided with subject matter training and are also involved in on-going research and seminars in regards to their field.

*Periodic
assessments*

A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

*Data/
Evidence*

Assessment of data from various sources drives the allocation of resources. Several programs including special education, English Language Development (ELD), and AVID must meet state and federal eligibility requirements to receive funding. CAHSEE and CST intervention programs must adhere to district guidelines. Through the use of categorical funds from Title I and ELD, as well as other school budgets, classroom supplies and instructional materials are provided and maintained to ensure compliance with state and federal mandates. Allocations of instructional materials and equipment are based on teacher request and student needs. The school's computerized textbook checkout system ensures efficient and accurate inventory control and accountability that meets the expectations of the state mandated Williams Consent Decree.

*Single Plan for
Student
Achievement*

We provide students with the support of a highly qualified staff and encourage professional development through departments, small learning communities, and district trainings and workshops. Teachers plan and modify lessons to ensure academic standards, student achievement, and the fulfillment of the expected schoolwide learning results. They provide students with academic support during school, after school, and on Saturdays when needed.

*Teaching
staff*

To support student achievement of the academic standards and the expected schoolwide learning results, we use Title I, ELD, GATE, and special education funds to provide additional personnel. We use Title I funds to support students academically, socially, and emotionally by providing the following human resources:

*Title I
funds*

*Support
staff*

- A Title I coordinator who ensures that academic programs receive sufficient funding while meeting district, state, and federal guidelines
- A full-time nurse who monitors the well-being of our student body
- An additional school psychologist who assists students with their social and emotional needs
- Two youth mentors who aid the psychologists, Impact group leaders, and classroom teachers in facilitating student group discussions on violence prevention, race relations, and academic motivation
- Four security personnel who maintain the safety and security of the campus

- A parent-community liaison who coordinates resources and activities in an effort to increase parent involvement in their children's academic progress
- A library assistant who organizes programs for students and teachers
- Two assistants who help maintain the school's classroom computers and technology resources
- Three AVID tutors who lead the mandated tutorial sessions
- Certificated staff to offer CAHSEE and CST preparation courses

Additionally, ELD funds supplement the hiring of a bilingual coordinator, a school psychologist, two classroom assistants, a clerical assistant, and after school tutors in mathematics, English, and social studies. GATE monies are used to fund a coordinator who allocates appropriate resources, including field trips and supplemental materials and technology, to ensure the success of students. Moreover, special education funds provide for a district Modified Consent Decree clerk and 21 classroom assistants who ensure students Individualized Education Plan goals and objectives are met.

ELD funds

*Modified
Consent
Decree*

To ensure that students receive appropriate materials, resources, and experiences to meet the academic standards and the expected schoolwide learning results, we provide students with the following:

*Budget
allocation*

- supplemental resources such as novels, reference books, and technology software
- general school supplies
- curricular trips
- classroom computers, laptop carts, video cameras, and DVD players
- science laboratory materials
- subscriptions to periodicals
- academic intervention programs
- counseling and mental health services

Furthermore, the district assists in maintaining and upgrading site facilities in order to provide a safe and productive environment. Several school-initiated matching grants have allowed Cleveland to provide walkways between buildings. A Simon Foundation Sound Body-Sound Mind matching grant provided the resources to build a community fitness center. The buildings and grounds crew work from 6 AM to 11 PM to maintain our campus beautification goals.

Grants

Areas of Strength:

- The school's vision, mission, and expected schoolwide learning results are consistent with current research and practices, district standards, and state frameworks.
- Shareholders meet regularly to analyze student achievement data and make decisions based on a shared vision that focuses on student achievement of expected schoolwide learning results and academic standards.
- Teachers have opportunities to engage in ongoing professional development activities focused on student achievement of expected schoolwide learning results and academic standards.
- The governing board makes decisions on the use of human, material, and financial resources focused on student achievement of expected schoolwide learning results and academic standards.

Areas of Growth:

- More training on data analysis and using the results to drive instruction.
- More opportunities for teachers to collaborate and engage in professional development focused on helping students meet the academic standards and expected schoolwide learning results
- More teachers acquiring subject area competency and/or EL authorization
- More communication about the monitoring of the schoolwide Single Plan for Student Achievement

B: STANDARDS-BASED STUDENT LEARNING

CURRICULUM



Mission statements:

To ensure all students a rigorous, relevant and coherent standards-based curriculum

To collaborate with students in establishing learning plans that explore educational and career goals

CATEGORY B: STANDARDS-BASED LEARNING: CURRICULUM**B1—B3: Curriculum**

Nathalie Acosta (student)	Louis Hernandez	Mark Russell
Danielle Aucoin *	Grace Kim-Oh	Tony Saavedra
Eileen Avneri	Derek Lowe	Tara Siegel
Principina Branch	Phuong Ly	Adele Silverman
Cathee Cohen *	Fred Mbanefo	Stephanie Slaughter *
Ray Crawford	Melissa Oestman	Parisa Soltani
Mariam Davidian	Howard Panchuk	Dorothy Sparks
Sharon Drell	Mahnaz Payan	Linda Strauss
Jose Gallegos	Carl Peceovich	Rudy Sullivan
Nelly Garcia	Camille Pinpin (student)	Greg Venger
Koya Hall	Denise Powers (parent)	Hortencia Villegas
Susan Hanley	Jenny Ramirez (student)	Katy Weprin (student)

* Focus Group Leader

B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

*Data/
Evidence*

Grover Cleveland High School fosters a learning environment where all students have an opportunity to participate in a challenging standards-based educational program that is both meaningful and appropriate to their individual needs. Our credo incorporates the research and aims of No Child Left Behind legislation, California Frameworks and standards, current educational research on professional learning communities and small learning communities, and articles on educating the whole child and assisting students with special needs. We also adhere to district mandates on professional development, closing the achievement gap, and culturally relevant and responsive education. In accordance with this, we have integrated our expected schoolwide learning results into the development and modification of rich and relevant curricula that promote high student engagement and higher student achievement. Our goal is to help students develop into educated young adults who practice self-sufficiency, understand how to plan for the future, and who respect the people, ideas, and environment around them.

*Mission
and vision
statement*

ESLRs

NCLB

To this end, academic instruction is aligned with district, state, and national standards and meets the a-g University of California and California State University entrance requirements. The programs developed within each department and each small learning community offer students opportunities for self-exploration, and ultimately, the prospects of becoming more knowledgeable, skilled and self-reliant individuals who enter the post-secondary educational setting and workforce with the ability to contribute significantly to both.

*a-g
Requirements*

Achievement indicators and disaggregated data from state and national assessments assist staff with lesson planning. Schoolwide, academic departments developed Essential Standards that focus on standards students encounter on criteria and norm-referenced tests. The curricula have been

mapped accordingly. Examination of student work in relation to state standards is ongoing. Teachers participate in lesson study, book discussions, and develop grading rubrics. English-Language Arts, mathematics, and science staff use district instructional guides and Periodic Assessments to plan curricula, analyze standards, and scaffold instruction to improve teaching practices to move students to the proficient level. The Social Studies Department meets regularly to share best practices aligned to the standards during department meetings. World Languages teachers created department assessments for each course level to measure student mastery of developmental skills. Health teachers have created lessons, units, and assessments that are linked to district standards. Magnet teachers meet weekly to assess student achievement of course objectives and to revise their curricula to ensure student mastery.

Essential standards

Student work

Periodic assessments

Department assessments

Our comprehensive curriculum offers a strong, standards-aligned program for all students. Monthly, the Curriculum Council, comprising department chairpersons, small learning community coordinators, and administrators meets to discuss curricular issues and implementation of standards-based instruction. As a school, the faculty convenes regularly to discuss expected schoolwide learning results and the instructional strategies needed to support students in meeting those goals.

Curriculum Council

Master schedule

Departments and small learning communities receive extensive data regarding overall student mastery of the standards and disaggregated subgroup performance results on formalized assessments such as the California Standards Tests (CSTs), California High School Exit Exam (CAHSEE), and Periodic Assessments in English, mathematics, and science. Student work and results from multiple classroom assessments are also reviewed. This data informs the curriculum mapping process that occurs annually within each department and small learning community. During the school year, modifications are made to support student learning.

Analysis of data

Students in core content areas including English, mathematics, science, social studies, and world languages are provided with district approved, standards-aligned textbooks and other supplemental instructional materials. Other departments, including Health, have aligned their textbooks with district standards. Furthermore, teachers disseminate course syllabi and objectives to students and parents. This information is reviewed by the administrator who oversees each department. In each classroom, teachers utilize standards to guide their instruction and many display student work to provide learners with models of how to meet academic standards and the expected schoolwide learning results.

Standards-based textbooks

State, district, and classroom on-demand and curriculum-imbedded writing tasks focused on standards are administered regularly in content areas. Colleagues in English, English Language Development (ELD), mathematics, and science meet regularly to review student work, sample lessons, and share best practices that are aligned to the standards and the expected schoolwide learning results. In these departments, established rubrics and departmental assessments assist colleagues in developing consistent expectations and standards for all students. Additionally, district Periodic Assessments in English, mathematics, and science offer opportunities to analyze, reflect, and modify lessons to help students meet proficient levels.

*Student
work*

Rubrics

In Algebra IAB, teachers receive specific unit outlines that detail the essential standards and scaffolding techniques needed to help students master standards that appear on the Periodic Assessments and CSTs. This information provides consistent instructional practices in algebra classes.

In World Languages, teachers meet monthly to discuss best practices, refine curriculum pacing, and develop assessment grading policies. Teachers use state standards and district-adopted textbooks. Common assessments on final exams and projects support the achievement of academic standards and the expected schoolwide learning results.

Art teachers meet twice a month to plan curriculum that will engage students in learning. This includes the development of lessons that are culturally relevant and based on real-world applications.

In the Physical Education Department, teachers participate in district workshops to align state standards with course curriculum. The department, in conjunction with the Athletic Director, sponsors two assemblies each year to share behavioral expectations and disseminate information on good sportsmanship through the program, “Pursuing Victory with Honor.” This program incorporates the six pillars of character: trustworthiness, respect, responsibility, caring, fairness, and citizenship. These tenets are incorporated into daily activities. Additionally, teachers prepare students to meet state standards by engaging them in daily exercise. Warm-ups consist of stretching, core strengthening activities, and cardiovascular components that are assessed on the FitnessGram. Students participate in team sports, which allow them to collaborate and assume responsibilities for group outcomes.

*Character
education*

English Language Arts colleagues exchange students' writing assessments and score them based on an established rubric; they meet semimonthly to share lessons and discuss instructional practices. In ELD, California English Language Development Test (CELDT) and CST scores assist teachers with planning standards-based lessons. English learners maintain portfolios as evidence of working towards meeting the standards and expected schoolwide learning results.

The Science Department implements common lessons and lab investigations. Social studies teachers meet monthly to discuss best practices. This year, the department has refocused its efforts to examine student data to drive instructional practices. The Mathematics Department uses a semester pacing plan to ensure standards are taught; quarterly exams provide feedback on mastery of standards. The department also develops remediation skill sets for students to help them strengthen areas of weakness.

*Pacing
plans*

In the Special Education Department, the general education, special education, and case carrier teachers meet regularly to discuss student achievement of Individualized Education Program (IEP) goals and to review strategies to help students meet academic standards and expected schoolwide learning results. Students are provided additional assistance in core content classes through a learning lab setting.

IEP

Common planning time in the Humanities Magnet (Magnet) and Interdisciplinary Studies (IS) program provides opportunities to integrate learning among disciplines and to evaluate student assessments. Members of Character, Academics, and Values (CAV) House and Academy of Art and Technology (AOAT) convene during and after school to analyze student work and to discuss student performance. This process enhances instruction and offers opportunities for the incorporation of research-based intervention strategies and teaching practices, and the implementation of a monitoring system that focuses on student progress towards meeting the standards.

*Common
planning
time*

Schoolwide, the curricular program emphasizes literacy development. In grades 9-10, English classes have district instructional guides as resources for assisting students with mastery of reading and writing skills. Several senior English classes use a writing curriculum developed in conjunction with the California State University system. In ELD, students use both the standards-aligned High Point program as well as the Prentice Hall district-adopted textbook to engage students in rigorous learning opportunities. In the Mathematics Department, all algebra classes have adopted the use of a common textbook that aligns with

*Instructional
guides*

the state standards. In addition to working with all mathematics instructors, the Math Coach team teaches with first-year colleagues as a way to model effective standards-based lessons that foster higher student learning.

At Cleveland, students have the opportunity to participate in a wide array of course offerings. Through their life skills class and via the school website, students can view the student handbook that provides information about school policies and course offerings. For students interested in the humanities, arts and technology, or film and broadcasting, small learning communities afford opportunities to acquire knowledge and skills through an interdisciplinary approach to learning.

*Course
offerings*

In conjunction with more than 10 after school college courses offered each semester on campus through a partnership with Pierce College, Cleveland offers 18 Advanced Placement (AP) courses. These classes are open to all students who desire an accelerated, college-level course of study. These challenging courses are available in the fields of art, English, mathematics, life and physical sciences, social sciences, and world languages.

*College
courses*

More than 1,000 students have been identified as gifted or high achieving for the 2007-2008 school year. The residential school offers a School for Advanced Studies (SAS) program, which targets gifted, high achieving, and talented students who have not applied or been accepted into the district's gifted magnet programs. In addition to SAS courses, our magnet and residential schools' honors classes seek to challenge this population. Honors and AP courses have differentiated curricula; students experience great depth and complexity in each discipline. Specialized workshops are required for the instructors of the gifted, high achieving, and talented.

*GATE
students*

SAS

Our Advancement Via Individual Determination (AVID) program helps average and underachieving students with high academic potential prepare for entrance to colleges and universities. AVID features a rigorous academic elective course that students take each of their four years. The course has a sequential curriculum for grades 7-12 that focuses on writing, inquiry, and collaboration as methodologies to accelerate student progress. There is a tutorial component supported by college students. Many small learning community faculty members, including those in CAV House and AOAT, have also been AVID-trained and integrate the concepts of the program into their instructional programs.

*AVID
training*

To meet the needs of students transitioning from middle to high school, for the past three years, Cleveland has offered a six-week summer transitional program. Highly trained instructors offer students an opportunity to review literacy and mathematics skills necessary to move them from the below and far below basic levels of standards mastery to the proficient level. In addition, three years ago, the CAV House small learning community was established to provide for the transitional needs of incoming 9th grade students who had not self-selected into any other small learning community. CAV House currently provides a traditional standards-based course of study with a focus on personal development.

*Summer
transition
program*

Moreover, Cleveland recognizes that through literacy development students will acquire the skills necessary to analyze, interpret, synthesize, evaluate, and use information from a variety of sources. To achieve this end, we have implemented a program to assist those who are underachieving in this area. We have established two 2-hour blocks of the Developing Readers and Writers Course. The classes use Read 180, a reading intervention program that targets students scoring at the below and far below basic levels on state ELA assessments. Our program focuses on the needs of two incoming freshmen groups of struggling students: first, those who were enrolled in an eighth grade literacy intervention program and whose middle school literacy coaches recommend to continue in the program as they still read at least two steps below grade level; and second, those students transitioning from ELD classes into a sheltered 9th grade program who have scored at the below and far below basic levels and who have consistently failed two or more academic courses. The Read 180 course primarily uses a series of teacher-guided small group instruction, one-on-one learning, and computer-aided technology activities. These strategies provide students with a comprehensive literacy curriculum that supports their advancement from current performance to grade level placement.

*Intervention
programs*

Additionally, our ELD program offers a rigorous course of study where students simultaneously acquire fluency in English and develop academic proficiency in other content areas. Cleveland provides two options under the Master Plan for English Learners. First, the waiver to basic program allows students who have not acquired academic fluency in their primary language to engage in a course of study where they develop fluency in their native language and academic skills in English. Second, the English Immersion program offers English Learners opportunities to acquire fluency in English and subject matter knowledge in an English-only setting.

*Master
Plan for
ELs*

Our Special Education Department has adopted a collaborative model for teaching Resource Specialist Program (RSP) students. RSP teachers either co-teach or co-plan standards-based lessons with the general education English or mathematics teacher to ensure that RSP students receive a rigorous standards-aligned curriculum while also ensuring the support structures necessary to help the students succeed. Additional support is provided through an Essential English Standards elective where lessons are scaffolded to meet IEP goals and objectives.

*RSP
collaborations*

In the Special Day Program, some English classes use the *LANGUAGE!* program to help students begin the process of accessing grade level standards. Students who are below grade level reading learn phonemic awareness, word recognition, morphology, vocabulary development, grammar, and usage.

LANGUAGE!

The Magnet offers a specialized writing seminar elective to address the needs of underperforming freshman and sophomore Black and Latino students. It endeavors to help students improve their own academic performance and develop intervention strategies to support achievement of the expected schoolwide learning results.

CTE

ROP

ROC

Additionally, Cleveland recognizes the importance of career technical education (CTE) and has developed several programs to address these needs. Our students can earn credit and develop technical skills through Regional Occupation Program (ROP) classes: for example, Hospital Occupations provides training at Northridge Hospital, and Careers with Children offers career certification through our on-campus community preschool. We also offer Regional Occupation Center (ROC) courses such as business and auto mechanics through West Valley Occupational Center. These career-based classes provide partnerships with local community resources and help train our students in marketable job skills. Cleveland is currently working to align all small learning communities with career pathways.

Our newest partnership is the development of a construction management program with Swinerton Builders which allows students to access career interests. Monthly meetings conducted by Swinerton employees allow students the opportunity to learn how buildings are constructed and how the business side of the industry operates, including safety regulations, marketing concepts, and accounting practices. Students develop mathematics, English, and problem solving skills, as well as learn how to apply this knowledge to the business world. Moreover, students have the opportunity to job shadow personnel as they develop the Neiman Marcus department store at Westfield Topanga Shopping Center.

*School-to-
Career
program*

Our Media Academy offers courses ranging from Animation and Web Design to Claymation and Film Production for students who seek to advance their competencies in applied technology. Teachers align courses with state visual arts standards as students receive instruction in various aspects of film and documentary making, including budgeting, camera work, editing, producing, directing, and graphic design. Courses in the Media Academy also align to CTE standards and its advisory board comprises members of the multimedia, entertainment, and post-secondary education fields.

In AOAT, an interdisciplinary approach enables 9th grade English, science, art, and health classes to examine topics from varied viewpoints and content standards. In 10th grade, units are based on World History, Art, and English-Language Arts standards. A similar approach applies to 11th and 12th grade classes. Courses align to CTE foundation standards. Additionally, AOAT's advisory board has representatives from post-secondary institutions and industry representatives to ensure curriculum alignment and career objectives.

Furthermore, the Music Department engages students in community activities and provides guest speakers to further develop their musical skills. Show Choir performs for “Youth and the Arts” and has guest conductors who offer lessons in proper choral technique. Band students participate annually in the “Grammys in the Schools” program and learn from professional musicians who discuss the history and culture of different genres.

Our Junior Reserve Officer's Training Corps (JROTC) program is an elective that focuses directly on motivating young people to be respectful citizens. Students study military procedures, history, first aid, leadership skills, and other topics that can be applied to real-life settings. JROTC cadets also mentor elementary students and tutor local middle school students.

Efforts have also been made to expand articulation with feeder schools, universities, and colleges. Several teachers represent the school in local district cadre meetings for mathematics, science, and social studies. This is an opportunity for colleagues to assess their curriculum and review standards-based strategies that are then shared with department members. Additionally, the literacy and math coaches meet regularly with feeder middle school staff to discuss articulation issues, share and exchange achievement information, and plan intervention strategies.

Articulation

Each year, academic counselors and small learning community coordinators visit feeder middle schools and relay information about Cleveland's academic and extracurricular offerings. Additionally, there are visits throughout the year by more than 40 college and career representatives. Weekly, representatives from California State University, Northridge and Pierce College meet with students in the College Office.

Cleveland also offers students a museum studies elective, where students work with feeder elementary students to supplement their art education. This offers our high school students the opportunity to mentor students and apply what they have learned in the course.

*Museum
Studies*

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

*Data/
Evidence*

At Grover Cleveland High School, students have access to a variety of curricular paths to prepare them for post-secondary education and career opportunities. To support students in becoming both long-range planners and self-sufficient individuals, each student receives assistance in formulating mini-cums that serve as four-year personal learning plans. These mini-cums are modified periodically during the student's high school years as their academic, personal, and school-to-career goals develop.

*Four-year
personal
learning
plans*

Prior to enrolling in Cleveland, academic counselors, small learning community coordinators, and current high school students visit feeder middle schools each spring to meet with incoming freshmen. During this time, information on the different curricular and co-curricular programs is disseminated. At that time, students have the opportunity to sign-up for any of the small learning communities available at Cleveland. Additionally, incoming freshmen and their parents are invited to attend our Saturday August orientation where they have an opportunity to meet with counselors and small learning community coordinators.

*Middle school
articulation*

*Freshman
orientation*

Once at Cleveland, students are exposed to the school's various curricular paths. All students must take a semester-long life skills course. One of the primary goals of the class is to introduce students to career and educational opportunities beyond high school and to assist students in developing the decision-making, time management, and study skills necessary to pursue their post-secondary endeavors. In addition to core classes in English, mathematics, science and history, Cleveland provides specialized electives and small learning communities that encourage career exploration. Students may enroll in classes that range from world languages and drama to journalism and drafting. Academy of Art and Technology (AOAT) provides a four-year course of study for students with a dual interest in visual arts and applied technology. Those with an interest in media and film may enroll in production courses through the Media Academy.

Life skills

*Specializd
electives*

Every student has an academic counselor trained to assist him or her with selecting post-secondary options and designing individual learning plans. Counselors review student data, including cumulative records, assessment results, and courses taken. They then interview students to assess the counselees' areas of interests. Working with counselors and parents, students develop four-year personal learning plans that allow them to explore educational and career opportunities while simultaneously fulfilling graduation requirements. To ensure that parents are aware of their child's goals, they are asked to review and sign the learning plans.

*Parent
collaboration*

Besides providing individual counseling sessions that focus on specific student needs, each semester students have a formal group session with their counselors to reevaluate their goals and to modify their plans as necessary. At this time, students assess their progress by reviewing grades in courses taken and analyze test results. Students are guided in developing individualized programs, and are taught problem-solving strategies. Counselees are encouraged to take notes on what they need to do to achieve their goals or how they should go about modifying their objectives. After reviewing their documents, students have an opportunity to adjust their personal learning plans.

*Counseling
sessions*

Every specialized program or small learning community has a coordinator who liaises with colleges, universities, career technical schools, businesses, or community partnerships to provide students with the most current information available.

*Program
coordinators*

In the Special Education Department, a team of staff members works with the students, parents, and coordinator to develop Individualized Education Programs (IEP) to help students mainstream, as much as possible, into the general education program. IEPs are monitored and updated as needed.

The Media Academy counselor/coordinator works with community colleges to ensure extensive course offerings for students and obtains guest speakers and internships for students in their fields of interest. Over the past two years, the Media Academy has organized a career fair that allows students to interact with industry representatives. Last year, thirteen mentors from different crafts in the film and television industry presented to students. Additionally, throughout the year, entertainment industry representatives conduct workshops on acting, marketing, music, and editing.

*Media
Career
Fair*

The Interdisciplinary Studies (IS) coordinator works with the Urban Education Partnership (UEP) to provide humanities-based enrichment programs for students in the community. The coordinator also offers humanitas training to other teachers on staff and provides them information on specialized UEP training such as incorporating science into humanitas curricula.

UEP

In AOAT, the coordinator liaises with the Museum of Contemporary Arts to offer students real-world examples of classroom learning. Through a partnership with DeVry University, students learn about post-secondary opportunities and state-of-the industry technology. Eleventh grade students also work with their parents to identify career choices; students then select an individual to jobshadow over several days.

*Community
partnerships*

In CAV House, the counselor and coordinator organize field trips to local colleges to expose students to the college experience. The counselor has also developed a series of workshops aimed at helping students better understand high school requirements, available electives and extracurricular opportunities, and the college admissions process.

*College
field trips*

The Advancement Via Individual Determination (AVID) offers a four-year elective aimed at providing students with the skills and competencies necessary to matriculate to a post-secondary institution. Students receive mentoring and tutoring from college students.

*Tutoring
program*

Additionally, the Village Nation, a mentoring program for African-American students, offers opportunities for culturally relevant and responsive education. Students analyze data, establish goals, and develop an education plan. Additionally, they learn from guest speakers and attend field trips, including ones to Pasadena College and to a local theater to view *The Great Debaters*, which further educational opportunities for students. Likewise, events such as Solutions provide students with outreach opportunities. By volunteering to help feed homeless people, students contribute time and energy to improving the quality of life in their community.

*Mentoring
program*

Estudiantes Unidos provides Latino students an opportunity to discuss issues affecting student achievement. Students in this program have attended conferences at local universities to solidify the commitment to education and the community.

Furthering students' and parents' abilities to access the wide-range of curricular paths, Cleveland publishes monthly newsletters and uses the Sprintel phone system and school website to encourage attendance at school events including Back-to-School Night, Primarily Hispanic, Black, Asian or Other (PHBAO) conferencing, Open House, and college nights held throughout the year. These occasions offer students and parents settings to talk to counselors, coordinators, and teachers. Additionally, JROTC, IS, AOAT, CAV House, and AVID publish newsletters to inform the school community of pertinent information related to each program.

Newsletters
Parent Nights

Students also have access to our Career and College Center that houses both our full-time College Counselor and Career Adviser. Through the College Office, students have access to resources and materials that aid in their selection of post-secondary educational choices: catalogs and CDs, brochures and forms, and Internet access to college websites and other links. The College Counselor trains College Peer Counselors (CPCs) who work with other students to assist them in exploring college opportunities. Each CPC has a student caseload and helps these classmates with the college admissions and financial aid applications process.

*Career
and
College
Center*

In addition, throughout the year the College Counselor hosts college informational nights: one night for 12th grade students on college options and the admissions process that includes a panel discussion with college representatives; two nights for 12th grade students on the financial aid process and options available for paying the cost of post-secondary education; one night for 11th grade students on exploring colleges and preparing for the admissions process; and one night for 9th and 10th grade students on assessing their personal learning plans and mapping their high school program. The counselor also organizes workshops on topics such as filling out college applications, writing personal statements, and completing financial aid forms. This year, the College Counselor posts to a website blog, "Get College Knowledge," to communicate pertinent information and offer advice on the college process.

*College
Nights*

Working with local university representatives, the College Counselor sets up individual and class sessions for students so that they may learn more about the university system and its requirements. The College Office also organizes on-campus visits from more than 40 public and private university representatives—many of whom are alumni—to ensure that students are exposed to post-secondary opportunities. Outreach representatives from Pierce College, Los Angeles Valley College, California State University, Northridge, and UCLA come to Cleveland regularly to assist students. Moreover, Cleveland participates in

*College visits
and outreach
programs*

the UC Berkeley Pre-collegiate Academy, which offers high school students an opportunity to experience college life and improve their chances of being accepted to a top college. Students are nominated in their sophomore year. If accepted, the student receives academic support from the university until senior year, and has the opportunity each summer to take writing and mathematics workshops on the Berkeley campus. Should the student get admitted to the university, UC Berkeley will finance the student's college education.

Additionally, photography students have the opportunity to take photo workshops at Cal Arts during the spring semester. Cal Arts provides transportation to and from the college and funds the cost of supplies and meals.

The College Counselor also organizes the administration of the Preliminary Scholastic Aptitude Test (PSAT) on site during a reverse minimum school day to ensure that freshmen, sophomores, and juniors have convenient access to the exam. In addition to College Board and district fee waivers, the school subsidizes the cost for any 9th grade student on the free or reduced lunch program to encourage more students to take this practice college admissions test. More than 1,200 students took the exam in October 2007.

PSAT

Working with the College Counselor, our Career Adviser develops programs and activities to help students explore different career paths. To ensure that students are career-ready, the Career Adviser provides a 7 AM work experience course, aligned to English-Language Arts standards, for students and conducts job site visits for the students who wish to earn credits. The adviser enrolls students in Regional Occupation Program (ROP) and Regional Occupation Center (ROC) courses to help them explore career interests. The adviser also coordinates career fairs and invites guest speakers who work in various fields. Additionally, the adviser visits with life skills classes to inform students of the Career Center resources. This year, the Career Adviser is organizing a Career Technical Education (CTE) Advisory by bringing together CTE teachers, the counseling staff, and community businesses. In January 2008, through the efforts of our Career Adviser, Cleveland received a \$140,000 Perkins Grant to advance the Media Academy and Urban Planning school-to-career pathways.

*Work
experience*

ROP

ROC

*CTE
Advisory
Board*

Each November and April, the Career Adviser coordinates the Armed Services Vocational Aptitude Battery (ASVAB) test on campus for interested students. This skills test aids students in investigating their different abilities and offers an avenue for career exploration.

ASVAB

In addition to the Career Adviser, students in the special education program receive assistance from the District Office of Transitional Services (DOTS) advisers. Housed on campus, the DOTS advisers help students enroll in West Valley Occupation Center courses and aid them in determining appropriate post-secondary educational and school-to-career program alternatives.

DOTS

In fall 2007, the Career Office hosted Cleveland's first schoolwide career fair and is currently working with the DOTS advisers to offer a more comprehensive spring career fair.

*Career
Fair*

Moreover, business and community partnerships provide opportunities to apply classroom concepts to real-world settings. On-site ROP and off-site ROC classes offer specialized skills training. Our Careers with Children course introduces students to early childhood education and includes involvement in our on-campus community preschool; students can earn day care worker certification. Additionally, through a grant with Pierce College, students can receive tuition reimbursement should they choose to continue their child development education at the post-secondary institution. Through General Clerk/Hospital Occupations, students intern daily in a medical office setting. Museum Studies students teach art to local primary schools. Industrial arts classes partner with Chrysler Motors and design metal manufacturing studios. The Media Academy works with Rhythm and Hues, Disney, and Workplace Hollywood to provide students with mentors in the television and film industries. Through the Media Academy, students have also interned at Time Warner Cable. Cleveland is the first Southern California high school to develop a construction management program venture with Swinerton Builders that offers students in the Urban Planning/Architecture Design classes an opportunity to learn from and job shadow individuals in the construction industry. Additional collaborative efforts with professional service organizations such as Rotary Club and Kiwanis Club ensure that every student has access to achieving post-secondary goals.

*Career
certification*

*Business
partnerships*

The many extracurricular activities and clubs at Cleveland also provide students different avenues to enhance academic learning and career exploration. This includes 41 boys and girls' athletic teams, Academic Decathlon, K-CAV student news broadcast, and more than 40 special interest and community service organizations such as Skills USA, Teen International Media Exchange, and Teens for Charities. Students may also enroll in Student Government, Senior Board, marching and jazz bands, cheerleading, and drill team.

*Extracurricular
activities*

B3.To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

*Data/
Evidence*

Upon entering Cleveland High School, each student enrolls in an individual program that meets state and district high school requirements:

SUBJECT AREA	CREDITS REQUIRED
English	40
Mathematics	20
Social Studies	30
Science	20
Health	5
Life Skills	5
Performing or Visual Performing Arts	10
Applied Technology	10
Physical Education	20
Elective	70
Total:	230

In addition to completing all required courses, students are required to pass the California High School Exit Exam (CAHSEE) and fulfill a service-learning requirement.

Prior to starting their 9th grade year, freshmen students and their parents attend the August orientation where counselors review all graduation requirements. Additionally, during the summer of each school year, students and parents are sent a mailer that includes a list of all high school requirements and how they align with the a-g University of California and California State University entrance requirements. The form further outlines the minimum number of course credits needed by students in order to receive a diploma and contains a suggested timeline. Moreover, the counseling staff works with the small learning communities to ensure that the course of study overlaps with state and district requirements.

*Freshman
Orientation*

*a-g
Requirements*

Throughout the school year, counselors review the graduation requirements with students, ensuring that students attain the necessary course credits to advance to the next grade level. Counselors meet twice a year with all

*Counseling
sessions*

counselees for spring and fall programming. During that time, counselors inform students of their progress and provide course offerings available to students during the spring and following fall. In these sessions, students have the opportunity to enroll in additional before or after school classes to help them make up any needed credits or advance in credits. Additionally, at the spring meeting, students are informed of the courses available during the summer for remediation or enrichment.

The counseling staff also conducts two evening parent meetings each year to go over individual graduation plans with underclassmen. At the 9th and 10th grade meeting, counselors discuss the a-g requirements, the CAHSEE and other state and national assessments, and the available support services at the school such as the Impact or peer counseling programs. At “Just for Juniors Night,” counselors go over graduation requirements, college preparation, and testing information. At this meeting, the counseling staff also reviews the PSAT with students and parents.

*Parent
meeting*

Besides these formal sessions with counselees, academic counselors are available for individual meetings. Upon consultation with students and parents, counselors enroll students in after school and Saturday tutoring sessions or additional courses to help them meet graduation requirements.

Throughout high school, counselors and small learning community coordinators regularly examine student data: cumulative records, test results, and courses taken. After every progress report period, counselors and coordinators review student grades and counsel those who are not succeeding. Families and teachers are contacted to discuss issues impacting student performance. School support staff members suggest interventions such as weekly progress and attendance reports, after school tutoring, or referrals to other school resources and community agencies, when appropriate. Working with counselors and parents, students develop personal learning plans to investigate educational and career possibilities, and simultaneously, fulfill graduation and college entrance requirements. Counselors monitor student status and discuss academics and study skills.

*Analysis of
student
progress*

Cleveland believes that in order for students to meet the expected schoolwide learning results, prevention and intervention are keys to student success:

*Intervention
programs*

- The Diploma Project Advisor and Attendance Dean monitor student attendance and meet with students and parents, as needed. Through the Attendance and Academic Recovery Program, students with extensive absences are provided with additional counseling and tutoring assistance, or given necessary school supplies.
- The literacy coach and bilingual coordinator monitor at-risk students and determine placement in the Read 180 program or other services.
- Mathematics teachers provide initial and ongoing assessments to ensure student placement in appropriate classes.
- In the Special Education program, students receive a case carrier who monitors academic and personal needs.
- Our Language Appraisal Team meets with concerned parties to determine if language barriers or other problems exist that may impede an EL's progress.
- The Student Success Team discusses referrals, develops proactive interventions and placements for at-risk students, and makes recommendations to test students for learning disabilities or to provide 504 accommodations, when necessary. Interventions may include enrollment in literacy electives, tutoring, or counseling.

Students may also engage in extended learning activities beyond the school day. We have 7 AM classes, after school tutoring, and on-site college and adult school classes in the late afternoons. For those who are involved in after school activities, many teachers and small learning communities programs offer lunchtime or Saturday tutoring sessions. Some also provide tutoring during vacations. During the athletic season, there are study hall sessions available to athletes who cannot attend after school tutoring that conflict with their practice schedules. Students who take the school bus may access after school tutoring or classes as there are late buses scheduled every day of the week.

*Extended
learning*

We send letters to parents of students needing English or mathematics assistance, requesting that their child attend academic interventions in English and mathematics. CAHSEE preparation classes are available after school and on Saturdays over a period of six weeks, twice a year to aid students in reviewing key concepts and skills necessary for success on the exam.

*Parent
communication*

AVID offers weekly after school tutoring conducted by trained college and peer tutors. Teachers in small learning communities such as CAV House provide after school tutoring three times a week in English, mathematics, and social studies. The English Department has also developed an after school literacy program to provide struggling readers with assistance through the use of the Language! curriculum.

*Tutoring
programs*

Moreover, the dean's office offers twice a week tutoring for students in all subject areas. Four days a week, after school detention study hall is available to students who are tardy more than six times in a given month. During these sessions, students complete school work or CAHSEE preparation materials.

Through a service-learning project conducted by CSUN's English Department in conjunction with the Media Academy, college students provide tutoring to developing writers in SAS, IS, Media, and other English classes during class time and after school.

Additionally, several student clubs and organizations have developed peer mentoring programs, available during lunch or after school. Calculus Club pairs advanced mathematics students with those in Algebra I to provide the latter with additional assistance. The club members also work with students who have not passed the CAHSEE mathematics section. Similarly, Scholars in Action and Students Reaching Success bring together 11th and 12th grade students to tutor freshmen and sophomore students in all subject areas.

*Peer
mentoring*

Areas of Strength:

- We offer a variety of programs that meet graduation and university requirements, and assist students in exploring postsecondary schooling and accessing career pathways.
- Students have opportunities to engage in a rigorous and relevant, research-based course of study that focuses on student achievement of expected schoolwide learning results and academic standards.
- All students are assisted in developing personal learning plans that meet academic requirements, explore co-curricular interests, and guide career goals.
- Student progress is monitored regularly to ensure student achievement of expected schoolwide learning results and academic standards.

Areas of Growth:

- More in-depth standards-based aligned curriculum in all departments
- More culturally relevant and responsive education imbedded into curricular program
- More programs, electives, and partnerships with community organizations and businesses that offer school-to-career pathways and post-secondary options
- More follow-up studies on post-secondary graduates

C: STANDARDS-BASED STUDENT LEARNING

INSTRUCTION



Mission statement:

To employ current research on effective professional development as a means to raise student achievement

CATEGORY C: STANDARDS-BASED LEARNING: INSTRUCTION**C1—C2: *Instruction***

Dana Blumfield	Jean Hart	Mark Middlebrook
Susana Cantu	Na'imah Hawkins	Allie Moat (student)
Nicolas Chavez	Derrick Hill	Alejandra Muro (student)
Evangeline Cohen	Donna Hill *	Frida Rodriguez *
Cindy Duong	Asia Jackson	David Samuel
Bonnie Ferron	Bryce Kawamoto	Shari Sisson *
Jocelyn Fine	Jarod Kawasaki	Douglas Steffen
Tierney Finster (student)	Jennifer Macon	Valerie Stewart
James Gleason	Ami McColl	Garfield Whittaker
Marshall Goldman		

* *Focus Group Leader*

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

*Data/
Evidence*

Grover Cleveland High School is a professional learning community where educators convene to discuss curriculum content and focus on instructional delivery with the goal of helping students meet academic standards and the expected schoolwide learning results. Meaningful, relevant, culturally responsive, and varied teaching strategies are used to address different learning styles and student needs.

ESLRs

Many classes afford students opportunities to create projects involving multiple mediums: visual, audio, oral, and written. English classes analyze contemporary and historical speeches, and write and deliver their own. In some American Literature classes, students read the poem “We Wear the Mask” and create mask projects. In AP English Language, students read *The Scarlet Letter* and conduct a mock trial to defend characters accused of sin in 17th century Boston. Some School for Advanced Studies English classes script, edit, and direct shorts and documentaries at annual film festivals. Some AP English Literature students develop a modern interpretation of *Hamlet* using video and other media. To aid in the understanding of Julius Caesar, sheltered 10th grade English students are asked to illustrate Calpurnia’s dream. During a unit on tolerance, resource specialist program students read *Night or Of Mice and Men*. They then research different forms of bias and participate in Socratic seminars. Many CAV House English classes write poetry and engage in readings with professional poets. In Magnet 11th grade English classes, students read *The Great Gatsby*, write scripts based on the novel, and design metaphorical plates based on symbols and themes from the book.

*Instructional
strategies*

*Classroom
activities*

In mathematics, students grasp the concept of operations with negative numbers by using a human number line and participating in total physical response demonstrations. To understand the concept of slopes, students in algebra calculate the angles of staircases and ramps. While studying similar

triangles in geometry, students measure shadows to estimate the heights of tall objects. Many mathematics students also apply their skills by filling out mock tax returns. To visualize mathematical concepts such as parabola, ellipse, and hyperbola, students create their own form using string, nails, and a thick board.

Many world history students research the contributions of various cultures and deliver oral presentations on the subject. Through US history classes, students develop service-learning projects. In 11th grade magnet classes, students complete an extensive study of Downtown Los Angeles which culminates in a service-learning project whereby they research services available to the residents of Skid Row and create presentations informing students on how they can get involved in the fight to end homelessness. Juniors in the IS classes serve as docents for 9th grade students during a field trip to the Getty Museum and lead discussion groups and activities. Students in special education collaborate with neighboring Miller Career and Transitional Center to develop holiday projects for community agencies and businesses. In economics, students devise an imaginary island with its own government and currency. Some government classes produce political interest group brochures and present them.

*Service
learning*

Several senior art classes study popular culture and develop 3-D pop art projects. Digital imagery students design brochures and menus and recreate business logos. Ninth grade media students also complete projects incorporating film, comic strips, portraits, and pictures. Painting classes create books that are illustrated based on the students' cultural backgrounds and experiences.

*Applied
technology*

In integrated coordinated science classes, students analyze seismographs and design earthquake models. Many physics students design and create catapults to apply Newton's laws of motion. Chemistry students make scientific hypotheses and conduct lab experiments to test their theories. Some biology students participate in virtual dissections while others develop genetic lines for new species to demonstrate understanding of evolutionary theories and adaptations. Several biology classes also design replica DNA models to demonstrate understanding of nucleic acid structure and analyze nutritional information on food labels to study the body's use of macromolecules.

*Student labs
and
experiments*

Spanish language students research Spanish-speaking countries and present their findings through poster displays. Some classes write scripts and film them. Some participate in "Star Search" activities that require them to learn a Spanish song and present it to the class. In Korean classes, students create music videos and organize fashion shows to illustrate the culture. They also choreograph and

*KPA Teacher
Appreciation
Luncheon*

perform traditional dances for the Korean Parents Association Teacher Appreciation Luncheon. In French classes, students create autobiographical scrapbooks that demonstrate their knowledge of the *passé composé* tense.

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

Life skills students plan for the future by developing budgets and analyzing labor force trends. Students select careers and consider salaries; they must budget their money based on their earnings.

In special education classes, students study World War I, create propaganda posters, and present their ideas. Students in English study persuasion: they engage in debates on contemporary issues and write essays to examine these topics. In economics, after studying a unit on fiscal responsibility, students open their own bank accounts. Government students investigate court cases dealing with constitutional amendments.

In all levels of ELD, students maintain portfolios of writing samples that demonstrate mastery of the standards and periodically, engage in student-led conferences. In advanced ELD classes, students examine social issues and write research papers. Students also conduct oral presentations based on literature they have read.

Portfolios

Media Academy students script, edit, and direct public service announcements. They also produce shorts for film festivals, conferences, and businesses. AVID elective students create parent and student newsletters that provide information on scholarships, grants, and tips on succeeding in high school. Leadership students plan and execute social events that bring together the school and community. They also organize service-learning projects including blood drives and recycling programs.

PSAs

Newsletters

Drafting students use Computer-Aided Design (CAD), Chief Architect, or Sketch Up software programs to create renderings of architectural plans. Those in advanced level classes use the 3-D rapid prototyping machine to create models of their concepts. Students in ceramics class designed benches for two of the school walkways. Drama students learn the elements of set, lighting, and costume design. In choreography/dance class, students create and perform original routines at sporting and school events that meet visual/performing arts standards. They also use editing software to mix their own music soundtracks.

*Computer
software*

*School-to-
career
opportunities*

Additionally, students have opportunities to integrate learning among disciplines. Physical education students use mathematics to calculate basal heart rates and optimum heart rates. In chemistry classes, students use mathematics to balance equations and determine the pH value of acids and bases while physics students apply algebraic expressions to solve concepts of circular motion. English classes integrate technology to publish anthologies and magazines, and create films. Mathematics students use objects in nature to solve geometry problems.

Moreover, Interdisciplinary Studies (IS) students write their own creation myth in 9th grade English classes, design and publish them in the humanities class, and research and write the scientific counterargument in integrated coordinated science. Students in 10th grade IS classes produce propaganda documentaries for mock elections in their Media Academy classes that integrate English and world history standards. Additionally, after reading *Kite Runner* as part of a unit on intolerance, students design kites to help them explore and understand themselves and others.

Academy of Art and Technology seniors read different works in world literature, design cities that focus on themes or ideas from the literature in their art class, and develop constitutions in their Principals of American Democracy course.

In the Media Academy, animation, claymation, and film students collaborate on multiple projects and develop live-action cartoon features that showcase career technical education and visual/performing arts standards.

In the 9th grade Magnet classes, students read about different societies in the English class, study the cultural and historical aspects through their humanities class, and celebrate this understanding through unit projects that culminate in cultural luncheons. For example, during a unit on Mexico that culminates with *El Dia de los Muertos* luncheon, students display altars with artifacts representing important objects in the lives of their deceased relatives. In 10th grade, students perform dances and songs, create games and cartoons, or make films that demonstrate knowledge of different cultures. Students in 11th grade Magnet classes apply Howard Gardner's theory of multiple intelligences in various projects incorporating classic literature. Many Magnet seniors study philosophy through the medium of film or reproduce famous art works based on existential themes.

In each course, students are informed about what they are expected to know and be able to do so that they can demonstrate mastery of the standards. Course syllabi are disseminated at the beginning of each year to outline class objectives and academic expectations. These course syllabi are submitted for review by the third week of school to the respective administrator who oversees the departments. Oftentimes, students are asked to evaluate their courses based on class objectives and expectations. Additionally, displays of student work that are evaluated using standards-aligned rubrics are evident in many classrooms and serve as models for learners. These include portfolios, art projects, scientific laboratory displays, mathematical concept posters, poetry notebooks, and traditional writing assignments such as essays and reports.

*Course
syllabi*

*Student
work*

At Cleveland, there is a schoolwide focus on helping students develop their critical thinking skills and ultimately, their ability to analyze, interpret, synthesize, evaluate, and use information. In specialized programs and small learning communities, theoretical and experiential learning are interconnected. The Humanities Magnet and Interdisciplinary Studies programs emphasize an interdisciplinary approach to learning. Students must be able to integrate English, social studies, and art concepts; the IS 9th grade curriculum also incorporates science. Mastery of unit themes and concepts is demonstrated through essays and projects.

*Inter-
disciplinary
learning*

In the School for Advanced Studies, students in the 9th grade author literary terms dictionaries and poetry anthologies. In the 10th grade, students compose portfolios that address each writing standard. In the 11th grade, students create literary magazines based on novels they have read. Students in the SAS music class study the musical *Rent*. They then develop a live talk show to explore contemporary issues relating to health education.

*Applied
technology*

As a senior project, Academy of Art and Technology (AOAT) students develop and carry out a business plan while Media Academy students script, direct, produce and broadcast a weekly news show to the Cleveland community. For the past three years, students also participate in the Giffoni Hollywood Film Festival by applying the skills developed through their Media Academy classes. Students either create films that are presented at the festival or analyze contemporary films and serve as judges.

*Community
partnership*

Students have multiple opportunities to engage in real-world activities through simulations and debates. In some economics classes, the students participate in a simulated economy in which they choose jobs and pay rent. They must then prepare budgets and formulate decisions based on economic parameters. Some

*Real-world
application*

classes also participate in an online stock market game and make investments over a 10-week period. In history classes, students participate in Lincoln-Douglas debates. In English classes, students engage in debates on literary themes and issues.

Students may also explore intellectual interests, experience academic enrichment, or earn extra credits by enrolling in college classes on campus after school or online. Courses range from Introduction to Sociology, American Sign Language, and Life Drawing, to Civil Rights and the Law, History of Opera, and Elementary Astronomy.

*College
courses*

Regional Occupation Program (ROP) courses and specialized electives allow students to apply classroom learning to real-world settings:

- In Careers with Children, students develop lesson plans to teach pre-school students.
- In Hospitals Occupation, students intern with technicians, nurses, and physicians at local Northridge Hospital.
- In Museum Studies, students develop art lessons and teach them to elementary students.
- In yearbook, students develop a concept, write copy, take photographs, incorporate business practices, and use computer technology to publish a 200 plus page album.
- In drama, students write sketches, discuss character analysis, and coordinate plays and musicals.
- In journalism, students report on school, local, and national topics, write articles and edit copy, sell advertisement and employ marketing strategies, and publish a monthly newspaper.
- In choir, students learn classical and contemporary genres of music and organize concerts for the community.

Additionally, students use the resources available in the library to conduct independent research. Students may access the Digital Library to make use of thousands of current articles from both magazine and newspaper sources. A direct link to the Los Angeles Public Library provides students with use of the expansive resources of the entire public library catalogue. Students may request materials online and have them transferred to the public library branch most convenient to their home or school.

*Library
services*

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasizes higher order thinking skills, and help them succeed at high levels?

*Data/
Evidence*

At Cleveland High School, teachers employ varied instructional approaches and use multiple resources, materials, and technologies to engage and enhance student learning and student achievement. Instructional delivery is differentiated to meet the many needs of students. Traditional methods such as lectures and note taking are used, as well as cooperative groups, reciprocal teaching, inquiry-based experiments, and independent research. Specially Designed Academic Instruction in English (SDAIE) strategies help English learners access curriculum and engage in challenging learning opportunities.

*Differentiated
instruction*

Many teachers integrate technology into their instructional program as a means to engage students in appropriate and relevant learning activities designed to meet academic standards and the expected schoolwide learning results. Many teachers use PowerPoint to augment lessons and refer students to library resources and educational websites for extended learning. Moreover, many instructors employ the use of laptops, smart boards, LCD projectors, and video equipment:

*Technology in
the classroom*

- In English classes, students use computer carts to write essays and access the Vantage online software to obtain immediate feedback on writing skills.
- In drafting classes, students draw plans manually and then integrate the use of computer design programs.
- Life skills classes use online aptitude and skills tests to assist students in career exploration.
- Students in Special Education government classes use computer carts to research and cite court courses pertaining to Constitutional Amendments.
- Students in the autism class use the Rubberface computer program to practice reading facial expressions in order to recognize and label the emotional states of others.
- Some Algebra students can access teacher websites and review class notes for further clarification of materials.
- Science classes watch downloaded videos, such a recent geological events, to reinforce points presented.

- Photography, digital imaging, and graphic design classes use software such as Photoshop to alter and enhance their images.
- Mathematics, English, social studies, science, art, and world language classes refer students to internet websites to expand and enrich course content.
- English, social studies, and science classes integrate film regularly into their instructional delivery to enhance student understanding.

The teacher librarian works with classroom teachers to provide lessons that integrate library information and technology skills into the curriculum standards. Twenty-six computers are available for students' use. Informational books support the curriculum across all grades and ability levels, and we have a large variety of reading for pleasure materials, including our very popular graphic novels, to meet the needs of a diverse student body. The library also offers a wide variety of world language books to engage the active involvement of our English learners.

*Library
services*

In addition to using primary source documents, when possible, many teachers use videos, DVDs, CDs, and tape recordings to reinforce ideas or bring in guest speakers to offer students first-hand information of classroom learning. Through the Visiting Author Series, Cleveland students have read works by and engaged in question and answer sessions with Michael Crichton, Luis Rodriguez, Chris Crutcher, and Marilyn Reynolds. Every Friday, the library hosts "Out Loud in the Library," where faculty members, students, and parents come to promote literacy by reading a selection from one of their favorite works.

*Visiting
Author
Series*

Moreover, business and service organization representatives frequently serve as presenters and advisers in classrooms. Filmmakers and scriptwriters regularly provide input on Media Academy student projects. Architects work with and evaluate projects designed by urban planning students. Individuals from local clinics speak to health classes about various health issues. Representatives from the Fashion Institute of Design and Merchandising speak to Spanish classes about Latin American history and culture, and they talk with world history students about apparel as symbols of class system distinctions in 18th century France. A victim of drunk driving offers life skills and health students advice on the consequences of operating a car while intoxicated. English and social studies teachers have Holocaust survivors speak to students after the classes have read about the genocide.

*Guest
speakers*

A team planning and team teaching approach underscores the instructional programs of the Resource Specialist Program (RSP) collaboratives in mathematics and English, Humanities Magnet, Interdisciplinary Studies (IS) program, and Academy of Art and Technology (AOAT). In the RSP collaboratives, special education students are mainstreamed into general education mathematics and English classes. In this setting, students receive whole group and one-on-one instruction. In the Magnet, English, social studies, and art teachers collaborate and share resources to teach thematic units. In IS, English, social studies, science, media, and art teachers integrate standards across the disciplines. AOAT teachers coordinate interdisciplinary projects that are art-themed and technology-based.

Teacher
collaboration

English students often attend drama performances to enhance understanding of particular literary genres or authors. A teacher-parent collaboration resulted in bringing a performance of *O Lord, Remember Me* to the Cleveland stage to enhance an 11th grade study of slave narratives. Teachers have supplemented the study of literature by exposing students to live performances of Shakespearean plays and the works of other playwrights such as August Wilson. Working with the Reprise! theatrical company, classes have had opportunities to watch classic musicals such as *Damn Yankees* and *Li'l Abner*.

Enrichment
activities

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

Curricular
trips

- A field trip to the Getty Villa supports an IS unit on Greco-Roman art and architecture.
- A Heal the Bay Santa Monica beach project offers integrated coordinated science students opportunities to examine the water cycle.
- A trip to the Los Angeles Contemporary Museum of Art to view Dali's works complements a study of surrealism in 12th grade Magnet classes.
- A tour of the Federal Reserve underscores coursework in economics.
- A dual language production of *Cyrano de Bergerac* assists students with applying language studies with real-world application.
- A performance of *The Color Purple* furthers understanding of the literary work.
- A production of *La Bohème* highlights concepts in Music Literature and Analysis.
- Theatricum Botanicum Shakespearean plays provide English classes opportunities to experience Elizabethan England.
- A visit to the Museum of Tolerance enhances an understanding of Holocaust units in 10th grade English and world history classes.
- A curricular trip to design firms provides digital imaging students with

opportunities to apply classroom learning to real-world situations.

- An exploration of the Norton Simon Museum examines how art serves as political commentaries and reinforces societal issues throughout history.
- A tour of downtown Los Angeles and Skid Row reinforces the concepts of social and economic disparities learned through 11th grade Magnet classes.

The World Language and English Language Development Departments use a variety of teaching strategies and tools such as total physical response (TPR), storytelling, and realia to introduce new information. This is then followed by guided practice such as games, group activities, puzzles, drawings, and cooperative learning to reinforce the lesson presented.

Science classrooms use internet websites to engage students in simulated experiments and dissections. Students also conduct laboratory experiments both in and out of the classroom to help them access and comprehend complex principles. Some use biotechnology equipment such as gel electrophoresis and micropipetting to conduct transformation labs and DNA fingerprinting.

The Media Academy, through its Teen International Media Exchange (TIME) program, offers students opportunities to videoconference with other film students around the world to develop scripts and projects. On several occasions, students have traveled abroad to South Korea and Belize to collaborate on original video productions.

Industrial arts classes expose students to real-world learning through a job shadowing program with Swinerton Builders. Students also develop project management skills through collaborations with the National Hot Rod Association.

*School-to-
career*

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

*School and
community
outreach*

- Media Academy students have created public service announcements on teen issues.
- School for Advanced Studies 10th grade English classes have produced documentaries on Cleveland programs.
- Ceramics classes have designed beautification projects for our school walkways,
- Art classes have created Pop Art projects exhibited in galleries.
- AP English Language students have collaborated in the development of the school's vision and mission statements.
- Drafting students coordinate activities for the National Hot Rod Association Career Opportunities Fair.
- Leadership students plan schoolwide blood drives for community hospitals.

Areas of Strength:

- Research-based instructional programs exist, reflect district and state standards, and help to establish a community of learners who are able to meet the expected schoolwide learning results and academic standards.
- A variety of instructional approaches in and beyond the classroom offer students opportunities to analyze, interpret, synthesize, evaluate, and use information from multiple sources.
- Technology is readily available and used in and beyond the classrooms to enhance students' learning experiences.

Areas of Growth:

- More opportunities for students to monitor their own learning and provide feedback to teachers
- More opportunities to integrate career technical education into academic coursework
- More opportunities to imbed culturally relevant and responsive instructional strategies in all classrooms

D: STANDARDS-BASED STUDENT LEARNING

ASSESSMENT AND ACCOUNTABILITY



Mission statement:

To examine data and implement activities that monitor and focus on student achievement

CATEGORY D: STANDARDS-BASED LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1—D2: Assessment and Accountability

Glenn Burri	Tu Le	Hector Ramirez
Darrell Butler	Barbara Lee	Runa Ray
Jose Chavez (student)	Bob Marks	Sharon Read *
Mike Commander	Patricia Marmon	Ingris Rivas
Olivier DeMail	Ed Martinez	Bob Sherman
John Durbin	Laura Neustaedter *	Jeremy Smith *
David Fitzmorris	Ryan O'Connell-Elston	Carlos Vega (student)
Cristina Frnzyan	Jose Pineda	Gina Yousef
Jeffrey Hansen	Richard Posito	Katherine Zhang (student)
Steve Landress		

D3—D4: Assessment and Accountability

Bennet Berkowitz	Sean Iljay (student)	Gabby Salehyar
Dylan Branch	Brian Jacobs	Danielle Taklender
Cathy Carson	Laurie Kurnick	Janet Widen
Wesley DeGracia	Tracy Martin	Alice Wilson (student)
Breanna DeMail	Jose Orellana *	Erin Winter
Veronica Diaz (student)	Roya Rahimzadeh	Sarah Wu
Vanessa Frnzyan *	Robert Rakauskas	Doreen Valenzuela
David Gundrum	Dina Reich	Rolando Young
Lori Howe *	Carlos Rodriguez	

* Focus Group Leader

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

D2. To what extent do students and teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

*Data/
Evidence*

Cleveland High School uses a variety of assessments to measure student mastery of academic standards and expected schoolwide learning results. National, state, district, department, small learning community, teacher, and student-generated assessments provide opportunities to collect, disaggregate, analyze, and report student performance data to all shareholders.

Collection of Data

The school collects data from a variety of sources. National assessments such as the Advanced Placement (AP) exams, SAT, PSAT, and ACT are sent to the principal and students by the respective testing agencies. State and district assessments, including the California Standards Test (CST), California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), Aprenda 3, FitnessGram, and Periodic Assessments are distributed by the local district and accessible through the Decision Support System (DSS), which provides accountability reports on student achievement and outcomes. The state also provides the School Accountability Report Card (SARC) that gives an overview of the school, including data on student achievement and demographics. This includes graduation rates, dropout rates, and a-g completion rates for all subgroups.

*Assessment
data*

The administration regularly collects data on departmental grade mark reports through the use of the Student Information System (SIS) and Integrated Student Information System (ISIS). Administrators and department chairs gather data on teacher grade mark reports. Moreover, the administration gathers results from parent, staff, and student surveys.

*Grade
mark
report*

In addition to results from state and district assessments, departments and small learning communities collect data on student progress and achievement: grades, attendance, and discipline records.

In the Special Education Department, the Kaufman Test of Educational Ability II (KTEA II) is used to help determine academic placement in the least restrictive educational environment for each student. Special Education teachers receive regular updates on student progress through the district's Welligent system, an online IEP writing tool and information system.

*KTEA II
data*

Additionally, the district's Office of Special Education offers monthly updates on the 18 district outcomes of the Modified Consent Decree: participation in statewide assessments; performance on statewide assessments; graduation rate; completion rate; reduction of suspensions; placement of students with disabilities with eligibilities of Specific Learning Disabilities and Speech/Language Impaired; placement of students with disabilities with all other disabilities; home school placement; individual transition plan; timely completion of evaluation; informal dispute resolution; disproportionality; complaint response time; delivery of services; parent participation; timely completion of translations; increase in qualified general education providers; and, student behavioral interventions.

*Modified
Consent
Decree*

Along with these other data, teachers collect class and individual student data: AP test results, CST student reports, Periodic Assessment information, summative assessments, tests, quizzes, writing assignments, authentic assessments, and perception data.

Disaggregation and Analysis of Data

By August, the principal receives annual school performance data from the previous school year. This information is reviewed and disaggregated by administrators and program coordinators. Student benchmarks, graduation rates, dropout rates, and a-g completion rates are initially evaluated to measure overall progress. Data is then disaggregated by student subgroups, content areas tested, and individual teachers, when applicable. Analysis includes

*Analysis of
data*

comparisons between current year student performance levels and prior year outcomes. We examine growth by looking at state-determined indicators and targets. We also compare test scores to district and state averages to determine progress. Additionally, outcomes for the Single Plan for Student Achievement are evaluated.

The information is shared with department chairpersons and small learning community coordinators. At the August Buy-Back Days, the data is presented to the faculty for discussion and analysis. During these professional development in-services, departments and small learning communities meet, review, and consider the implications of the data and how it informs curricula and instruction. From these meetings, the departments and small learning communities develop action plans for the school year by identifying and reporting two to three critical academic needs based on the analyzed and disaggregated data. This information is then used to revisit the Single Plan for Student Achievement.

*Meeting
agendas*

Each department also uses assessment results to map its curriculum. Mathematics, science, social studies, world language, English Language Development (ELD), and small learning communities develop pacing plans for the year. The English Department reviews its core literature and targets specific reading and writing skills for the year.

*Curricular
mapping*

*Pacing
plans*

In the Special Education Department, results of the KTEA II and IEP goals are used to derive teaching and learning objectives for individual students. Modified Consent Decree school updates provide the administration, Special Education Coordinator, and teachers the opportunities to make program modifications to help students achieve at higher levels.

IEP goals

Reporting of Data

Student performance on assessments is reported to parents and the community through several means of communication. Individual student reports on national assessments and the CSTs are sent home by the testing agencies. Additionally, the school sends home results from CAHSEE. School data is gathered by the district and state and compiled into the School Accountability Report Card (SARC). The SARC offers an overview of schoolwide progress and student achievement.

SARC

Cleveland provides parents with three student progress reports and one final grade report each semester. Throughout the year, parents are kept informed of continuing student achievement: daily updates on the Cleveland website; monthly “Coffee with the Principal” meetings; monthly parent advisory committee and association meetings; Back-to-School Night and Open House; five college nights; two Primarily Hispanic, Black, and Other (PHBAO) conferencing sessions; parent and small learning community newsletters; individual conferences with parents; and, automated and personal phone calls home.

*Parent
communication
and meetings*

Teacher Use of National, State, and District Assessments

Teachers use results from national and state assessments to evaluate student learning and modify the teaching/learning process to increase student outcomes. Each fall, the Educational Testing Service (ETS) sends Advanced Placement teachers an analysis of student performance on the exam administered the previous May. The data reveals the skills and objectives that students have mastered and provides areas of improvement. Teachers use this information to modify their curriculum and instructional strategies.

The College Counselor reviews the results of the Preliminary Scholastic Aptitude Test (PSAT) with students and parents and uses the results to help students understand their strengths and areas of improvement. Moreover, academic counselors use the results from the PSAT to assess student strengths and to recommend students for higher level classes who may not traditionally enroll in those classes.

*Class schedules
and individual
learning plans*

Departments examine the results of CST class reports and compare mastery of standards. Areas of strengths and weakness are discussed and used to reevaluate instructional practices. This also provides an opportunity to share best practices. Additionally, teachers use the meetings for grade-level articulation. Teachers discuss class and individual student academic needs and use that information to plan their curricula accordingly.

Best practices

*Grade-level
articulation*

The Physical Education Department uses the results from FitnessGrams to assess its progress in helping all students master key components that are optimal for good health. Results are used to develop strategies to increase student mastery in the areas tested. This includes aerobic capacity, body composition, muscular strength, endurance, and flexibility.

FitnessGrams

The LAUSD requires all high schools to use Periodic Assessments in English 9AB, English 10AB, Algebra IAB, Integrated Coordinated Science IAB, Biology AB, and Chemistry AB to gauge student mastery of content standards. The results of the district's periodic assessments are also used by the departments to assess student progress and to help individual teachers focus their instruction on the needs of the students. Each course is given three assessments per year, with the exception of ICS, which has four assessments.

*Periodic
Assessments*

In 9th and 10th grade English, students take these formative assessments in three writing strands: persuasion, exposition, and literary analysis. Each assessment includes objective multiple choice questions and short constructive responses. The 9th grade persuasion and literacy analysis assessments also include extended constructive response essays; likewise, the 10th grade assessment includes an extended constructive response essay for the exposition assessment.

*Teacher
in-service*

After students take the assessment, the Literacy Coach collects the multiple choice responses and sends them to Princeton Review to be scanned and scored. Princeton Review posts results online. The data is disaggregated by individual student and standards assessed. Members have been in-serviced by the Literacy Coach to use the Princeton Review website to access student data. The department then examines the results, and they derive instructional practices based on student performance.

The short constructive response section is scored by the classroom teacher based on a district rubric. The extended responses are sorted randomly and distributed by the Literacy Coach to members of the English Department who then use a district rubric to holistically assess student writing.

The Mathematics Department gives three Periodic Assessments each year to assess Algebra I students' mastery of standards for the course. Each assessment has 20 multiple choice questions and a short constructive response section. Teachers use the results to modify lessons and drive the instructional program. Many mathematics teachers develop departmental remediation forms for students to help them review fundamental skills tested in that particular Periodic Assessment.

Integrated coordinated science (ICS) teachers administer Periodic Assessments that measure four key sets of standards: earth science, physics, biology, and chemistry. Each assessment comprises 30 multiple choice items and a constructed response essay. In biology and chemistry, students take three Periodic Assessments. The school's Science Coordinator works with three lead

teachers, all of whom have been trained by the local district to assist teachers in accessing the data on Princeton Review's website. The coordinator disaggregates the data and shares the results with the lead teachers. They provide in-services to department members on using the results to modify course-specific pacing plans and enhance instructional practices.

Department, Small Learning Community, and Individual Teacher Assessments

While some assessments are mandated by the state and district, a wide range of strategies are used to evaluate student mastery of standards and the expected schoolwide learning results. Teachers gather data through traditional assessments such as exams, quizzes, and essays; they also use alternative assessments such as portfolios and projects, and other forms of evaluations including discussions and presentations. These are developed by departments, small learning communities, and individual teachers. Using these assessments, instructors reteach skills and concepts based on student outcomes. They also have the opportunity to share their knowledge and expertise on teaching practices, and they are given the opportunity to share their best practices with their colleagues, which helps improve student achievement.

*Authentic
assessments*

The English Department uses informal, formal, and authentic assessments to evaluate student mastery of academic standards and the expected schoolwide learning results. Classroom discussions offer opportunities for immediate feedback. Students write online essays using Vantage software that are scored intellimetrically. The results are disaggregated by skills sets such as sentence structure and grammar usage. The information assists teachers in modifying writing instruction and students in achieving writing goals.

Vantage

Over the past eight years, graduating seniors must complete a Career Portfolio to evidence what students know and are able to do. Students must include a resume, autobiographical narrative, educational and career goals, list of specialized electives and school affiliations, certificates and awards, samples of student work from at least three disciplines, two recommendations, and a self-appraisal. Students have the opportunity to evaluate their learning and growth over the four years and assess their achievement of the expected schoolwide learning results.

*Senior
portfolio*

Many teachers use interactive reading journals to assess student comprehension and provide skill development, as needed. All teachers engage students in the writing process, using pre-writing tasks, drafts, and peer edits to scaffold learning and offer multiple opportunities for feedback.

*Writing
process*

In the Developing Readers and Writers Course, the Scholastic Reading Inventory provides teachers and students ongoing growth analysis. Student reading abilities are measured using computer software. Reports are generated that compare individual assessments taken throughout the course.

DRWC

The Mathematics Department developed a diagnostic exam that is administered at the beginning of the semester to determine current skill levels. Department members meet to assess and discuss topics, skills, and concepts covered for each chapter of the course level-specific textbook. In addition to the Periodic Assessments, department and teacher-designed tests and quizzes measure student learning and offer opportunities to provide appropriate remediation. Teachers also share worksheets and tests so that colleagues assess a common set of standards. Departmental finals are given in algebra to ensure grading uniformity of the standards.

*Departmental
diagnostic
exam*

Teachers use warm-ups at the beginning of class to evaluate prior knowledge, review key concepts, and gauge student understanding. Students utilize individual dry-erase boards to receive immediate feedback from teachers. It also allows teachers to obtain instant feedback on student mastery of specific standards.

*Informal
assessments*

In science, teachers design lab experiments and investigations to assess student understanding of the scientific method. “Activity before Content” is used to stimulate inquiry and assess prior knowledge. Unit projects assist students in synthesizing multiple ideas to form big picture concepts.

*Unit
projects*

In social studies, students write essays responding to document-based questions. They incorporate primary and secondary sources to demonstrate understanding of unit concepts.

DBQs

Some teachers have students complete semester projects and research papers incorporating PowerPoint presentations that integrate various concepts and themes studied. Government students create “Congress for Dummies” pamphlets that assess their mastery of concepts associated with the legislative branch of government. Students complete service-learning projects that connect a study of social concerns with the development of action plans to address the issues.

*Service
learning
projects*

In the ELD Department, students complete standards-based portfolios. The High Point curriculum includes oral, listening, writing, and reading comprehension assessments. End of unit exams are administered quarterly to measure student progress. KWL charts, Venn diagrams, and thinking maps provide pathways for achievement of daily lessons.

Portfolios

World language classes provide diagnostic tests to determine placement levels. Prior to course level placement, native speakers, who wish to take language classes, are assessed for fluency in writing and speaking in the target language. After the assessment, teachers communicate with counselors to ensure appropriate placement. Moreover, individual classes measure student proficiency through the use of oral and written assessments, including warm-ups, student reflections, quizzes, listening comprehension exercises, tests, presentations, and projects. Remediation is provided based on proficiency levels.

*Diagnostic
test*

Health teachers, during a unit on human development and sex education, assess student understanding of key concepts by having them develop an information pamphlet on a sexually transmitted disease or a form of contraception. Students present their findings orally or through the use of PowerPoint technology. Teachers use this form of assessment to evaluate student comprehension.

In life skills classes, many teachers use daily student presentations to target academic standards. To demonstrate mastery of a practical skill, each student writes “how to” instructions and orally present the sequence of steps. The rest of the class takes notes for each presentation, including the list of materials needed, steps, and importance of the skill to daily life. To assess student mastery of standards, students then compile a skills booklet.

The Art Department provides students with opportunities to analyze the value of different works of art and artistic movements to measure connections, relationships, and applications of the standards. Teachers use observation and rubrics to assess the fundamentals of design, aesthetics, and student creative expression. Projects incorporate higher levels of knowledge to assess student ability to solve problems and apply real-world concepts.

Rubrics

Physical education teachers give pretests to measure the students’ beginning levels of fitness on activities that are assessed by the state standards. Teachers then track student progress and assist them in developing goals to improve their performance. Student scores and times are monitored on a weekly basis to determine areas of focus.

In the Magnet, teachers map thematic, interdisciplinary units and assess students through quarterly Individual Unit Exams (IUEs) that are scored holistically by grade-level teachers. Weekly meetings allow teachers to evaluate the strengths and weakness of their instructional delivery and provide opportunities for curriculum modification. Review and Preview (RAP) responses scaffold lessons to prepare students for the IUE. Additionally, teachers meet regularly to reevaluate writing prompts based on student mastery of academic standards. Data is used to determine if students require tutoring or other academic support services.

*Inter-
disciplinary
essays*

The Interdisciplinary Studies (IS) program uses thematic unit essays and projects to assess student mastery of academic standards and course objectives. Teachers score these exams and projects as a grade-level team. In 9th grade, students write essays that incorporate integrated coordinated science, English, and humanities. For the Observing Nature unit, students write essays discussing how scientists monitor Earth, how poets describe nature, and how artists reflect natural scenes in their works. Students also apply what they have learned by taking landscape photographs. The writing process is used as teachers assess initial drafts to ensure student mastery of concepts. Homework and class assignments are designed to reinforce interdisciplinary themes. Students engage in self-assessment through the use of Sustained Silent Reading logs, which are used to gauge reading comprehension and to make connections among the disciplines.

*Thematic
units*

Advancement Via Individual Determination (AVID) teachers use specialized resources to help students organize their assignments. AVID binder checks offer immediate feedback about organizational skills and study habits. Other assessment strategies include the use of Survey, Question, Read, Recite, Review (SQ3R) protocols, quizzes, tests, projects, group discussions and activities, pair/share/partner work, and presentations. Tutorials are held twice a week to monitor and assess student progress. Teaching is modified or clarified to increase student learning.

*AVID
binders*

In Academy of Art and Technology, students demonstrate mastery of the art, history, and literature of a particular time period through the research-based Decades project. Students are assigned specific literary selections and must connect concepts from the works to artistic, scientific, and historical themes. They must then demonstrate their understanding through the development of Decade posters that incorporate desktop publishing or web design tools. In their senior year, students complete a city project to demonstrate concepts in world literature, government, and digital imaging.

Media Academy students complete film projects to demonstrate alignment of career technical education (CTE) standards. Other electives such as band, choir, and drama use performance-based assessments to measure mastery of state standards.

*CTE
standards*

The Counseling Department monitors student grades and advises students and parents accordingly. Counselors use individual graduation plans, academic progress reports, attendance reports, classroom observations, and test scores to evaluate student needs and to inform students about academic and career goals. If academic or personal support is needed, counselors refer students to the appropriate intervention program.

*Progress
reports*

Counselors also use weekly progress reports to monitor student achievement; students must circulate the report among their teachers and share the information with parents. Moreover, depending on student progress, counselors meet individually with their counselees to develop an academic or behavior plan or may request the assistance of the Student Success Team (SST). The SST consists of an administrator, coordinator, academic counselor, teachers, parents, and the student. The team meets to evaluate the issues that inhibit student learning and develops an intervention plan that may include referrals to the school psychologist, placement in intervention programs, or recommendation for a 504 accommodation plan or IEP.

SST

D3.To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4.To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

*Data/
Evidence*

Although LAUSD provides the principal with assessment data, the district is not actively involved in presenting and reviewing data with school staff. The district offers administrators and coordinators access to the Decision Support System (DSS), which provides accountability reports on student achievement and outcomes. The state provides the School Accountability Report Card (SARC) that gives an overview of the school, including data on student achievement and demographics, as well as staff information.

DSS

SARC

Cleveland's School Site Council (SSC), our governing board, consists of administrators, teachers, staff, students, parents, and community members. The SSC uses the Single Plan for Student Achievement to monitor student progress toward achievement of the academic standards and expected schoolwide learning results. There are three levels to our monitoring system: school; department and small learning community; and, individual.

SSC

*Single Plan for
Student
Achievement*

School Assessment and Monitoring System

Throughout the year, the school uses a variety of assessments to monitor student achievement. Administrators and program coordinators work with department chairpersons and grade-level lead teachers to review assessments and make instructional program decisions based on the results.

Administrators analyze departmental and individual teacher grades to assess student mastery of academic standards. Periodic Assessments in English, mathematics, and science are also reviewed. The California High School Exit Exam (CAHSEE) results are analyzed during the year to determine student mastery of basic skills in English and mathematics.

*Periodic
assessments*

CAHSEE

This information is shared with departments, small learning communities, and individual teachers. Trends are evaluated and instructional and professional development goals are established based on this analysis of marks and assessments.

*Teacher
collaboration*

Department and Small Learning Community Assessment and Monitoring System

After looking at the assessment results, departments and small learning communities reassess pacing plans or curriculum maps for the year. Colleagues agree on core sets of standards and use assessments to monitor student progress. Before school, lunchtime, and after school meetings provide opportunities to discuss growth targets and achievement of expected schoolwide learning results. Many grade-level teams in the Magnet and small learning communities have common planning times that are used to address specific issues regarding student achievement.

*Curriculum
mapping*

Individual Teacher Assessment and Monitoring System

Classroom teachers use daily assessments to monitor student achievement of academic standards and expected schoolwide learning results. There is a systematic approach to help students move into, through, and beyond lessons. Warm-up activities, dispatches, KWL charts, and other similar strategies assess prior knowledge. Assessment strategies such as laboratory experiments, scientific investigations, graphing, discussions, oral quizzes, Socratic seminars, cooperative learning, reciprocal teaching, and the writing process monitor student comprehension of materials. To gauge student mastery of concepts taught, students are asked to analyze, interpret, synthesize, evaluate, and use what they have learned to produce original works.

*“Into,
through,
and
beyond”
activities*

School Program Monitoring, Evaluation, Improvement, and Usage

Shareholders routinely review assessment data to examine academic growth and provide interventions when necessary. Regularly, school programs and services are reviewed, modified, or developed based on ongoing analysis of student achievement. The SSC allocates categorical monies to support student achievement by funding tutoring and other intervention programs. Instructional materials and equipment purchased with Title I and bilingual funds include novels, library books, reference materials, guest speakers and performers, teacher resources, computer carts, audio-visual equipment, and media. These provide teachers with supplemental resources to assist students. The SSC also provides for curricular trips to augment student learning.

*Allocation
of funds*

Based on an assessment of student needs, Title I and bilingual funds have been used to hire a full-time nurse, an additional full-time school psychologist, campus aides, two full-time youth counselors, and a Parent Center Director.

*Human
resources*

Disaggregated data from national, state, and district assessments allow the administration and staff to identify schoolwide concerns and formulate strategies to address areas of critical need. Administrators work with department chairpersons and small learning community coordinators to modify the master schedule. Core academic classes, electives, intervention courses, and enrichment opportunities are built into the master to help students meet expected schoolwide learning results.

*Master
schedule*

The addition of small learning communities such as Academy of Art and Technology (AOAT) and Character, Academics, and Values (CAV) House address the need to provide students with additional career pathways and personalization in a large school setting.

*Small
learning
communities*

Understanding the need to provide additional career pathways for students to achieve the expected schoolwide learning results, CAV House staff is currently revising the instructional program to imbed a Legal and Government Services pathway. Interdisciplinary Studies (IS) is also modifying its program structure to incorporate a career technical education component.

CTE

Professional development (PD) needs are assessed each year. A PD committee of administrators, teachers, and union representatives analyze student data and develop a plan to incorporate district mandates such as Culturally Relevant and Responsive Education as well as current educational research. Sessions on data analysis, intervention programs, differentiated instruction, and integrating technology into the curriculum provide opportunities for teacher training to help students achieve the expected schoolwide learning results.

PD

Through the Stull evaluation process, administrators monitor teacher progress on the following California Standards for the Teaching Profession: support for student learning; planning and designing instruction; classroom performance; developing as a professional educator; punctuality, attendance, and record keeping. This information is used to help guide teaching practices and provide professional development opportunities.

*Teacher
evaluation
process*

Cleveland uses Title I and Bilingual funds to send teachers to conferences, trainings, and inservices to help them develop standards-based lessons and assessments in an effort to hone teaching practices that will result in improved teaching and learning.

*Ongoing
teacher
training*

Department chairpersons and small learning community coordinators also recommend off-site professional development sessions based on teacher interest and student needs.

The analysis of schoolwide data has led to the development of intervention classes such as the Developing Readers and Writers Course, Essential English Standards, AVID elective, Peer Counseling, and Math Tutorial. It has also resulted in the adoption of standards-based textbooks and the integration of computer software such as Carnegie Mellon in mathematics, and Read 180 and Vantage in English.

*Intervention
classes*

The establishment of intensive CAHSEE and CST boot camps is a direct result of the need to provide academic support programs for students during the school day. Additionally, an all day learning lab was created to assist students in achieving their Individual Education Program (IEP) goals.

*CAHSEE
and CST
boot
camps*

As a result of program evaluation, tutoring continues to be offered in subjects where students need additional support. These tutorial sessions are sometimes mandated for students who are having difficulty in their classes and for English Learners. An after school Language! program supports struggling readers. Saturday CAHSEE classes offer remediation to those struggling to pass.

*Tutoring
programs*

Data evaluation has also resulted in the establishment of programs to address social and personal needs of students. Impact, the Village Nation, *Estudiantes Unidos*, peer counselors, and youth mentors support the development of self-esteem and positive identity.

*Student
support
programs*

Information from various support staff offices also offers opportunities for schoolwide data analysis. Each day, the dean's office distributes logs of student referrals. Common discipline issues are reviewed and schoolwide intervention programs, such as study hall and detention, were established. This year, a schoolwide Discipline Foundation Policy that integrates character education, was developed. The policy details progressive discipline measures to help students assume responsibility for decisions and actions.

*Discipline
policy*

The attendance office established a policy to support student learning. Staff members monitor student attendance and place students on weekly attendance reports, as needed. Referrals are also made to the SST and School Attendance Review Team (SART). The SST and SART work with students, parents, and school staff to develop intervention plans using on-campus support services such as counseling or tutoring.

*Attendance
policy*

The counseling staff also monitors student grades and place students on weekly progress reports, as needed. Referrals are made to academic intervention programs or onsite mental health services provided by the school psychologist, when necessary.

Our Gifted and Talented Education (GATE) and School for Advanced Studies (SAS) Coordinators monitor the needs of GATE students. They assess grades and test scores and provide additional enrichment or intervention support services, as needed. This includes enrollment in college-level classes, purchase of supplemental instructional materials and equipment, and recommendation for tutoring. The GATE Coordinator also reviews assessment results to identify potential GATE students and to place them in appropriate classes. Through a collaboration with CSUN, tenth grade students engage in one-on-one writing sessions with college students.

*GATE
intervention*

The Language Appraisal Team (LAT) consists of an administrator, Bilingual Coordinator, English Language Development (ELD) teachers, academic counselor, parents, and the student. The team assesses issues that prevent EL students from being successful. If the LAT determines that there is a language issue, an intervention plan is developed which may include one-on-one teaching assistant support in the classroom, peer mentoring, after school tutoring, or off-site remediation classes. If the LAT ascertains that there is no language issue, the team recommends the student for a School Success Team (SST) plan.

*ELD
intervention*

The SST consists of an administrator, coordinator, teachers, parents, and the student. The team considers the issues that inhibit student learning and develops an intervention plan that may include referrals to the school psychologist, placement in intervention programs, or recommendation for a 504 accommodation plan or Individualized Education Program (IEP).

SST

The IEP team consists of an administrator, a special education teacher, a general education teacher, school psychologist, school nurse, parents, and the student. The team determines student eligibility for the special education program using two criteria: if all other intervention strategies have proven

*Special
Education
intervention*

unsuccessful and if an assessment determines that there is a discrepancy between student performance and ability. If the two criteria are met, IEP goals and objectives are developed and a case carrier is assigned to monitor student progress.

Additionally, parents are an integral part of the monitoring system used by the school to assess our educational programs. Through “Coffee with the Principal” meetings, parent advisory committee and association meetings, SSC and School Leadership Council (SLC) meetings, the administration and staff are kept informed about parent concerns. This perception data is used to evaluate and reassess schoolwide programs, policies, and procedures.

*Parent
involvement*

Student representatives in Associated Student Body Leadership and on the Parent, Teacher, Student Association (PTSA), SSC, and SLC also have opportunities to share concerns in a formal setting. This student perception data then is used to address general concerns such as school safety, cleanliness, and facilities.

*Student
involvement*

Department and Small Learning Community Program Monitoring, Evaluation, Improvement, and Usage

Departments and small learning communities are also a part of the schoolwide monitoring system to help students meet academic standards and achieve the expected schoolwide learning results. In English, mathematics, and science, instructional coaches provide teachers with feedback and in-services.

*Instructional
coaches*

During department and small learning community meetings throughout the year, colleagues analyze test results from CSTs and other classroom assessments. They determine skills where remediation is needed and offer best practices based on how to help students master the standards.

The English Department meets each year to reassess its core literature for grades 9-12. Colleagues evaluate literary selections to ensure that they foster student mastery of academic standards and the expected schoolwide learning results. The addition of contemporary supplemental novels seeks to enhance student understanding of key skills and concepts.

*Core
literature*

Teachers use the writing process to assess and reteach key skills. The use of Vantage software offers another method of assessing and monitoring student progress. Individual students write essays online that are scored telemetrically. Students receive immediate feedback on skills sets such as organization, syntax,

Vantage

and grammar usage. Students revise essays and have opportunities to monitor progress by resubmitting essays for further evaluation.

The ELD Department evaluates CST and CELDT scores, as well as portfolio assessments to measure student achievement of standards and to drive decisions about EL and sheltered course offerings and tutoring opportunities. They use the results to reevaluate lesson plans and activities to raise student outcomes. Additionally, the bilingual coordinator analyzes the results to place transitioning ELD students into appropriate sheltered classes and literacy intervention programs.

Portfolio

Science teachers review CSTs each August. They reevaluate and modify their curricular pacing plan, as needed. Periodic Assessment results are used to reteach standards and assess teaching practices.

*Pacing
plan*

The Art teachers meet biweekly to discuss curriculum and assessments. Further, the Social Studies and World Languages Departments meet monthly to analyze student performance. Best practices are shared and lessons are discussed in all three departments.

*Meeting
agendas*

The Advancement Via Individual Determination (AVID) teachers, coordinator, academic counselor, and administrator meet monthly to discuss individual student performance and review test results. Based on the findings, tutoring during the AVID electives is provided to meet specific academic needs.

Interdisciplinary Studies (IS) and Magnet grade-level teams meet weekly. They also use this time to plan and align curricular units to help students meet the academic standards. Teachers examine student work, compare the progress of students, and discuss strategies to help struggling students succeed. Intervention includes academic electives and after school tutoring.

*Student
work*

The Character, Academics, and Values (CAV) House teachers, coordinator, and academic counselor, and administrator also meet regularly to review data on student attendance and performance. The staff discusses student social and personal issues that affect learning. Intervention strategies such as tutoring, peer mentoring, or parent-student conferencing are discussed and implemented.

*Intervention
programs*

Areas of Strength:

- Formal and informal assessments are used schoolwide to gauge student achievement of academic standards.
- Teachers utilize a wide range of assessments to assist students in analyzing, interpreting, synthesizing, evaluating, and using information to make the learning process meaningful and relevant.
- Assessments are integrated into the schoolwide monitoring system to improve instructional practices that lead to student accomplishment of the academic standards and expected schoolwide learning results.
- The school uses assessment results to monitor student progress and provide appropriate academic and personal intervention support services.

Areas of Growth:

- More opportunities for staff to develop departmental and small learning community standards-based assessments and benchmarks
- More support from district data specialists on interpreting norm and criterion-reference tests results to identify key findings that address areas of critical academic need
- More opportunities for students to utilize assessments to evaluate, reflect, and modify individual learning plans
- More efforts to help parents understand and interpret assessment results

E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH



Mission statement:

To promote parental and community involvement

To provide support systems that meet student academic and emotional needs

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1—E2: School Culture and Student Report

Jim Anderson	Diego Giangrasso	Javier Peña
Sam Baltimore	Damian Goodman *	Paola Prato
Katrina Buenaventura (student)	Virginia Hill	Inez Reveles
Patricia Burgueño	Carol Holton	Pat Shanahan
Oralia Cabrera	Aazam Irilian *	Diane Shapiro
Scott Cameron	Eric Johnson	Ghezal Sherzada
Mario Campos	Natalie Madriz (student)	Adrianna Torres
Lorena Diaz	Jason Meskis *	Carlos Valdovinos *
Kristy Ebert	Mark Nechak	John Witkowski
Linda Escobar	Bill Paden	Elaine Woo (parent)
Dortha Ewart	Briggs Palmer	Jasmine Zuniga (student)
Ana R. Fonseca		

E3—E4: School Culture and Student Report

Liora Alban (student)	Judy Gray *	Priscilla Morales
LaShan Barnes	Emily Gutierrez (student)	Bob O'Connor *
Blanca Collazo	Yolanda Harris	Victor Ortega
Sylvia Contreras	Kevin Keady	Maria Padrón
Megan Cox (student)	Arami Kim	Elena Paul
Miriam Fish *	Hui Kim	Juan Perez (student)
Fluke Fluker	Kim Kosach	Alla Rudin
Teresa Frias	John Latimer	Sammy Shiblak
Ilan Garber	Ferial Masry	Marcela Spensieri
Ed Garcia	Donna Mercer	Ana Wainwright
Sharon Ghaleb	Lori Monroy	

* Focus Group Leader

E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

*Data/
Evidence*

Cleveland High School promotes shareholder participation on multiple levels. To facilitate parental and community involvement in the decision-making process, we have parent and community representatives serving on our governing board, the School Site Council (SSC). The SSC oversees the implementation of the Single Plan for Student Achievement and determines how categorical monies are allocated in order to increase student performance outcomes. Parent and community representatives also play key roles in the School Leadership Council (SLC), which has purview over five areas that promote student achievement: professional development, scheduling, discipline, equipment, and budgets for the instructional materiel and school determined needs accounts.

SSC

*Single Plan for
Student
Achievement*

SLC

Prior to students starting their freshman year at Cleveland, all parents and incoming 9th grade students are invited to our Saturday August Orientation to meet with the administration, Title I Coordinator, Bilingual Coordinator, Parent Center Director, Parent, Teacher, Student Association (PTSA) president, college counselor, career adviser, academic counselors, and small learning community coordinators. While their children receive school tours conducted by student leaders, the parents participate in small group sessions where they learn about the resources available for parents, about different ways for parents to become involved, and about the academic and behavioral standards we hold for students. Additionally, each summer, the school sends a mailer home that outlines the policies and procedures at the school, along with information from our PTSA and parent center.

*Freshman
orientation*

Throughout the year, we hold Back-to-School Night, fall and spring Primarily Hispanic, Black, and Other (PHBAO) conferencing, Open House. These events afford parents the opportunity to meet with their children's teachers to go over course expectations and to discuss one-on-one issues concerning student performance. Moreover, three progress report cards and one final report card

*Parent
nights*

are issued each semester to keep parents abreast of student progress. Counselors, parents, or students may also initiate weekly progress and attendance reports to monitor student performance on a regular basis.

Furthermore, teachers communicate with parents about the academic and behavioral progress of students via course syllabi, email, and phone calls. Many teachers use the Cleveland web site to post assignments and course expectations. Our automated School Messenger, programmed in English and Spanish, keeps parents informed of events on campus. Parents may also log onto our website to view current events, bi-weekly bulletins, bell schedules, calendar updates, school newspapers, faculty pages, student handbook, and support services. Our phone system also has an option that allows parents to call the school and listen to daily announcements.

*Parent
communication*

*School
Messenger*

We have a parent center with a full-time director who coordinates parent needs with school and community resources. Through the parent center's monthly calendar, parents receive information on courses available to them, including English language development and computer skills. The director organizes various workshops to expand parental knowledge about teen-related issues and offers information on various ways that parents can become involved in their student's education process. Information on community resources to assist parents in different areas is also available. Additionally, to centralize resources, all parent association and committee meetings are held in the parent center.

*Parent
Center*

Moreover, we publish a parent newsletter in English and Spanish that relays vital information and events, and it offers tips on how parents can support student achievement. Many of our small learning communities, such as Interdisciplinary Studies (IS), Academy of Art and Technology (AOAT), and Character, Academics, and Values (CAV) House, as well as instructional programs such as Junior Reserve Officer's Training Corps (JROTC) and Advancement Via Individual Determination (AVID) have developed newsletters that keep the community informed of activities and events. The Career and College Center keeps parents updated with monthly newsletters as well.

*Parent
newsletters*

Each month, Cleveland hosts "Coffee with the Principal," an opportunity for parents to share their concerns and asks questions. It also offers the school leadership a forum to disseminate information to parents about school programs, policies, and procedures.

*"Coffee
with the
Principal"*

Various parent associations also meet regularly to discuss student academic and personal success. The Compensatory Education Advisory Committee (CEAC), English Learner Advisory Committee (ELAC), PTSA, Magnet Parent Association, School for Advanced Studies (SAS) Parent Association, Korean Parent Association, and Friends of Cleveland each has an administrator or designee who attends the meetings to ensure that parents are kept informed about what takes place at Cleveland and to provide an opportunity for parents to share their concerns. CEAC and ELAC offer parents a chance to consider and vote on how Title I and Bilingual funds, respectively, should be spent at the school. These two parent groups make recommendations to the SSC on how money should be allocated to increase student achievement.

*Parent
associations*

Additionally, the PTSA provides parents an opportunity to share their concerns and have them addressed. The organization also offers teachers a way to work with parents to ensure that other supplemental needs of students are subsidized when categorical funds cannot be used. Through school and specific teacher requests, the PTSA has funded eyeglasses for students and paid for students to compete in state and national academic competitions.

PTSA

The Magnet and SAS Parent Associations offer round-table discussions for parents to address specific parent concerns and student needs within the instructional programs. The Korean Parents Association provides a venue for parents to address concerns regarding cultural issues and how they impact student achievement. Friends of Cleveland serves as an umbrella booster club to fundraise for various student body athletic teams and co-curricular programs.

*Small learning
communities*

Implementation of various small learning communities has furthered the involvement of parents and community members. Parents have opportunities to meet with the small learning community counselors at least twice a year to review the personalized learning plan for each student that outlines the graduation and a-g requirements. Counselors are also available throughout the year to discuss individual concerns as they arise. Specific small learning community activities such as end-of-year student recognition nights, parent nights, and student-parent conferences facilitate parent involvement in their child's learning process. The Humanities Magnet offers parents an educational night where they participate in a simulated lesson taught by Magnet faculty. SAS, CAV House, AVID, and AOAT counselors and coordinators also host twice a year parent meetings that offer an overview of the programs and provide parents an opportunity to ask specific questions regarding program issues and concerns.

Many curricular activities of the small learning communities also encourage community involvement in the school. Student job shadowing experiences enable the local community businesses to directly contribute to students' learning. These partnerships help students make connections between what is learned at school and what takes place in real-life situations.

*Community
outreach*

Art institutions such as the Museum of Contemporary Art and environmental organizations such as Heal the Bay offer access to their facilities as well as provide relevant curricula that integrate the visit with standards-based teaching. Additionally, various guest speakers and representatives from local colleges and universities introduce students to post-secondary opportunities that exist for students after graduating from high school. Partnerships with the Chamber of Commerce, San Fernando Valley Art Alliance, Swinerton Builders, local hospitals, and retailers enhance the learning process while enabling students to have access to real-world applications.

*Community
partnerships*

In addition to small learning communities, many stand-alone programs such as Regional Occupation Program (ROP) classes and specialized electives further encourage school-community partnerships: through Hospital Occupations, students work with technicians, nurses, and physicians at Northridge Hospital; Careers With Children offers students the opportunity to earn day care certification while assisting youngsters at our on-campus community preschool; Museum Studies allows students to develop art lessons and teach them to elementary students at our local feeders; drafting students help organize events for the National Hot Rod Association; Media Academy students assist in organizing an International Youth Summit for film students.

Moreover, prior to graduating from Cleveland, students must complete service-learning projects through their social studies classes. Teachers facilitate discussions with students about the various issues that may impact the school community or community at large. Students then must research the issue, either independently or collaboratively, and develop feasible solutions. Some of these student projects have become regular events at Cleveland: Adopt-a-Grandparent brings together students and elderly individuals from neighboring convalescent homes; tutoring and mentoring programs exist at local feeder elementary and middle schools and at neighboring Miller Career and Transition Center; students spend time collecting food for and serving food to the homeless.

*Service-
learning
projects*

In addition to sending home the course syllabus and calling home to discuss student's progress, many teachers assign projects that encourage parent participation. Assignments such as "Many Roads Traveled" prompt students to interview their parents about the experiences faced when they or their ancestors immigrated to the United States. In some English classes, students create portfolios and parents critique the works in the form of literary reviews that are then including in the compilation. Several science classes send home parent surveys to access prior knowledge on concepts as a way to engage parents in student learning. Cheerleaders engage in reciprocal teaching by coaching their parents, who then perform at the Homecoming football game.

*Course
syllabus*

*Parent
surveys*

Other school activities such as Fall Fest and Spring Fest further encourage parent and community involvement in the school. Our cultural food festivals offer clubs and organizations opportunities to plan fundraising events. This ranges from menu selection to the development of marketing strategies. Students request donations from local businesses, and parents assist in overseeing menu preparation. Although extracurricular, these activities encourage students and parent participation in the school community, which enhances student achievement of the expected schoolwide learning results.

*Student
activities*

At school athletic events, parents assist by staffing the snack bar and prepare meals for players before games. They also raise funds for the teams by selling sports memorabilia at Back-to-School Night, Open House, and games.

*Athletic
events*

Music events such as choir concerts and jazz band performances provide opportunities for parental involvement as patrons and benefactors. Parents who work in the industry serve as guest speakers.

*Music
events*

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?

*Data/
Evidence*

Cleveland High School aims to nurture the development of respectful citizens by striving to create a safe, clean, and orderly environment that fosters learning and promotes student achievement. Through a number of school and teacher initiated beautification matching grants, Cleveland has added several walkways: one was a student's Eagle Scout project, another was designed by Urban Planning students, and a third was transformed into an art garden by students and faculty. With our most recent walkway addition between F and G halls, faculty, student organizations, parents, and community members worked side-by-side with the buildings and ground crew to complete the project. The walkway includes ceramics student-designed benches.

*School
walkways*

Student-generated art murals reflect a desire to contribute time, energy, and talent to enhance the quality of campus life. The Latin American Studies class painted murals inspired by historical and cultural themes. Art students created murals to enhance the walkway between F and G Halls. The senior kiosk offers a centralized location to distribute information and coordinate activities. Additionally, annual chalk festivals provide an opportunity for students to display their talents and share their appreciation for individual differences.

Art murals

With regards to campus cleanliness, the most recent student survey expressed that only 63% agreed with the statement, "Cleveland High School is a safe, secure, and clean environment." To this end, Cleveland has instituted a campus beautification program. This involves purchasing additional trash receptacles to install in high traffic areas. Through the K-CAV student news broadcast, a series of campus beautification public service announcements and music videos have been created to make the Cleveland community more aware of the situation. Additionally, Student Leadership has in place a paper-recycling program and is currently working on a plastic bottle-recycling program through the various clubs and organizations. Student associations such as Key Club volunteer to provide campuswide after school cleanups throughout the year. Student Leadership and the School Leadership Council are also developing an Adopt-a-Spot program where groups claim responsibility for keeping an area of the campus clean.

*Campus
beautification
program*

The safety and welfare of our students and staff continue to be our highest priorities. In January 2008, the district's Office of Environmental Health and Safety inspected the campus. We received the highest level on the Health and Safety Compliance Scorecard. Among comparable schools, we are the only one in our local district to earn a "Good" rating.

*Health and
Safety
Compliance
Scorecard*

Additionally, Cleveland has a Safe School Plan that outlines procedures, resources, and support staff available in case of an emergency. In addition to a fall campus protection drill and spring earthquake drill to ensure that faculty, staff and students are prepared, monthly in-class emergency drills are conducted. As part of our ongoing effort to maintain a safe and controlled campus environment, we also perform random metal detector searches.

*Safe
School
Plan*

Our discipline program is proactive. This year, we designed a discipline foundation policy to establish and promote a culture of respect, honesty, responsibility, safety, and appreciation of differences on campus. The members of the School Leadership Council's (SLC) discipline committee met with feeder middle schools to discuss the implementation of common discipline policies to provide incoming students with a consistent code of student behavior.

*Discipline
program*

Cleveland has two full-time discipline deans, a school police officer, and a probation officer housed in the dean's office. They assist with maintaining a safe and supportive learning environment by implementing the discipline foundation policy.

*Dean's
office*

Working with the SLC, the attendance and dean's offices have organized a tardy program that allows students to understand how much the school values every minute of a pupil's instructional time. The campus is divided into zones, and there is an adult in every zone to encourage students to get to class on time. Music is played over the loudspeakers during the last minute before the bell rings. Additionally, at the beginning of the school day, we lock all of our exterior gates, except for the main entrance. When the bell rings, students are sent to a central area; tardies are recorded, consequences are imposed, and students are sent to class. This is done as quickly as possible so that there is a minimal loss of instructional minutes. After the students are sent to class, the campus aides walk the grounds to ensure that all students are in class. Those who are out of class during class time must have a monthly, color-coded hall pass in their possession or they are immediately sent back to class.

*Tardy
program*

The tardy policy includes two levels of intervention. Those tardy between three to five times per month are offered lunch detention. Those with six or more tardies each month attend after school study hall where they are asked to bring their own schoolwork to study or they are provided CAHSEE preparation materials to use.

*Tardy
policy*

Additionally, the Attendance Dean generates a list of students who are chronically late to first period. Students are then placed on the School Messenger 5:30 AM wakeup call list.

A clean and safe school environment is integral to the learning process. Open lines of communication are maintained with the school police, Los Angeles Police Department, Los Angeles County Probation Office, and various community agencies in order to monitor situations in the community that may carry over to the school. Beginning at 6:30 AM, security aides and custodians walk the campus to ensure a graffiti-free environment. Any graffiti that is found on campus is photographed, documented, and removed as quickly as possible. Lists of all known “taggers” and gang members are maintained and updated. The entire campus is monitored throughout the day to discourage potential illegal activities.

*Campus
safety*

We also have a number of intervention programs in place to diffuse any potentially volatile situations that might arise. The most comprehensive of these is Human Efforts At Relating Together (HEART), a schoolwide program that enlists “natural leaders” in an effort to increase group communication on campus. Student leaders are brought together several times a month to discuss any ongoing problems on campus and to learn skills to increase their ability to communicate and resolve disputes in a nonviolent manner. Students who do get into disagreements must attend a parent conference and are then referred to peer counseling. The disputants must discuss the reasons for their differences and must design and sign a contract, which details how they will coexist on campus in a peaceful manner.

HEART

For the past two years, Cleveland’s Village Nation hosted a Black-Brown Assembly to bring together members of the Latino and African-American communities. The purposes of the assemblies are two-fold: to motivate students towards academic achievement and to raise cultural awareness, appreciation, and acceptance.

*Black-
Brown
Assembly*

Cleveland also offers teachers and students training on understanding sexual harassment, anti-bullying, and lesbian, gay, bisexual, transgender, and questioning youth issues. We implement district policies to promote a safe, tolerant community for all students.

*Equity
Compliance
Policy*

Moreover, Cleveland realizes that life issues outside the classroom may deter students from the learning process. We have a full-time nurse funded through Title I who assists with medical and health needs. We have two full-time school psychologists; one is funded through Title I, and the other is provided by the district. The psychologists are available to work with students in two ways: one assists with the evaluation and counseling of students in special education; the other works with all students and oversees youth mentors and peer counselors.

*Mental
health
support*

We have a highly effective Impact program to service students who have various issues that interfere with their educational progress. Impact is staffed by trained faculty members who conduct discussion groups with students with issues in the following areas: family and peer pressure, anger management, substance abuse, grief, and gender or sexual identity issues. One of the school psychologists guides two youth counselors, funded by Title I, who run classroom sessions on how to deal with emotional issues. The school psychologist also trains peer counselors to work with students on issues hindering them from meeting the expected schoolwide learning results.

IMPACT

*Youth
counselors*

*Peer
counselors*

Recognizing the correlation between attendance and academic achievement, our attendance policy addresses the need to motivate all students to go to school. Each quarter, students with excessive absences are summonsed for attendance intervention. Students are furnished with their attendance data and reminded of the progressive consequences of poor attendance. Additionally, students with perfect attendance are rewarded through an incentive program that recognizes their achievement.

*Attendance
incentives*

At Cleveland, character education is part of the life skills classes that all students must take. Our Character Counts program rewards students for demonstrating the six pillars of character: respect, responsibility, trustworthiness, caring, citizenship, and fairness. The Renaissance program, part of Josten's national program, offers students incentives for good attendance and good behavior in class.

*Character
education*

Trust, professionalism, and high expectations characterize our school culture. This is evident in the diligence and collegiality of the staff who strives to meet academic and personal needs of all students. Many on our dedicated teaching

staff have specialized credentials; some instruct at local colleges; some have served as support providers and seminar presenters; many spend off-the-clock time assisting students with their studies and sponsoring clubs, organizations, and activities; many have written grants for special school projects and academic programs. One staff member is credited with opening the nationally acclaimed Humanities Magnet, one of the first humanities programs in the country. Student needs, staff interests, and peer collaboration also led to innovative, real-world programs, including all small learning communities, electives such as Museum Studies and Careers with Children, and business partnerships such as the one with Swinerton Builders.

Teacher-initiated programs

Using current research on creating personalized learning environments, Cleveland continues to support the development and success of small learning communities. It is our belief that fostering a strong commitment to education between students and faculty members will lead to high student retention and advancement from one grade level to the next. Small learning communities that focus on student interests, such as the arts, humanities, and multimedia, offer higher student engagement in learning. Having students work with a core group of teachers over four years raises the level of accountability: students are more likely to function better in a learning environment when they know there are adults who care about their educational, social, and personal success.

Small learning communities

Additionally, outside of the classroom, Cleveland offers a wide range of student government, athletics, and clubs and organizations to meet the needs of students. Student Leadership organizes a recycling program that includes weekly pick-up of recycling boxes throughout campus. Black Student Union, Muslim Student Association, and Cultural Club other student-initiated organizations serve to build racial and cultural awareness among the various groups by providing a safe, structured forum where students meet to break down stereotypes and build upon common belief systems.

Co-curricular and extracurricular activities

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do all students have access to a system of personal support services, activities and opportunities at the school and within the community?

*Data/
Evidence*

We provide students at Cleveland High School with the resources and support mechanisms necessary to ensure their academic and personal success and to help them become self-sufficient individuals. The construction of the master schedule is a collaborative effort that involves administrators, counselors, and the Curriculum Council of department chairpersons and small learning community coordinators. During the meetings, each instructional program representative has an opportunity to voice concerns to ensure that the master schedule provides equity and access to meet all students' academic needs.

*Master
schedule*

Our Cleveland counseling staff meets with students to develop and update individualized learning plans; over the four years, the counselors review student records regularly to ensure that students are meeting the academic requirements necessary to graduate and move on to their post-secondary endeavors. Each January, the counseling staff coordinates a 9th and 10th grade evening session with students and parents to go over individual graduation plans, discuss a-g and testing requirements, and talk about resources available on campus to help students. During a student's junior year, the counseling staff offers another evening session to outline individual graduation plans and requirements, discuss post-secondary options, and review the PSAT.

*Individual
learning
plans*

We have nine counselors with a 440:1 student to counselor ratio. The counselors place students in as many a-g classes as possible. For example, every 9th grade student enrolled at Cleveland must take an a-g science course. In anticipation of the district's mandate that all students, starting with the freshmen class of 2009, complete an a-g course of study including two years of world language, counselors have been enrolling freshmen, when possible, in French, Spanish, or Korean language classes.

*a-g
Requirements*

The Counseling Department helps students explore career pathways by informing them about available ROP and ROC courses, work experience opportunities, and college courses.

*Career
pathways*

Counselors also provide guidance on other issues that impact student learning. Referrals to district and community support service organizations offer students assistance with social and emotional issues.

Cleveland has an open access policy for all honors and advanced placement course offerings. We have 18 Advanced Placement and 17 honors courses. Additionally, a breadth of community colleges courses, some taught by school faculty, is available after school on campus to support the continuation of a rigorous course of study.

Course offerings

In addition to the traditional class schedule, students may opt to take classes during 7 AM “A” period or after school on the Cleveland campus, including courses provided through Reseda Community Adult School. We also offer on-site Regional Occupation Program (ROP) and off-site Regional Occupation Center (ROC) courses. Cleveland has a partnership with West Valley Occupational Center that allows students to take additional vocational courses at the center or at a local satellite site. Moreover, each year Cleveland offers a six-week summer school for remediation and enrichment, a summer bridge transition program for incoming 9th grade students, an Emergency Immigrant English Program for students new to the United States, and fall and spring CAHSEE preparation classes after school and on Saturdays.

Extended learning

For 12th grade students who have not passed the CAHSEE, Cleveland also funds intensive 20-hour English and math boot camps taught by trained faculty members; these sessions are conducted during the school day.

CAHSEE boot camp

After analyzing CST scores, Cleveland has made additional efforts to assist our English Learner (EL) subgroup, the only group not to meet its API growth target, by offering supplemental academic support during the school day. EL students in grades 9-11 who have scored below proficiency levels in English are identified and will be enrolled in a 20-hour CST boot camp taught by highly qualified instructors.

CST boot camp

Cognizant of the size of our student body, we foster the concept of personalized learning through the development of small learning communities and specialized programs that are based on student interest and academic need. The Academy of Art and Technology (AOAT) focuses on creating a career pathway for those with an interest in combining their artistic skills with applied technology. Advancement Via Individual Determination (AVID) offers middle range students the academic skills development necessary to pursue a college education. Character, Academics, and Values (CAV) House provides a smooth

Small learning communities and specialized programs

transition between middle and high school by providing the academic, personal, and social skills support necessary for high school success.

Additionally, each of the four grade levels of the Humanities Magnet provides a writing-based program that integrates English, social studies, and art. Interdisciplinary Studies serves the needs of students who are looking for a thematic approach to learning. Media Academy offers elective courses for those interested in film, digital production, animation, and other multimedia fields. Urban Planning offers students with an interest in architecture, drafting, and vocational career avenues to pursue a school-to-work course of study.

Furthermore, English Language Development (ELD) enables students with limited language proficiency the opportunity to hone their fluency in an engaging learning environment that stresses cultural awareness and understanding. Special Education and the Resource Specialist Program provide students who have Individualized Education Programs (IEPs) with support structures to help them attain academic proficiency and mainstream into the general education program when appropriate. School for Advanced Studies (SAS) provides an enriched, educational experience for state identified Gifted and Talented Education (GATE) students to further their academic pursuits.

*Programs for
special needs
populations*

These programs and grade-level teams range between 120-500 students and offer opportunities to work with a core group of teachers over the course of four years. Each small learning community and specialized program has a coordinator or lead teacher who works with the academic counselors to make certain that the classes students take meet graduation and a-g requirements. Additionally, every small learning community offers a challenging course of study and students have access to honors level classes and AP courses.

To assist students who have scored at the below basic or far below basic levels on the English-Language Arts (ELA) CSTs and who test at least two steps below grade level, Cleveland offers a Developmental Readers and Writers Course that uses the Read 180 intervention program. We have a dedicated Read 180 room that offers students opportunities to use computer technology, practice independent reading, and engage in small group, teacher-guided instruction.

Read 180

In the Special Day Program, several English classes use the *LANGUAGE!* curriculum to address the needs of students scoring at the far below basic level on the ELA CSTs. The course helps students develop phonemic awareness so that they can begin to read decodable text.

LANGUAGE!

While the district requires that all incoming 9th grade students enroll in a fall semester Algebra IA class or higher, students taking Algebra IA in the fall semester who are not successful in the course are offered a math tutorial elective during the spring. This provides students with an opportunity to learn the fundamental skills necessary to become successful in algebra.

*Math
tutorial*

Students with IEPs receive assistance through an elective housed in a learning lab setting. Additionally, each special education classroom is provided with a teaching assistant to ensure academic support to students. Many students in the special education program also have one-on-one aides who support them in their various academic classes throughout the day. In the Resource Specialist Program (RSP), Cleveland uses the district's collaborative model. In English and some math classes, the co-planning model ensures that each subject is taught by a content area teacher and an RSP instructor. Other math classes use the co-teaching method to assist RSP students; the math and RSP instructors collaborate and team-teach.

*Learning
lab*

The Counseling Department attempts to place all ELs in sheltered classes where teachers are provided with paraprofessional teaching assistants who aid the students. The ELD Department also provides lunchtime tutoring in English and math, as well as after school tutoring. Incoming freshmen ELs transitioning from ELD into sheltered classes who are scoring at the below or far below basic levels on the ELA CSTs and who have consistently received failing grades in two or more academic classes are identified. They are then enrolled in the Read 180 reading intervention program.

*Sheltered
classes*

CAV House teachers provide lunchtime tutoring for students in English and social studies. Students may also attend tutoring three days a week after school with CAV House teachers.

*Tutoring
programs*

Moreover, the English Department offers a literacy intervention program after school using the *LANGUAGE!* curriculum to assist students with reading decodable, connected text at their independent reading levels and to aid students' learning about phonemic awareness and other strategies that increase their mastery of reading and listening comprehension.

*Literacy
intervention*

IS assesses student achievement after the first 10 weeks of the fall semester. Those not succeeding receive appropriate intervention that is designed after a meeting with the grade-level IS teachers, small learning community counselor, parent, and student. Additionally, IS seniors receive support from college tutors as part of an outreach program through California State University, Northridge.

*Student-parent
conferences*

CSUN tutoring

The Special Education department has a coordinator, a modified consent decree clerk, and a District Office of Transition Services (DOTS) adviser to meet the students' academic, personal, and post-secondary needs. Every special education student has a case carrier who ensures that the students are on target to meet their Individualized Education Program (IEP) goals.

DOTS

Through Title I and Bilingual funds, tutoring is available to students in math, English, science, social studies, and world language. Small learning community and other teachers often tutor students during lunch and after school. Many of the small learning communities have developed peer mentoring programs that match upperclassmen with 9th or 10th grade students to improve the underclassmen's success.

*Tutoring
programs*

AOAT provide nutrition and lunchtime peer tutoring for students who request assistance. On Tuesday and Thursday, English teachers offer after school tutoring.

*Peer
tutoring*

In addition to academic counselors and small learning community coordinators, we have a full time college counselor and a career adviser who provide students with extensive information about higher education and career fields.

*Career and
College Center*

Additionally, we have a full time Attendance Dean and a Diploma Project Adviser (DPA) who monitor student attendance records and meet with students when they have excessive absences. Students who have been absent for three to five days receive phone calls; their parents are sent letters informing them of the attendance law. The Attendance Dean and DPA summons students and conduct home visits to increase student attendance. Students are given daily progress reports to ensure that they are attending classes. Moreover, the DPA follows up on students who are at-risk of dropping out of school and who have checked out of Cleveland to ensure that they have enrolled at new schools.

*Attendance
support staff*

To assist students who have excessive absences, Cleveland has in place a detailed attendance policy. Every day the Attendance Dean runs a report to identify students who have been absent for three consecutive days. If the student is truant, the Attendance Dean arranges a Student Attendance Review Team (SART) conference with the parent, student, DPA, and Parent Center Director. At the SART, steps such as an attendance daily report are discussed. The SART makes referrals to school site counseling programs or off-site family counseling, when appropriate. An attendance contract is signed, and the parent is apprised of consequences if the student's attendance does not improve.

*Attendance
policy*

If a student accrues 18 days of absence, the parent and student are mandated to attend a Student Attendance Review Board (SARB) meeting conducted by the Attendance Dean and DPA. After consulting with other school personnel, including the nurse, the school psychologist, the student's counselor and teachers, and, if applicable, the student's IEP case carrier, this referral meeting generates a final contract and includes a discussion of alternative educational placements.

SARB

Cleveland also has an attendance and academic recovery program to assist students who have had extensive absences. Through the program, additional support is offered in the form of counseling, tutoring, and referrals to the learning lab, when appropriate. Students are also offered school supplies, when necessary.

*Attendance
and academic
recovery
program*

Additionally, to ensure that teenage mothers do not drop out of school, Cleveland runs a program in conjunction with our on-campus Early Education Center. This partnership offers teen parents an opportunity for free day care service as long as the student remains in high school. The program provides psychological and social services on site, free of charge. Liaison agencies including El Niño, Child and Family Guidance Agency, Planned Parenthood, Valley Community Clinic, Legal Aide Society, Public Counsel Law Center, Cal State University, Northridge, and other college and vocational school guidance counselors offer services to the mothers and their infants. As part of the program, teen parents attend weekly meetings at our parent center, conducted at lunchtime, where the mothers receive informational services as well as emotional support. The fact that no pregnant mother has dropped out of school over the past three years is testimony to the program's success.

*Teen
parents*

To promote literacy development, Cleveland's library houses a children's reading center for teen parents. We have a collection of pre-K books in English and Spanish, as well as young adult books on all aspects of parenting.

*Children's
reading
center*

Our library is open daily from 7:30 AM to 4:00 PM, including nutrition and lunch. Through the library's website, students and staff have access to the online public library catalog, allowing them to look up the nearly 24,000 books, videos, and magazines in the collection. The library provides access to 21 subscription databases providing a wealth of full-text articles, maps, photos, and newspapers, which are currently available on campus.

*Library
services*

Cleveland has allocated funds to ensure that we have two full-time school psychologists to assist students with their emotional and mental health. One of the school psychologists has guided two youth counselors to work with teachers in the classroom. The youth counselors present a curriculum, developed in collaboration with the psychologist, that facilitates students' abilities to deal with personal issues that affect academic success.

*Mental
health
services*

Students also have the opportunity to develop personal interests and showcase skills and talents, while meeting the expected schoolwide learning results. Through the 41 boys and girls athletic teams and various co-curricular programs such as Academic Decathlon and Student Government, students develop self-esteem and positive identity, set goals, and appreciate individual differences. Through programs such as journalism and yearbook, students integrate information from a variety of sources, establish goals, and apply technology to create original works for the student body.

*Co-curricular
and
extracurricular
programs*

Students may expand their interests outside of the classroom and demonstrate mastery of the expected schoolwide learning results through involvement in the over 40 clubs and organizations available on campus. Organizations such as Earthbound and Habitat for Humanity help students learn to respect the environment and find ways to conserve it; Key Club, Interact, Optimist Club, and Lend a Hand offer occasions for students to develop civic responsibility and improve the quality of life in their community; Junior Statesmen of America and Students for Social Awareness engage students in dialogue about contemporary political and social issues to generate solutions accordingly; Calculus Club, Breaking Boundaries and Students Reaching Success develop peer-mentoring opportunities to help students explore resources beyond the classroom; and Kick Start, Scrapbooking, and Dance Appreciation bring together students with common interests to continue lifelong learning pursuits.

*Student clubs
and
organizations*

Areas of Strength:

- The school provides channels to communicate with parents and community members to engage them in helping students meet the academic standards and expected schoolwide learning results.
- The school offers a variety of academic programs, intervention resources, and proactive strategies to support student achievement.
- The school encourages and promotes respect for individual differences.
- The school offers many athletic teams, co-curricular programs, and extracurricular activities to promote the expected schoolwide learning results.
- The school focuses on continuous self-improvement to ensure student achievement of academic standards and expected schoolwide learning results.

Areas of Growth:

- More home communication in languages other than English and Spanish.
- More academic support during the school day to help students meet the standards, including providing pure sheltered classes to meet the needs of English Learners.
- More strategies to encourage and support the enrollment of underrepresented students in higher level classes.
- More effort to inform student and staff about available on campus and off-campus resources to support students
- More community outreach to provide services that help students meet the academic standards and expected schoolwide learning results.

CHAPTER V

SCHOOLWIDE ACTION PLAN



GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

Goal 1:	Focus on student achievement in all academic content areas.
Critical Need:	There is a need to increase student outcomes in English, social studies, mathematics, and science, especially in introductory mathematics and science courses.
Rationale:	Current disaggregated data indicates that too many students in the core academic courses are not meeting proficiency levels. The self-study revealed that while efforts are being made to address this critical need, further action must be taken to increase student outcomes for those who score at the far below, below, and basic performance levels.
Growth Target:	▪ All subgroups will meet annual state-determined API growth targets. ▪ Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance bands, especially on the General Math, Algebra I, Integrated Coordinated Science, World History, and US History assessments.
ESLRs Addressed:	Educated Young Adults, Self-sufficient Individuals, and Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Establish support programs to assist students who are underachieving in introductory math and science, world history, and US history classes: ▪ Develop a schoolwide system to identify and monitor students in a timely manner ▪ Implement a schoolwide system to communicate with student, teacher, parent, and counselor ways to address student needs ▪ Provide and communicate availability of additional extended learning opportunities, including tutoring and remediation electives, during and after school ▪ Encourage development of schoolwide peer mentoring program ▪ Develop in-house intervention programs and strategies in all small learning communities ▪ Investigate available resources in the community to assist with individual needs that may hinder student achievement	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Counseling Staff ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ SST ▪ Attendance Dean ▪ Diploma Project Adviser ▪ Deans ▪ School Psychologists ▪ Math Coach ▪ Literacy Coach ▪ Science Lead Teachers ▪ Social Studies Lead Teacher	▪ Local district funds/personnel ▪ Beyond the Bell ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ School determined needs funds ▪ IMA funds ▪ Regional Occupation Center ▪ Community agencies ▪ Parent associations ▪ Adult school	▪ Marks analysis ▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ Student survey ▪ Counselor logs ▪ Deans logs ▪ Tutoring logs	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2. Examine ways to develop CST intervention sessions during the school day.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Curriculum Council - Title I Coordinator - Bilingual Coordinator - Math Coach - Literacy Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district funds/ personnel - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - IMA funds - Community agencies	- Marks analysis - Master schedule - Periodic Assessments - DSS - SIS/ISIS - CST data - Session logs	- WASC Action Plan - SSC/<i>Single Plan</i> - SLC - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
3. Incorporate into the schoolwide professional development plan additional means to raise student outcomes in all academic content areas: - Continue to train staff on how to analyze data and use results to drive instruction - Hone skills and practices in designing rigorous, standards-based lessons and activities that address the needs of all students - Incorporate more teacher-led workshops on differentiated instruction and integrating technology into the curricular program - Offer additional opportunities to share best practices and engage in lesson study with colleagues working within and outside the department and small learning community - Provide teachers with additional support in helping students monitor their own learning and communicating academic needs - Present additional strategies to help students utilize assessments to evaluate, reflect, and modify individual learning plans. - Elicit assistance from district support staff on how to interpret assessment results and identify key findings - Further train staff to understand the <i>Single Plan for Student Achievement</i> and how it is monitored.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SLC/PD Committee - SSC - Curriculum Council - Department members - Small learning community members - Title I Coordinator - Bilingual Coordinator - Technology Coordinator - Math Coach - Literacy Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district funds/ personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- Marks analysis - Master schedule - Periodic Assessments - CST data - CAHSEE data - Faculty survey	- WASC Action Plan - SSC/<i>Single Plan</i> - SLC - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
4. Develop common assessments and benchmarks in all departments and small learning communities that are aligned to state standards: - Continue to identify essential standards in all content areas and grade levels - Review and modify curriculum mapping process for all content areas and grade levels to ensure alignment with state standards - Continue to implement rubrics in all departments and small learning communities - Arrange more opportunities for students to monitor their own learning and communicate academic needs - Create additional strategies to help students utilize assessments to evaluate, reflect, and modify individual learning plans. - Collaborate with district to identify multiple measures of assessment that would minimally impact instructional time	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Department members - Small learning community members - Counseling staff - Math Coach - Literacy Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district funds/ personnel - Educational research - LACOE - School support personnel - School determined needs funds - Title I funds - Bilingual funds - IMA funds	- Marks analysis - Periodic Assessments - Department and small learning community rubrics - Curriculum maps - CST data - CAHSEE data - Individual learning plans	- WASC Action Plan - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
5. Provide parental support with understanding and interpreting assessment results: - Communicate results of district assessments in a timely manner - Conduct in-services on interpreting assessment results - Develop additional parent workshops during and after school on how to support student achievement - Further train parents to understand the <i>Single Plan for Student Achievement</i> and how it is monitored.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Title I Coordinator - Bilingual Coordinator - Parent Center Director	- Local district funds/ personnel - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - Parent associations	Parent survey	- WASC Action Plan - SSC/<i>Single Plan</i> - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
6. Minimize the number of misassigned teachers instructing outside their core subject area: - Review all instructional programs and small learning communities to ensure that courses are taught by individuals who have subject area competency - Encourage teachers who are misassigned to acquire subject area competency	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Curriculum Council - Title I Coordinator - Bilingual Coordinator	- Local district funds/ personnel - School support personnel	- Master schedule - Misassignment report - NCLB report	- WASC Action Plan - SSC/<i>Single Plan</i> - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
7. Continue to communicate available school and community resources to all shareholders: Offer further communication through school website, email, and newsletters	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Parent Center Director - Title I Coordinator - Bilingual Coordinator	- Local district funds/ personnel - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies - Parent associations	- Parent survey - Student survey - Faculty survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

Goal 2: Focus on student outcomes for English Learners.

Critical Need: There is a need to increase student outcomes for English Learners.

Rationale: Current disaggregated data reveals that the EL subgroup has been struggling to meet proficiency levels in all academic areas. The self-study revealed that while efforts are being made to address this critical need, further action must be taken to increase outcomes for ELs who score at the far below, below, and basic performance levels.

Growth Target:

- English Learners subgroup will meet annual state-determined API growth target.
- Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance bands.

ESLRs Addressed: Educated Young Adults, Self-sufficient Individuals, and Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Establish support programs to address the specific needs of ELs: ▪ Investigate the possibility of providing CST intervention sessions during the school day to address the specific needs of ELs ▪ Provide additional extended learning opportunities, including tutoring and remediation electives, during and after school ▪ Develop workshops and assemblies to assist students who are transitioning from ELD to sheltered classes ▪ Develop peer mentoring program ▪ Implement an ambassadors “buddy” program to help incoming beginning ELD students acclimate to Cleveland	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Department members ▪ Small learning community members ▪ Counseling Staff ▪ LAT ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Parent Center Director ▪ Math Coach ▪ Literacy Coach	▪ Local district funds/personnel ▪ Beyond the Bell ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ School determined needs funds ▪ IMA funds ▪ Community agencies ▪ Parent associations ▪ Adult school	▪ Marks analysis ▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ CELDT data ▪ Redesignation rate ▪ <i>High Point</i> student portfolio ▪ Student survey ▪ Session logs	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2. Review master schedule to ensure that the needs of ELs are addressed adequately: ▪ Increase the number of “pure” sheltered classes ▪ Make every effort to program English Learners into appropriate classes ▪ Support EL participation in all small learning communities ▪ Examine ways to develop academic support electives during the school day to assist students	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Counseling Staff ▪ Bilingual Coordinator ▪ Math Coach ▪ Literacy Coach	▪ Local district funds/ personnel ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ School determined needs funds	▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ CELDT data ▪ Redesignation rate ▪ Student survey	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication
3. Incorporate into the schoolwide professional development plan additional means to address the specific needs of English Learners (EL): ▪ Provide additional training on implementing SDAIE strategies into the instructional program ▪ Offer onsite or local CTEL classes for teachers who do not have EL authorization	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ SLC/PD Committee ▪ Curriculum Council ▪ Department members ▪ Small learning community members ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Math Coach ▪ Literacy Coach ▪ Science Lead Teachers ▪ Social Studies Lead Teacher	▪ Local district funds/ personnel ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ School determined needs funds ▪ IMA funds	▪ Teacher survey ▪ EL authorization roster ▪ NCLB roster	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication
4. Reduce the number of misassigned teachers instructing English Learners: ▪ Encourage teachers who are misassigned to acquire EL authorization in a timely manner	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Bilingual Coordinator	▪ Local district funds/ personnel ▪ School support personnel	▪ Master schedule ▪ EL authorization roster ▪ NCLB roster	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
5. Provide parental support to identify and minimize barriers to student achievement: ▪ Develop additional parent workshops during and after school on how to support student achievement ▪ Continue to establish community partnerships to support student needs	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Counseling Staff ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Deans ▪ Parent Center Director ▪ School Psychologists	▪ Local district funds/ personnel ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Community agencies ▪ Parent associations	▪ Parent survey	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication
6. Continue to communicate available school and community resources to all shareholders: ▪ Offer further communication through school website, email, and newsletters	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Parent Center Director	▪ Local district funds/ personnel ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Community agencies ▪ Parent associations	▪ Parent survey ▪ Student survey ▪ Teacher survey	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

Goal 3:	Focus on student outcomes for Students with Disabilities.
Critical Need:	There is a need to increase student outcomes for Students with Disabilities.
Rationale:	Current disaggregated data reveals that Students with Disabilities subgroup has been struggling to meet proficiency levels in all academic areas. The self-study revealed that while efforts are being made to address this critical need, further action must be taken to increase outcomes for Students with Disabilities who score at the far below, below, and basic performance levels.
Growth Target:	▪ Students with Disabilities subgroup will meet annual state-determined API growth targets. ▪ Each year, at least 10% of students will move from their current performance bands on the CSTs to higher performance bands.
ESLRs Addressed:	Educated Young Adults, Self-sufficient Individuals, and Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Establish support programs to address the specific needs of students with disabilities: ▪ Investigate the possibility of providing CST intervention sessions during the school day to address the specific needs of each subgroup ▪ Provide additional extended learning opportunities, including tutoring and remediation electives, during and after school ▪ Develop peer mentoring program involving general education students	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Department members ▪ Small learning community members ▪ Counseling Staff ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Special Education Coordinator ▪ DOTS Adviser ▪ Attendance Dean ▪ Diploma Project Adviser ▪ IEP Team ▪ Parent Center Director ▪ School Psychologists ▪ School Nurse ▪ Literacy Coach	▪ Local district funds/ personnel ▪ Beyond the Bell ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Special education funds ▪ School determined needs funds ▪ IMA funds ▪ Regional Occupation Center ▪ Community agencies ▪ Parent associations ▪ Adult school	▪ Marks analysis ▪ Master schedule ▪ Periodic Assessments ▪ Welligent data ▪ MCD outcomes ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ Student survey ▪ Tutoring logs	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ IEP meetings ▪ MCD updates ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2. Review master schedule to ensure that the needs of students with disabilities are addressed adequately: ▪ Explore ways to increase the number of RSP collaboratives in English and math ▪ Consider ways to extend RSP collaboratives into all small learning communities ▪ Examine the possibility of incorporating RSP collaboratives in science and social studies ▪ Support students with disabilities' participation in all small learning communities ▪ Investigate the possibility of minimizing the number of multi-level classes for each subject area	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Counseling Staff ▪ Special Education Coordinator ▪ MCD clerk ▪ Math Coach ▪ Literacy Coach	▪ Local district funds/ personnel ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Special Education Coordinator ▪ School determined needs funds	▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ CELDT data ▪ Redesignation rate ▪ Welligent data ▪ MCD outcomes ▪ Student survey	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ MCD updates ▪ Newsletters ▪ School website ▪ Email communication
3. Incorporate into the schoolwide professional development plan additional means to address the specific needs of students with disabilities: ▪ Continue to offer general education teachers training on how to implement accommodations and provide curricular modifications to meet IEP goals and objectives ▪ Continue to offer special education teachers assistance on writing IEPs and developing instructional strategies to assist students with disabilities ▪ Provide further training to resource collaborative teachers on how to co-plan and/or co-teach ▪ Offer teachers additional assistance with designing rigorous and appropriate lessons to meet the needs of all students ▪ Allocate additional time for general education and special education teachers to co-plan instruction ▪ Continue to analyze data to ensure compliance with MCD outcomes	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ SLC ▪ Curriculum Council ▪ Department members ▪ Small learning community members ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Special Education Coordinator ▪ IEP Team ▪ Math Coach ▪ Literacy Coach ▪ Science Lead Teachers ▪ Social Studies Lead Teacher	▪ Local district funds/ personnel ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Special education funds ▪ School determined needs funds ▪ IMA funds	▪ Teacher survey ▪ MCD outcomes	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ MCD updates ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
4. Provide parental support to identify and minimize barriers to student achievement: - Develop additional parent workshops during and after school on how to support student achievement - Continue to establish community partnerships to support student needs	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Counseling Staff - Title I Coordinator - Bilingual Coordinator - Special Education Coordinator - Deans - Parent Center Director - School Psychologists	- Local district funds/ personnel - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - Special education funds - Community agencies - Parent associations	- Parent survey - MCD updates	- WASC Action Plan - SSC/<i>Single Plan</i> - Faculty meetings - Shareholder meetings - MCD outcomes - Newsletters - School website - Email communication
5. Continue to communicate available school and community resources to all shareholders: Offer further communication through school website, email, and newsletters	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Title I Coordinator - Bilingual Coordinator - Special Ed Coordinator - Parent Center Director	- School support personnel - Title I funds - Bilingual funds - Community agencies - Parent associations	- Parent survey - Student survey - Teacher survey - MCD updates	- WASC Action Plan - SSC/<i>Single Plan</i> - Faculty meetings - Shareholder meetings - MCD outcomes - Newsletters - School website - Email communication

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

- Goal 4:** Focus on postsecondary opportunities for all underrepresented students.
- Critical Need:** There is a need to increase the percentage of underrepresented students fulfilling graduation requirements, completing the minimum 15 a-g required courses, and enrolling in higher level classes.
- Rationale:** Current disaggregated data shows that all other statistically significant subgroups are not performing at the same levels as the Asian and White subgroups. This includes lower graduation rates, completion rates of UC/CSU requirements, and enrollment in honors and AP courses. The self-study revealed that while efforts are being made to address this critical need, further action must be taken to support all students in meeting their postsecondary career and educational goals.
- Growth Target:**
- Increase percentage of underrepresented students graduating high school by 2% annually.
 - Increase percentage of underrepresented students completing UC/CSU requirements upon graduation by 10% annually.
 - Increase percentage of underrepresented students enrolling in honors and AP classes by 15% annually.

ESLRs Addressed: Educated Young Adults, Self-sufficient Individuals, and Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Establish additional support programs to address the specific needs of underrepresented students: ▪ Develop a schoolwide system to identify and monitor students in a timely manner ▪ Implement a schoolwide system to communicate with student, teacher, parent, and counselor ways to address student needs ▪ Provide additional extended learning opportunities, including tutoring and remediation electives, during and after school ▪ Develop in-house intervention programs and strategies in all small learning communities ▪ Investigate available resources in the community to assist with individual needs that may hinder student achievement ▪ Continue to encourage and support the activities of the Village Nation ▪ Examine ways to create additional faculty and peer mentoring programs to address the needs of different groups	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Counseling Staff ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Special Education Coordinator ▪ LAT ▪ SST ▪ IEP Team ▪ Attendance Dean ▪ Diploma Project Adviser ▪ Deans ▪ Parent Center Director ▪ Village Nation ▪ School Psychologists ▪ Math Coach ▪ Literacy Coach ▪ Science Lead Teachers ▪ Social Studies Lead Teacher	▪ Local district funds/ personnel ▪ Beyond the Bell ▪ Educational research ▪ LACOE ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ School determined needs funds ▪ IMA funds ▪ Special education funds ▪ Regional Occupation Center ▪ Community agencies ▪ Parent associations ▪ Adult school	▪ Marks analysis ▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ CELDT data ▪ Redesignation rate ▪ MCD updates ▪ Student survey ▪ Counselor logs ▪ Deans logs ▪ Tutoring logs	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ SLC ▪ Curriculum Council ▪ Faculty meetings ▪ Shareholder meetings ▪ MCD outcomes ▪ Newsletters ▪ School website ▪ Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2. Incorporate into the schoolwide professional development plan additional means to raise student outcomes for underrepresented students: - Provide opportunities to hone skills and practices to make the learning process more culturally relevant to students - Develop additional ways to incorporate classroom learning with real-world applications	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SLC/PD Committee - SSC - Curriculum Council - Title I Coordinator - Bilingual Coordinator - Village Nation - Career/CTE Adviser - DOTS Adviser - Parent Center Director - Math Coach - Literacy Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- Marks analysis - Master schedule - Periodic Assessments - CST data - CAHSEE data - CELDT data - Redesignation rate - MCD outcomes - Faculty survey	- WASC Action Plan - SSC/<i>Single Plan</i> - SLC - Curriculum Council - Faculty meetings - Shareholder meetings - MCD updates - Newsletters - School website - Email communication - CRRE Action Plan
3. Develop lessons and units in all departments and small learning communities that imbed culturally relevant and responsive educational practices.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Bilingual Coordinator - Math Coach - Literacy Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district funds/personnel - Closing the Achievement Gap office - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- Marks analysis - Periodic Assessments - CST data - CAHSEE data - CELDT data - Redesignation rate - Parent survey - Teacher survey - Faculty survey	- WASC Action Plan - SSC/<i>Single Plan</i> - SLC - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
4. Increase efforts to identify and recruit underrepresented students in more honors and AP classes: - Expand SAS program - Expand AVID program - Develop a schoolwide process to identify incoming and current students who are eligible for GATE services	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - AVID Coordinator - GATE Coordinator	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - GATE funds - Community agencies	- Master schedule - DSS - SIS/ISIS - Student survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
5. Expand career technical education course offerings to address the needs of all students.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - Career/CTE Adviser - DOTS Adviser	- Local district funds/ personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies - Perkins Grant - ROP/ROC	- Master schedule - Student survey	- WASC Action Plan - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
6. Expand college course offerings to address the needs of all students.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - College Adviser	- Local district funds/ personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community colleges	- Master schedule - Student survey	- WASC Action Plan - Curriculum Council - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
7. Establish additional enrichment programs and activities to engage students in the school community	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Title I Coordinator - Bilingual Coordinator - Special Education Coordinator - Career/CTE Adviser - College Adviser - DOTS Adviser - Parent Center Director - GATE Coordinator - Small learning community coordinators - ASB Leadership Sponsor	- Local district funds/ personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - Special education funds - School determined needs funds - Community agencies	- Attendance data - Student survey - Athletic participation rate - Club and organization participation rate	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
8. Develop additional partnerships with community agencies and businesses that offer school-to-career training and postsecondary opportunities.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - Career/CTE Adviser - DOTS Adviser	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- Participation rate - Student survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
9. Incorporate career pathways in all existing and future small learning communities.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - Career/CTE Adviser	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - School determined needs funds - Community agencies - Perkins Grant	- Master schedule - Student survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
10. Develop additional outreach services and activities through the Career and College Center that further promote a career-ready, college-going community.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - Career/CTE Adviser - College Adviser	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Career and College Center - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- Career and College Center logs - Student survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
11. Expand outreach programs with local universities and colleges.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Title I Coordinator - Career/CTE Adviser - College Adviser	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Career and College Center - Title I funds - Bilingual funds - School determined needs funds - Community agencies - Local colleges and universities	- Career and College Center logs - Student survey	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication
12. Expand schoolwide incentive programs to promote academic achievement, positive behavior, and good attendance. - Ensure implementation of positive behavior support plan - Develop additional activities through HEART - Continue to utilize Cavalier of the Week and Character Counts awards	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Small Learning Community Coordinator - Athletic Coaches - Title I Coordinator - Renaissance Adviser - ASB Leadership Adviser - Deans - Youth Relations Coordinator/HEART	- Local district funds/personnel - Beyond the Bell - Educational research - LACOE - School support personnel - Student Attendance Incentive funds - Title I funds - Bilingual funds - School determined needs funds - Community agencies	- SIS/ISIS - Participation rate	- WASC Action Plan - Faculty meetings - Shareholder meetings - Newsletters - Student Assemblies and Recognition Breakfasts - School website - Email communication
13. Provide additional parental support to identify and minimize barriers to student achievement: - Develop additional parent workshops during and after school on how to support student achievement - Continue to establish community partnerships to support student needs	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Counseling Staff - Title I Coordinator - Bilingual Coordinator - Deans - Parent Center Director - School Psychologists	- Local district funds/personnel - Educational research - LACOE - School support personnel - Title I funds - Bilingual funds - Community agencies - Parent associations	Parent survey	- WASC Action Plan - SSC/Single Plan - Faculty meetings - Shareholder meetings - Newsletters - School website - Email communication

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
14. Continue to communicate available school and community resources to all shareholders: ▪ Offer further communication through school website, email, and newsletters	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Parent Center Director ▪ Career Adviser ▪ College Counselor	▪ Local district funds/ personnel ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Community agencies ▪ Parent associations ▪ Career and College Center	▪ Parent survey ▪ Student survey ▪ Teacher survey	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website ▪ Email communication
15. Conduct follow-up on postsecondary graduates as a means to develop an alumni network to assist students with transition to postsecondary opportunities.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ Career Adviser ▪ College Counselor ▪ Technology Coordinator	▪ District personnel ▪ School support personnel ▪ Colleges reports ▪ Website ▪ Local businesses ▪ Community groups	▪ Participation report ▪ Survey	▪ WASC Action Plan ▪ Newsletters ▪ School website ▪ Email

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

- Goal 5:** Continue to focus on academic rigor across all content areas.
- Critical Need:** There is need to address the Visiting Committee's recommendation that the administrative staff collaborates to ensure that academic rigor occurs across the curriculum at all levels in all departments and small learning communities.
- Rationale:** Levels of academic rigor are not consistent across all grade levels and in all departments and small learning communities.
- Growth Target:**
- Each year, administrators will use a common observation/evaluation form to measure academic rigor in all departments and small learning communities.
 - Each year, 100% of teachers will receive professional development on providing academic rigor in the instructional programs.
- ESLRs Addressed:** Educated Young Adults

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Collaborate to establish observation checklist: ▪ Develop a consistent tool to assess academic rigor in classrooms 2. Incorporate into the schoolwide professional development plan additional means to ensure academic rigor across all content areas: ▪ Train administrators, department chairpersons, and small learning community coordinators to assist teachers with developing rigorous lessons ▪ Provide departments and small learning communities with time to share best practices that evidence academic rigor	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ Curriculum Council	▪ Local district personnel ▪ Educational research ▪ Title I funds ▪ Bilingual funds ▪ Gifted funds	▪ Classroom observations ▪ Stull personnel evaluations ▪ Surveys ▪ Professional development logs ▪ Conference attendance logs	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Curriculum Council ▪ Faculty meetings

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

Goal 6:	Continue to focus on using differentiated instructional strategies.
Critical Need:	There is need to address the Visiting Committee's recommendation that there should be continued development of differentiated instructional strategies across the curriculum.
Rationale:	The Visiting Committee observed that use of differentiated instructional strategies is not consistent across all grade levels and in all departments and small learning communities.
Growth Target:	Each year, 100% of teachers will receive professional development on implementing differentiated instructional strategies into the classroom.
ESLRs Addressed:	Educated Young Adults , Self-Sufficient Individuals, Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Continue to incorporate into the schoolwide professional development plan a means to ensure consistent use of differentiated instructional strategies across all content areas: - Provide teachers with content-specific workshops on using differentiated instructional strategies - Offer more teacher-led best practice sessions on integrating differentiated instructional strategies across the curriculum - Continue to provide additional opportunities to share instructional practices that address the concerns of special needs populations	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - Curriculum Council - Bilingual Coordinator - Special Education Coordinator - Literacy Coach - Math Coach - Science Lead Teachers - Social Studies Lead Teacher	- Local district personnel/funds - Educational research - Title I funds - Bilingual funds - Gifted funds - Special Education funds	- Classroom observations - Teacher survey - Student survey - Professional development logs - Conference attendance logs	- WASC Action Plan - SSC/<i>Single Plan</i> - Curriculum Council - Faculty meetings

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

- Goal 7:** Continue to focus on collection and analysis of data to drive the instructional program.
- Critical Need:** There is need to address the Visiting Committee's recommendation that there should be continued focus on gathering and evaluating data and verifying the effectiveness of the instructional program.
- Rationale:** The Visiting Committee suggests that there be a continued focus on collecting and analyzing data and using that data to assess the effectiveness of instructional programs.
- Growth Target:**
- All shareholders will collect, disaggregate, analyze, and report data quarterly.
 - Annually, revisit and revise the WASC Action Plan/*Single Plan* to ensure effectiveness of the instructional program.
- ESLRs Addressed:** Educated Young Adults, Self-Sufficient Individuals, Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Maintain the use of a schoolwide system to collect, analyze, and evaluate data as a means to monitor the instructional program: ▪ Provide ongoing process to collect and share data with all shareholders ▪ Collaborate with faculty and staff to analyze data in a timely manner ▪ Refine process for evaluating the effectiveness of the instructional program ▪ Continue to revise the instructional program based on analysis of data	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	▪ Principal ▪ Administrators ▪ SSC ▪ Curriculum Council ▪ Counseling Staff ▪ Title I Coordinator ▪ Bilingual Coordinator ▪ Special Education Coordinator ▪ SST ▪ Attendance Dean ▪ Diploma Project Adviser ▪ Deans ▪ School Psychologists ▪ Math Coach ▪ Literacy Coach ▪ Science Lead Teachers ▪ Social Studies Lead Teacher	▪ Local district personnel ▪ Educational research ▪ School support personnel ▪ Title I funds ▪ Bilingual funds ▪ Gifted funds	▪ Marks analysis ▪ Master schedule ▪ Periodic Assessments ▪ DSS ▪ SIS/ISIS ▪ CST data ▪ CAHSEE data ▪ CELDT data ▪ Redesignation rate ▪ MCD updates ▪ Surveys	▪ WASC Action Plan ▪ SSC/<i>Single Plan</i> ▪ Faculty meetings ▪ Shareholder meetings ▪ Newsletters ▪ School website

GROVER CLEVELAND HIGH SCHOOL SCHOOLWIDE ACTION PLAN, 2008-2014

Goal 8:	Focus on providing CAHSEE review classes for upperclassmen during the school day.
Critical Need:	There is a need to address the Visiting Committee's recommendation that there should be more academic support during the school day by providing CAHSEE review classes for upperclassmen.
Rationale:	The Visiting Committee suggests that there should be more academic support during the school day, and thus CAHSEE review classes should be provided for upperclassmen.
Growth Target:	Each year, 100% of 11th and 12th grade students who have not passed one or both sections of the CAHSEE will be provided the opportunity to enroll in a CAHSEE prep course elective during the school day.
ESLRs Addressed:	Educated Young Adults, Self-Sufficient Individuals, Long-range Planners

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1. Investigate the possibility of incorporating CAHSEE prep classes during the school day for upperclassmen who have not passed the English or math sections of the test.	Initial Planning: Fall 2007 Phase I Implementation: August 2008-June 2011 Phase II Implementation: August 2011-June 2014 Annual Review: August 2008-August 2014	- Principal - Administrators - SSC - Curriculum Council - Counseling Staff - Title I Coordinator - Bilingual Coordinator	- Local district personnel/funds - School support personnel - Title I funds - Bilingual funds	- Master schedule - CAHSEE data - Graduation data	- WASC Action Plan - SSC/<i>Single Plan</i> - Faculty meetings - Shareholder meetings - Newsletters - School website

APPENDIX



APPENDIX

RESULTS OF STUDENT QUESTIONNAIRE/INTERVIEWS

A schoolwide survey was conducted on March 29, 2007. The students were given 20 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The students were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. In addition, students were allowed to answer DK or Don't Know. A total of 2,250 students spanning grades 9-12 responded to the survey.

RESULTS OF GRADE 9-12 STUDENT SURVEY MARCH 2007						
	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
VISION/LEADERSHIP						
	Diversity is celebrated and supported by students, teachers, and staff.	4%	10%	48%	19%	20%
	My teachers have high expectations.	2%	6%	45%	40%	6%
	Overall, I am treated with respect by teachers, administrators, security, other staff, and other students.	8%	17%	46%	25%	4%
	I am aware that the school makes decisions to support my learning.	3%	11%	51%	25%	11%
CURRICULUM						
	I plan to go to college or technical school after I graduate.	2%	3%	17%	70%	7%
	I have been involved in choosing courses to achieve my future goals.	4%	14%	39%	35%	8%
	I am aware that I have the opportunity to take Honors or Advanced Placement (AP) courses.	5%	10%	29%	46%	10%
	I am aware that students can belong to different small learning communities (SLCs) or academic programs.	2%	8%	41%	37%	12%
	I have the opportunity to participate in community services, job shadowing, and real-world experiences through classes, clubs and organizations.	3%	11%	45%	30%	10%
INSTRUCTION						
	My teachers use a variety of strategies and resources to teach, including technology.	3%	11%	48%	32%	6%
	My teachers understand the subject they teach, and use the California state standards to guide them in what to teach.	4%	8%	48%	33%	8%

RESULTS OF GRADE 9-12 STUDENT SURVEY MARCH 2007 <i>(continued)</i>						
	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
ASSESSMENT AND ACCOUNTABILITY						
	I know what is expected of me in each of my classes in terms of classroom and schoolwide rules.	2%	5%	48%	40%	5%
	My teachers use a variety of techniques to evaluate student learning.	3%	13%	51%	25%	9%
	I am aware of what I am expected to know for specific tests.	3%	11%	51%	30%	5%
STUDENT SUPPORT SERVICES						
	I have the opportunity to participate in school leadership, clubs, and after school activities.	3%	8%	42%	40%	7%
	I have the opportunity to receive tutoring in math, English, science, and CAHSEE preparation.	3%	5%	43%	44%	6%
	If I have a problem or questions about the future, I feel there are adults at the school I can go to.	8%	15%	42%	26%	8%
	My parents or guardians are invited to participate in school activities.	5%	12%	46%	26%	12%
	I have the opportunity to learn life skills in programs such as Impact, Youth Mentoring, TUPE, and Village Nation	5%	11%	43%	23%	17%
	Cleveland High School is a safe, secure, and clean environment.	11%	18%	43%	20%	8%

What improvements can be made at Cleveland High School?

- “The cafeteria should have better food.”
- “The school should be cleaner.”
- “Smaller class sizes.”

How would you work with the school to make these improvements?

- “More variety in food choices.”
- “Put more trash cans where people eat lunch, such as on the sides of the halls.”
- “Reducing the population of students because the school is over-crowded.”

Classified Staff Student Interview

In an effort to gather crucial information about Cleveland High for the WASC Accreditation self-study, classified staff members were asked to interview 1-2 students using the 10 questions below:

1. Other than report card grades and test scores, how can you prove that you are learning in school?

- Through art
- Being able to answer questions in class and write or ask questions
- Showing something I learned
- Doing class work
- Using the knowledge from school inside and outside of class every day
- Telling my parents about what I learned in school
- Through teacher's comments and input
- The assignments we are given and how well we do them
- Reviewing work and answering questions on topics that have been discussed
- By applying the information to everyday activities and helping others
- By using what I learned to make programs for statistics class and robotics club
- By discussing information with others
- The things I do
- By continuing to get an education
- By discussing what I learned in class
- By listening to my teachers and classmates
- By the way I speak and express myself to other people
- Discussing what is being done in class
- Being able to recall information that teachers discussed
- Extra curricular activities, testing others, choices that are made
- Being able to explain things to others
- Confidence in doing and achieving more
- Teaching someone else
- Giving a presentation of how a topic applies to everyday life
- Willingness to come to class and prepare for my future
- Advancing in my studies
- Going to college
- Confidence in myself
- Homework and special projects

2. How much time do you spend doing homework in an average week?

- 6 hours-max
- 1-2 hours
- 30 minutes
- 10 hours
- 2 hours
- 6-7 hours
- 5-10 hours
- 4 hours
- 10-15 hours
- 30 hours
- 3 hours
- 1 hour
- 5 hours
- 45 minutes
- 30 minutes - 1 hour
- 40 hours
- 1 1/2 – 2 hours a day (10 a week)
- 8 1/2 hours
- 5 hours each night
- 3 hours-minimum
- 2-3 hours a day

3. In terms of percentages how hard do you try to get good grades?

- 95%
- 85%
- 100%
- 110%
- Over 100%
- 90%
- 80 – 85%
- 65%
- 87%
- 99%
- 30%
- Less than 50%
- 75%
- 60%
- 75 - 80%
- 80%
- 97%
- 50%

4. What qualities make a “good teacher” a good teacher?

- Being interesting
- Showing students you care and love teaching
- Good attitude
- Respecting students so they respect you
- The way they communicate with students
- Making class fun
- Someone who knows what they are doing
- Giving students free time
- Making the subject as easy as possible to learn
- Helping students when they need it
- Actually teaching the class
- Showing concern and high expectations for the students
- Hard, but useful curriculum
- Checking up on students by asking questions
- Trying to connect and relate to the students
- Using a variety of teaching methods
- Provide examples and firsthand experiences that make you want to learn
- They explain something until you understand
- Willing to answer questions and explain things one-on-one
- Being patient
- Being punctual and explaining in their own words
- Having control of the class
- Asking more questions
- Their attitude
- Strict, rigorous, caring
- Knowing how to teach and be understanding
- Being happy, helpful, cheerful, and having a good sense of humor
- Work given applies to the subject, quality not quantity
- Good explanations, good energy, and giving second chances sometimes
- Making the class fun while still meeting the standards

5. What ways can you suggest to better show how and what you know?

- Either a paper or a book written by me
- Essays, poetry, visual projects (diagrams), presentations, and class participation
- Helping others with their work
- Projects, essays, and class work
- Explanations to people about what you know and how you know it
- Have the teacher ask me once in a while
- Being assertive in and out of the classroom
- Having teachers ask me questions and taking the standardized test
- By being asked to do my work, and looking at test scores
- By applying it in my character and my own life
- Contests, competitions, scholarships
- By writing things down
- By showing people what I know
- By having the teacher ask more questions
- A knowledge contest
- Survey
- Your work
- A decathlon
- Talk about it or demonstrate it
- By having more access to school computers more frequently
- By talking about it
- Visitors asking students about what it is that is going on and them being informed of what is going on in the world as well as school
- Self knowledge
- Visual arts, beyond tests, presentations
- I don't know
- Doing jobs
- Have days in which we officially teach our parents what we know or tutor those who don't know as much
- Have kids go up more and do more things on the boards
- To show high scores on tests, quizzes, homework
- A competitive test
- Test
- By actions
- Art, special friends

6. What are your plans after high school?

- Between West Point and Berkeley
- Community college and then culinary school
- College
- Going to a fashion design school
- Get into the college of my choice, get into the medical field, and teach music
- Get a degree and go to fashion school to be a buyer, and then probably get into real estate
- 4 year university to pursue business, continue to grad school, MBA or JD
- Go to college and get a degree to be an RN and go on with the medical field
- Go to college and get my bachelor's degree in nursing science
- To get a degree in massage therapy and go to Pierce College to pursue another career
- Get a job
- Get into movies
- Go to college and be an entrepreneur
- West Point
- Try and get into UCLA
- Be a surgical technician
- Go to trade school and become a massage therapist
- Go to college to take criminal justice classes and become an investigator for the police department
- Major in criminal justice or criminology
- Go to a four year college and then open a cupcake shop
- College and maybe a 2 year community college first
- Have a good career
- Become a well-paid professional
- Get into the film industry
- Join the Navy

7. How often do you talk about what you have learned in school with your parents and friends?

- Only when it is brought up
- At least six times daily
- 50% of the time
- Everyday
- Very often
- All the time with friends in school, and course outlines with outside students
- Very little
- A few times a week with the parents, and all the time with friends
- Almost never
- Never
- Rarely
- Once a week with my parents
- At least three times week
- All the time
- Once a week

8. What needs to be added to the curriculum that would prepare you for college and/or a career in the 21st century?

- More technology
- Classes that would be enjoyable like baking or home economics or something I would need like business or culinary
- More classes to help you achieve
- Just classes that encourage people to get out there and find a career
- Ask students what they want to be when they get older and have classes about the basics of the career
- Classes that are actually like the ones in college
- Job shadowing opportunities, exposure to more fields, broad focus/ more guest speakers in different fields
- Some community service and more involvement with things in the real world
- Nothing
- Real life example: living on your own, paying bills, having responsibilities
- More opportunities for special education students to take college prep courses
- More support
- Mandatory college prep classes
- Maybe having the students in their “proper” school level and giving “actual” classes need it
- Communications – being able to work with people that you don’t necessarily get along with – tolerance is target – allowing you to respect others in a workplace despite race, gender, age
- Social skills classes
- More technological classes and vocational classes
- Driving school
- More electives
- Extra tutoring
- Higher standards

9. What is the best thing about Cleveland High School?

- Security
- The sense of community and the friendly staff
- The chances of learning
- All the clubs and the school spirit they have
- The Village Nation and the different clubs and extra curricular classes that are offered
- Diversity of opportunity, people to help place you, small learning communities and specialized electives
- Deans and public safety
- The good teachers and personnel of the school, as well as some of the classes
- CORE program
- The parent center because we can get help without being judged and the curriculum that they offer
- Time to go home
- After-school classes for the CAHSEE and tutoring for CORE classes
- Seeing my friends and my favorite teachers and staff
- Sports and teachers
- The fact that the school is a distinguished school
- English department chair because even though the students are not in her class, she still helps and supports them with their English work
- Being able to get support when you need it. Deans spending extra time after school helping students with their homework and other activities
- Teachers, CORE, the welcoming students
- CORE classes, friendly people, clean campus, no violence except for the occasional fight
- They teach you more than other schools
- The different ethnicities that join the school and the programs available to students such as SAS
- The media academy
- JROTC

10. What is the worst thing about Cleveland High School?

- Trash and graffiti
- The distraction concern with phones and other electronic devices
- Homework
- It's overcrowded and the football team sucks
- The football team and teachers that are just a little too hard to hear you don't pass or not
- Certain organizations within the school, like football, are given a disproportionate amount of money and support
- The rules
- The food and some teachers
- The time of the first bell
- Too controlling about the dress code
- Food
- Interweaving of students in limited – segments of students don't interact with each other
- Core classes
- Bathrooms – clean but smelly
- Gangs at school, trash around campus
- Not having iPODS
- The violence caused by few unruly students
- Too much homework and too many tests
- Some of the people, mostly students, have fake personalities and are non-trusting. "Every man for himself" mentality

RESULTS OF PARENT/COMMUNITY QUESTIONNAIRE/INTERVIEWS

The survey was distributed during Open House on March 15, 2007. It was offered in English and Spanish. The parents were given 20 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The parents were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. In addition, parents were allowed to answer DK or Don't Know. A total of 343 parents responded to the survey.

RESULTS OF GRADE PARENT SURVEY MARCH 2007						
	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
VISION/LEADERSHIP						
1.	Diversity is celebrated and supported by students, teachers, and staff.	1%	2%	41%	45%	11%
2.	My child's teachers have high expectations.	1%	1%	31%	64%	3%
3.	Overall, my child is treated with respect by teachers, administrators, security, other staff, and other students.	1%	3%	37%	56%	3%
4.	I am aware the decisions made by the school staff support my learning.	1%	2%	45%	41%	11%
CURRICULUM						
5.	My child plans to go to college or technical school after he/she graduates.	2%	3%	19%	75%	3%
6.	My child has been involved in choosing courses to achieve his/her future goals.	2%	7%	33%	54%	5%
7.	I am aware that my child has the opportunity to take Honors or Advanced Placement (AP) courses.	2%	4%	26%	61%	7%
8.	I am aware that my child can belong to different small learning communities (SLCs) or academic programs.	2%	6%	34%	47%	11%
9.	My child has the opportunity to participate in community services, job shadowing, and real-world experiences through classes, clubs and organizations.	1%	4%	37%	49%	8%

RESULTS OF GRADE PARENT SURVEY MARCH 2007 <i>(continued)</i>						
	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
INSTRUCTION						
10.	My child's teachers use a variety of strategies and resources to teach, including technology.	0%	3%	43%	54%	0%
11.	My child's teachers understand the subject they teach, and use the California state standards to guide them in what to teach.	0%	1%	42%	51%	6%
ASSESSMENT AND ACCOUNTABILITY						
12.	I know what is expected of my child in each of his/her classes in terms of classroom and schoolwide rules.	0%	3%	42%	51%	4%
13.	My child's teachers use a variety of techniques to evaluate student learning.	0%	3%	42%	47%	8%
14.	My child is aware of what he/she is expected to learn to pass his/her class.	1%	0%	31%	65%	2%
STUDENT SUPPORT SERVICES						
15.	My child has the opportunity to participate in school leadership, clubs, and after school activities.	1%	3%	37%	55%	4%
16.	My child has the opportunity to receive tutoring in math, English, science, and CAHSEE preparation.	1%	2%	42%	52%	4%
17.	If my child has a problem or questions about the future, he/she feels there are adults at the school to go to for help.	2%	4%	40%	49%	5%
18.	I am invited to participate in school activities.	2%	5%	38%	48%	8%
19.	My child has the opportunity to learn life skills in programs such as Impact, Youth Mentoring, TUPE, and Village Nation.	1%	4%	42%	37%	15%
20.	Cleveland High School is a safe, secure, and clean environment.	1%	7%	41%	47%	5%

What improvements can be made at Cleveland High School?

- “Change detention/tardy procedure. It is harmful to take a student out of class for 45 min to keep track of a minute of tardiness.”
- “Communication is key.”

How would you work with the school to make these improvements?

- “Fix your attendance system.”
- “Email that can go out weekly to parents instead of phone calls.”

MASTER SCHEDULE

CL 17	Staff Assignment Report by Teacher - Cleveland Hi 2/25/2008							
STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ZZSTF, LAForge							AS Class 8666 US GOVERNMENT Room J6	
							BIOLOGY B SD Room XXXX	
ANSTEAD, N		AS Class 5400 SERVICE SH B Room E2 NI	AS Class 5401 SERVICE SH B Room E2 NI	AS Class 5402 SERVICE SH B Room E2 NI	AS Class 5403 SERVICE SH B Room E2 NI	AS Class 5404 SERVICE SH B Room E2 NI	AS Class 8586 H WHG:MOD WL B Room E2 MG	
ANSTEAD, N (cont'd)		AS Class 8581 AP ART HIS B Room E2	AS Class 8582 H WHG:MOD WL B Room E2 MG	AS Class 9153 H WHG:MOD WL B Room E2 MG	AS Class 9144 AP ENG LIT B Room E2 MG	AS Class 5405 ALGEBRA 1A Room E2		
AUCOIN, DM		AS Class 5406 SERVICE SH B Room H18 NI	AS Class 5407 SERVICE SH B Room H18 NA	AS Class 5408 SERVICE SH B Room H18 NI	AS Class 5409 SERVICE SH B Room H18 NA	AS Class 5410 SERVICE SH B Room H18 NA	AS Class 8606 CONF/PREP PER Room XXXX	
AUCOIN, DM (cont'd)		AS Class 8601 WHG: MOD WLD B Room H18 C	AS Class 8602 H WHG:MOD WL B Room H18 H	AS Class 8603 PRIN AM DEMOCR Room H18	AS Class 8604 PRIN AM DEMOCR Room H18	AS Class 8605 LEADER SH B SB Room H18		
AVNERI, E		AS Class 5411 SERVICE SH B Room A6 NI	AS Class 5412 SERVICE SH B Room A6 NI	AS Class 7723 ALG READINES B Room A6 SD	AS Class 5413 SERVICE SH B Room A6 NI	AS Class 5414 SERVICE SH B Room A6 NI	AS Class 5415 SERVICE SH B Room A6 NI	
AVNERI, E (cont'd)		AS Class 7371 EXPOS COMP SD Room A6	AS Class 7382 US HIST 20TH B Room A6 ER	AS Class 7733 ALGEBRA 1B SD Room A6	AS Class 7384 US HIST 20TH B Room A6 ER	AS Class 7385 US HIST 20TH B Room A6 ER	AS Class 8386 US HIST 20TH B Room A6 ER	
AVNERI, E (cont'd)		AS Class 7381 ENGLISH 9B SD Room A6		AS Class 7753 GEOMETRY B SD Room A6	AS Class 7724 ALG READINES B Room A6 SD			
AVNERI, E (cont'd)		AS Class 7391 ENGLISH 10B SD Room A6		AS Class 9963 ADV APP MATH B Room A6 SD	AS Class 7734 ALGEBRA 1B SD Room A6			
AVNERI, E (cont'd)		AS Class 7411 CONTEMP COMP Room A6 SD			AS Class 7744 GEOMETRY B SD Room A6			
AVNERI, E (cont'd)					AS Class 7754 ADV APP MATH B Room A6 SD			
BALTIMORE, SH		AS Class 5416 SERVICE SH B Room K1 NI	AS Class 7582 CONF/PREP PER Room XXXX	AS Class 5417 SERVICE SH B Room K1 NI	AS Class 5418 SERVICE SH B Room K1 NI	AS Class 5419 SERVICE SH B Room K1 NI	AS Class 5420 SERVICE SH B Room K1 NI	
BALTIMORE, SH (cont'd)		AS Class 8761 ADV ORCH B Room K1		AS Class 7583 INSTRUMENTS B Room K1	AS Class 7544 MUSIC TECH B Room K1 .	AS Class 7545 MUSIC TECH B Room K1 .	AS Class 7546 JAZZ ENS B Room K1	

BARNES, LR		AS Class 5421	AS Class 5422	AS Class 9373	AS Class 9997	AS Class 5424	AS Class 5425	
		SERVICE SH B	SERVICE SH B	BIOLOGY B SD	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room H10 NI	Room H10 NI	Room H10	Room XXXX	Room H10 NI	Room H10 NI	
BARNES, LR (cont'd)		AS Class 9451	AS Class 9474	AS Class 9473		AS Class 9475	AS Class 9477	
		ENGLISH 9B SD	BIOLOGY B SD	INTCOOR SCI 1B		BIOLOGY B SD	OTHER: COORD	
		Room H10	Room H10	Room H10 SD		Room H10	Room XXXX	
BARNES, LR (cont'd)		AS Class 9452						
		CONTEMP						
		COMP						
		Room H10 SD						
BARNES, LR (cont'd)		AS Class 9462						
		EXPOS COMP						
		SD						
		Room H10						
BARNES, LR (cont'd)		AS Class 9472						
		ENGLISH						
		10B SD						
		Room H10						
BASINGER, BW		AS Class 5426	AS Class 6562	AS Class 5427	AS Class 5428	AS Class 5429	AS Class 6566	
		SERVICE SH B	OTHER CURR	SERVICE SH B	SERVICE SH B	SERVICE SH B	OTHER: COORD	
		Room E4 NA	Room XXXX	Room E6 NI	Room E6 NI	Room E7 NI	Room XXXX	
BASINGER, BW (cont'd)		AS Class 9031		AS Class 9023	AS Class 9804	AS Class 9025		
		H ENGLISH 10B		H ENGLISH 10B	H ENGLISH 10B	H ENGLISH 10B		
		Room E4 MG		Room E6 MG	Room E6 MG	Room E7 MG		
BERKOWITZ, B		AS Class 5430	AS Class 5431	AS Class 5432	AS Class 5433	AS Class 7025	AS Class 5434	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room H9 NI	Room H9 NA	Room H9 NI	Room H9 NA	Room XXXX	Room D8 NA	
BERKOWITZ, B (cont'd)		AS Class 7011	AS Class 7022	AS Class 7013	AS Class 7014		AS Class 7026	
		EXPOS COMP	H ENGLISH 10B	EXPOS COMP	ENGLISH 10B AT		DRAMA B	
		AT		AT				
		Room H9	Room H9 AH	Room H9	Room H9		Room D8	
BERKOWITZ, B (cont'd)		AS Class 8021		AS Class 8023			AS Class 7126	
		H EXPOS COMP		H EXPOS COMP			PLAY PROD B .	
		Room H9 AH		Room H9 AH			Room D8	
BLUMFIELD, C		AS Class 5856	AS Class 5857	AS Class 5858	AS Class 9514	AS Class 9545	AS Class 9716	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	ADV PE 1B	ADV PE 1B	
		Room PECB NE	Room PECB NE	Room PECB NG	Room XXXX	Room PECB	Room PECB	
BLUMFIELD, C (cont'd)		AS Class 9521	AS Class 9522	AS Class 9523				
		SWIM	SWIM	ADV PE 1B				
		Room PECB	Room PECB	Room PECB				
BLUMFIELD, DL		AS Class 5435	AS Class 5436	AS Class 5437	AS Class 5438	AS Class 8405	AS Class 5439	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room B1 NI	Room B1 NA	Room B1 NI	Room B1 NI	Room XXXX	Room B1 NI	
BLUMFIELD, DL (cont'd)		AS Class 8401	AS Class 8402	AS Class 8403	AS Class 8414		AS Class 8406	
		AP PHYSICS B	H PHYSICS B	H PHYSICS B	AP PHYSICS B		H PHYSICS B	
		Room B1	Room B1	Room B1	Room B1		Room B1	
BONDY, C		AS Class 5440	AS Class 9392	AS Class 5441	AS Class 5442	AS Class 5443	AS Class 5444	
		SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room D1 NI	Room XXXX	Room D2 NA	Room D2 NI	Room D2 NI	Room D2 NI	
BONDY, C (cont'd)		AS Class 9391		AS Class 9393	AS Class 9394	AS Class 8305	AS Class 8396	
		H ENGLISH 10B		ENGLISH 10B C	ENGLISH 10B C	CREAT WRIT B	JOURNALISM 1B	
		Room D1 CS		Room D2	Room D2	Room D2 MA	Room D2	
BONDY, C (cont'd)						AS Class 8395	AS Class 8596	
						JOURNALISM 2B	TUTOR SH B	
						Room D2	Room D2	
BRANCH, C				AS Class 8193				
				CONF/PREP PER				
				Room XXXX				
BRANCH, D		AS Class 8191	AS Class 5446		AS Class 5449	AS Class 5450	AS Class 5451	
		MATH TUT LAB A	SERVICE SH B		SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H27	Room H27 NI		Room H27 NI	Room H27 NI	Room H27 NI	

BRANCH, D			AS Class 8192		AS Class 8194	AS Class 8195	AS Class 8196	
(cont'd)			MATH TUT LAB A		ALGEBRA 1B	MATH TUT LAB A	MATH TUT LAB A	
			Room H27		Room H27	Room H27	Room H27	
BROGER-MACKEY, L		AS Class 5781	AS Class 5782	AS Class 5783	AS Class 5784	AS Class 5785	AS Class 5786	
		LIB PRAC SH B	LIB PRAC SH B	LIB PRAC SH B	LIB PRAC SH B	LIB PRAC SH B	LIB PRAC SH B	
		Room LIB	Room LIB	Room LIB	Room LIB	Room LIB	Room LIB	
BROYLES, LL		AS Class 5452	AS Class 5453	AS Class 5454	AS Class 5455	AS Class 5456	AS Class 5457	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H17 NI	Room H17 NI	Room H17 NI	Room H17 NA	Room H17 NA	Room H17 NI	
BROYLES, LL		AS Class 8871	AS Class 8872	AS Class 8873	AS Class 8904	AS Class 8875	AS Class 8876	
(cont'd)		AP SPAN LANG B	SPANISH 3B	SPANISH 2B	AP SPAN LANG B	FRENCH 1B	SPANISH 2B	
		Room H17	Room H17	Room H17	Room H17	Room H17	Room H17	
BURRI, G		AS Class 5458	AS Class 5459	AS Class 5460	AS Class 5461	AS Class 5462	AS Class 8616	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room J6 NI	Room J6 NI	Room J6 NI	Room J6 NI	Room J6 NI	Room XXXX	
BURRI, G		AS Class 8611	AS Class 8612	AS Class 8613	AS Class 8614	AS Class 8615		
(cont'd)		AP WLD HIST B	AP WLD HIST B	AP WLD HIST B	H WHG-MOD WL B	H WHG-MOD WL B		
		Room J6 AP	Room J6 AP	Room J6 AP	Room J6 AV	Room J6 H		
BUTLER, DO		AS Class 5465	AS Class 5466	AS Class 5467	AS Class 5468	AS Class 5469	AS Class 8066	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room H31 NI	Room H31 NI	Room H31 NI	Room H31 NI	Room H31 NI	Room XXXX	
BUTLER, DO		AS Class 8061	AS Class 8062	AS Class 8063	AS Class 8064	AS Class 8065		
(cont'd)		AP CALCULUS B	H MATH ANALY B	ALGEBRA 1A	H MATH ANALY B	AP CALCULUS B		
		Room H31	Room H31 H	Room H31	Room H31 H	Room H31		
CAMERON, SG	AS Class 5470	AS Class 5471	AS Class 5472	AS Class 5473	AS Class 5474	AS Class 5475	AS Class 8626	
	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
	Room E10 NI	Room E5 NI	Room E5 NI	Room E5 NI	Room E5 NA	Room E5 NI	Room XXXX	
CAMERON, SG	AS Class 8627	AS Class 8621	AS Class 8622	AS Class 8623	AS Class 8654	AS Class 8625		
(cont'd)	AP US HIST B	AP US HIST B	AP US HIST B	AP US HIST B	AP EUR HIS B	AP US HIST B		
	Room E10 AM	Room E5 MG	Room E5 MG	Room E5 AS	Room E5	Room E5 MG		
CAMPOS, MA		AS Class 5476	AS Class 5477	AS Class 5478	AS Class 5479	AS Class 5480	AS Class 5481	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H25 NA	Room H25 NI	Room H25 NI	Room H25 NI	Room H25 NI	Room PEMC NI	
CAMPOS, MA		AS Class 8071	AS Class 8072	AS Class 8073	AS Class 8074	AS Class 8075	AS Class 9866	
(cont'd)		ALGEBRA 2A SH	MATH ANALY B	MATH ANALY B	ALGEBRA 1B BS	ALGEBRA 2B	SOCCER, V BOYS	
		Room H25	Room H25	Room H25	Room H25	Room H25	Room PEMC OS	
CAMPOS, MA					AS Class 9274			
(cont'd)					ESL MATH B EL			
					Room H25			
CANTU, SC		AS Class 5482	AS Class 5483	AS Class 5484	AS Class 5485	AS Class 5486	AS Class 5487	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room G7 NI	Room G7 NI	Room G7 NI	Room G7 NI	Room G7 NI	Room G7 NI	
CANTU, SC		AS Class 7561	AS Class 7562	AS Class 7613	AS Class 7614	AS Class 7685	AS Class 6924	
(cont'd)		ESL BEG 1B O1	ESL BEG 1B O2	SPAN SP 1B NS	SPAN SP 1B NS	LAPL 2 SH	SPAN SP 1B NS	
		Room G7	Room G7	Room G7	Room G7	Room G7	Room G7	
CARROLA, T		AS Class 5351	AS Class 5352	AS Class 5353	AS Class 5354	AS Class 5355	AS Class 5356	
		COORD, ESL/EL	COORD, ESL/EL	COORD, ESL/EL	COORD, ESL/EL	COORD, ESL/EL	COORD, ESL/EL	
		Room D10	Room D10	Room D10	Room D10	Room D10	Room D10	
CARROLA, T		AS Class 5488	AS Class 5489	AS Class 5490	AS Class 5491	AS Class 5492	AS Class 5493	
(cont'd)		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room D10 NI	Room D10 NI	Room D10 NI	Room D10 NA	Room D10 NA	Room D10 NI	
CARROLA, T					AS Class 6917			
(cont'd)					OFC TECH B			
					Room D10			

CARSON, C		AS Class 5181	AS Class 5182	AS Class 5183	AS Class 5184	AS Class 5185	AS Class 5186	
		MATH ANALY B	CONF/PREP PER	ALGEBRA 2B	ALGEBRA 2A	ALGEBRA 2B	GEOMETRY A	
		Room H26	Room XXXX	Room H26	Room H26	Room H26	Room H26	
CARSON, C (cont'd)		AS Class 5494		AS Class 5496		AS Class 5497	AS Class 5498	
		SERVICE SH B		SERVICE SH B		SERVICE SH B	SERVICE SH B	
		Room H26 NI		Room H26 NI		Room H26 NI	Room H26 NI	
CASCIONE, J	AS Class 5499	AS Class 5500	AS Class 5501	AS Class 5502	AS Class 5503	AS Class 8807	AS Class 6935	
	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	OTHER: COORD	
	Room PEJC NA	Room PEJC NE	Room PEJC NE	Room PEJC NE	Room PEJC NB	Room XXXX 2	Room XXXX	
CASCIONE, J (cont'd)	AS Class 9500	AS Class 9501	AS Class 9502	AS Class 9503	AS Class 9504			
	ADV PE 1B	ADV PE 1B	ADV PE 1B	ADV PE 1B	ADV PE 1B			
	Room PEJC	Room PEJC	Room PEJC	Room PEJC	Room PEJC			
CASTILLO, P		AS Class 5504	AS Class 9752	AS Class 5507	AS Class 9754	AS Class 5508	AS Class 7110	
		SERVICE SH B	ALG READINES B	CONF/PREP PER	ALG READINES B	SERVICE SH B	WHG: MOD WLD B	
		Room H3 NE	Room H3 SD	Room XXXX	Room H3 SD	Room H3 NE	Room H3 SD	
CASTILLO, P (cont'd)		AS Class 9721	AS Class 9852		AS Class 9954	AS Class 7755	AS Class 7756	
		ENGLISH 9B SD	ALGEBRA 1B SD		GEOMETRY B SD	GEOMETRY B SD	OTHER: COORD	
		Room H3	Room H3		Room H3	Room H3	Room XXXX	
CASTILLO, P (cont'd)		AS Class 9731	AS Class 9952		AS Class 9964	AS Class 7765		
		ENGLISH 10B SD	GEOMETRY B SD		ADV APP MATH B	ADV APP MATH B		
		Room H3	Room H3		Room H3 SD	Room H3 SD		
CASTILLO, P (cont'd)		AS Class 9741	AS Class 9962		AS Class 9974	AS Class 7775		
		CONTEMP COMP	ADV APP MATH B		ALGEBRA 1B SD	ALG READINES B		
		Room H3 SD	Room H3 SD		Room H3	Room H3 SD		
CASTILLO, P (cont'd)		AS Class 9751				AS Class 7785		
		READ IMPR B SD				ALGEBRA 1B SD		
		Room H3				Room H3		
CASTILLO, P (cont'd)		AS Class 9761						
		EXPOS COMP SD						
		Room H3						
CASTRO, N		AS Class 5321						
		ASSIS PRINC						
		Room ADMN						
CHAVEZ, F		AS Class 5510	AS Class 5511	AS Class 5512	AS Class 5513	AS Class 5514	AS Class 5515	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room D9 NE	Room D9 NB	Room D9 NE	Room D9 NE	Room D9 NB	Room D9 NE	
CHAVEZ, F (cont'd)		AS Class 6761	AS Class 6762	AS Class 6743	AS Class 6744	AS Class 6745	AS Class 6746	
		SPAN SP 1B NS	SPANISH 1A	SPANISH 1B	SPANISH 1B	SPAN SP 2B NS	SPAN SP 2B NS	
		Room D9	Room D9	Room D9	Room D9	Room D9	Room D9	
COBB, G		AS Class 5331	AS Class 5332	AS Class 5333	AS Class 5334	AS Class 5335	AS Class 5336	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room MPR	Room MPR	Room MPR	Room CO	Room MPR	Room MPR	
COBB, G (cont'd)		AS Class 7475	AS Class 7476	AS Class 7477	AS Class 7478	AS Class 7479	AS Class 7480	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room CO HD	Room CO HD	Room CO HD	Room CO HD	Room CO HD	Room CO HD	
COHEN, C		AS Class 5221	AS Class 5222	AS Class 5223	AS Class 5224	AS Class 5225	AS Class 5226	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room MPR	Room MA-C	Room MA-C	Room MA-C	Room MA-C	Room MA-C	
COHEN, C (cont'd)		AS Class 5516	AS Class 5517	AS Class 5518	AS Class 5519	AS Class 5520	AS Class 5521	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room MA-C NE	Room MA-C NE	Room MA-C NE	Room MA-C NE	Room MA-C NE	Room MA-C NE	
COHEN, C (cont'd)					AS Class 6915			
					OFC TECH B			
					Room MA-C			

COLLAZO, B		AS Class 6771	AS Class 6772	AS Class 5523	AS Class 5524	AS Class 5525	AS Class 5526	
		CONF/PREP PER	ENGLISH 9B SH	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room XXXX	Room F3	Room F3 NE	Room F3 NE	Room F3 NE	Room F3 NE	
COLLAZO, B (cont'd)				AS Class 6773	AS Class 6774	AS Class 6775	AS Class 6776	
				ENGLISH 9B SH	CONTEMP COMP	ENGLISH 9B SH	ENGLISH 9B SH	
				Room F3	Room F3 SH	Room F3	Room F3	
COMMANDER, M		A3 Class 6571	AS Class 6572	AS Class 6573	AS Class 6574	AS Class 6575	AS Class 6576	
		ESS STAND MATH	ESS STAND MATH	CONF/PREP PER	ESS STAND MATH	OTHER: COORD	ESS STAND MATH	
		Room H24 SD	Room H24 SD	Room XXXX	Room H24 SD	Room XXXX	Room H24 SD	
CRAWFORD, RB	AS Class 5527	AS Class 5528	AS Class 5529	AS Class 5530	AS Class 5531	AS Class 5532	AS Class 8266	
	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
	Room J15 NE	Room J15 NE	Room J15 NB	Room J15 NE	Room J15 NE	Room J15 NE	Room XXXX	
CRAWFORD, RB (cont'd)	AS Class 8640	AS Class 8641	AS Class 8642	AS Class 8643	AS Class 8644	AS Class 8645		
	AVID 2B AV	AVID SR SEM B	AP US HIST B	H US HIST 20 B	AP US HIST B	H US HIST 20 B		
	Room J15	Room J15	Room J15 SH	Room J15 H	Room J15 SH	Room J15 AV		
CURI, AP		AS Class 5533	AS Class 5534	AS Class 5535	AS Class 9090	AS Class 6480	AS Class 8416	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	ACCREDITATION	SERVICE SH B	ACCREDITATION	
		Room C5 NE	Room C5 NB	Room C5 NE	Room XXXX	Room PCR NH	Room XXXX	
CURI, AP (cont'd)		AS Class 8411	AS Class 8412	AS Class 8413		AS Class 8415		
		HEALTH SH IS	H INTCOR SC 1B	INTCOOR SCI 1B		ACCREDITATION		
		Room C5	Room C5 IH	Room C5 IS		Room XXXX		
DANIELSEN, L		AS Class 7611	AS Class 7622	AS Class 7653	AS Class 7624	AS Class 7625	AS Class 7626	
		EXPOS COMP SD	ALG READINES B	OTHER: COORD	ALG READINES B	CONF/PREP PER	ALG READINES B	
		Room J3	Room J3 SD	Room XXXX	Room J3 SD	Room XXXX	Room J3 SD	
DANIELSEN, L (cont'd)		AS Class 7621	AS Class 7632		AS Class 7634		AS Class 7636	
		ENGLISH 9B SD	ALGEBRA 1B SD		ALGEBRA 1B SD		ALGEBRA 1B SD	
		Room J3	Room J3		Room J3		Room J3	
DANIELSEN, L (cont'd)		AS Class 7631	AS Class 7642		AS Class 7644		AS Class 7646	
		ENGLISH 10B SD	ADV APP MATH B		ADV APP MATH B		ADV APP MATH B	
		Room J3	Room J3 SD		Room J3 SD		Room J3 SD	
DANIELSEN, L (cont'd)		AS Class 7641	AS Class 7652		AS Class 7654		AS Class 7656	
		CONTEMP COMP	GEOMETRY B SD		GEOMETRY B SD		GEOMETRY B SD	
		Room J3 SD	Room J3		Room J3		Room J3	
DAVIDIAN, M		AS Class 5536	AS Class 5537	AS Class 5538	AS Class 5539	AS Class 5540	AS Class 5541	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room G3 NE	Room G3 NB	Room G3 NE	Room G3 NB	Room G3 NB	Room G3 NB	
DAVIDIAN, M (cont'd)		AS Class 5549	AS Class 8082	AS Class 6918	AS Class 8084	AS Class 8085	AS Class 8086	
		COMP PROG 1A	COMP PROG 1B	OFC TECH B	ALGEBRA 1A AB	ALGEBRA 1B AB	COMP PROG 1B	
		Room G3	Room G3	Room G3	Room G3	Room G3	Room G3	
DAVIDIAN, M (cont'd)		AS Class 8081		AS Class 8083	AS Class 8087			
		COMP PROG 1B		COMP PROG 1B	COMP PROG 1B			
		Room G3		Room G3	Room G3			
DAVIDIAN, M (cont'd)		AS Class 9081			AS Class 9994			
		OFC TECH B			MATH TUT LAB B			
		Room G3			Room G3 9			
DE GRACIA, W		AS Class 5542	AS Class 5543	AS Class 5544	AS Class 8634	AS Class 5545	AS Class 5546	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room H11 NE	Room H13 NB	Room H12 NE	Room XXXX	Room H9 NB	Room H9 NE	
DE GRACIA, W (cont'd)		AS Class 8631	AS Class 8632	AS Class 8633		AS Class 8635	AS Class 8636	
		ECONOMICS AT	WHG: MOD WLD B	ECONOMICS AT		ECONOMICS AT	WHG: MOD WLD B	
		Room H11	Room H11 AT	Room H12		Room H9	Room H9 AT	
DE LA VEGA, A		AS Class 6597	AS Class 6598	AS Class 6599	AS Class 6600	AS Class 6602	AS Class 6607	
		RSP TEACHER	RSP TEACHER	OTHER: COORD	RSP TEACHER	RSP TEACHER	CONF/PREP PER	
		Room Q2	Room Q2	Room XXXX	Room Q2	Room Q2	Room XXXX	

DELL, MS		AS Class 5547	AS Class 5548	AS Class 8333	AS Class 5550	AS Class 6487	AS Class 5810	
		SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room B3 NE	Room B3 NE	Room XXXX	Room B3 NE	Room B3 NH	Room B3 NE	
DELL, MS		AS Class 8031	AS Class 8432		AS Class 9594	AS Class 9595	AS Class 8516	
(cont'd)		INTCOOR SCI 1B	CHEMISTRY B SH		INTCOOR SCI 1B	H CHEMISTRY B	CHEMISTRY B SH	
		Room B3 SH	Room B3		Room B3 SH	Room B3 H	Room B3	
DEMAIL, B				AS Class 5009		AS Class 5011	AS Class 5012	AS Class 5007
				PEER COUNSEL		PEER COUNSEL	PEER COUNSEL	PEER COUNSEL
				Room C4-A CC		Room C4-A CC	Room C4-A CC	Room E10 CC
DEMAIL, O		AS Class 9051	AS Class 5811	AS Class 5812	AS Class 5813	AS Class 5814	AS Class 5815	
		CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room XXXX	Room E4 NE	Room E4 NE	Room E4 NE	Room E4 NB	Room E4 NE	
DEMAIL, O			AS Class 9082	AS Class 9083	AS Class 9084	AS Class 9805	AS Class 9086	
(cont'd)			H WHG:MOD WL B	H WHG:MOD WL B	H WHG:MOD WL B	AP FR LANG B	H WHG:MOD WL B	
			Room E4 MG	Room E4 MG	Room E4 MG	Room E4	Room E4 MG	
DEMAIL, O						AS Class 9915		
(cont'd)						FRENCH 3B		
						Room E4		
DEMAIL, O						AS Class 9995		
(cont'd)						AP FR LIT B		
						Room E4		
DIEBOLD, W		AS Class 5816	AS Class 5817	AS Class 5818	AS Class 5819	AS Class 5820	AS Class 5821	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room G6 NE	Room G6 NB	Room G6 NE	Room G6 NB	Room G6 NE	Room G6 NB	
DIEBOLD, W		AS Class 7221	AS Class 7138	AS Class 7303	AS Class 7224	AS Class 7225	AS Class 7226	
(cont'd)		DIG IMAG SH 1B	DIG IMAG SH 2B	DIG IMAG SH 1B	LIFE SKLS 21 ST	DIG IMAG SH 1B	DIG IMAG SH 2B	
		Room G6	Room G6	Room G6 AT	Room G6 AT	Room G6	Room G6	
DIEBOLD, W		AS Class 7231	AS Class 7302			AS Class 9445	AS Class 7228	
(cont'd)		DIG IMAG SH 2B	DIG IMAG SH 1B			DIG IMAG SH 2B	DIG IMAG SH 1B	
		Room G6	Room G6 MA			Room G6	Room G6	
DIEBOLD, W		AS Class 8331					AS Class 7446	
(cont'd)		DIG IMAG PRD B					DIG IMAG PRD B	
		Room G6 .					Room G6 .	
DOWNS, DM		AS Class 5381	AS Class 5382	AS Class 5383	AS Class 5384	AS Class 5385	AS Class 5386	
		COORD, SPEC ED	COORD, SPEC ED	COORD, SPEC ED	COORD, SPEC ED	COORD, SPEC ED	COORD, SPEC ED	
		Room ADM	Room ADM	Room ADM	Room ADM	Room ADM	Room ADM	
DOWNS, DM		AS Class 5391	AS Class 5392	AS Class 5393	AS Class 5394	AS Class 5395	AS Class 5396	
(cont'd)		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room SPED	Room SPED	Room SPED	Room SPED	Room SPED	Room SPED	
DRELL, S		AS Class 5201	AS Class 5202	AS Class 5203	AS Class 5204	AS Class 5205	AS Class 5206	
		COUNSELOR, COL	COUNSELOR, COL	COUNSELOR, COL	COUNSELOR, COL	COUNSELOR, COL	COUNSELOR, COL	
		Room H2	Room H2	Room H2	Room H2	Room H2	Room H2	
DRELL, S		AS Class 7517			AS Class 7518			
(cont'd)		SERVICE SH B			SERVICE SH B			
		Room H2 HD			Room H2 HD			
DUONG, CK		AS Class 5301	AS Class 6822	AS Class 6823	AS Class 6824	AS Class 6825	AS Class 6826	
		ASSIS PRINC	COL PREP SEM B	COL PREP SEM B	COL PREP SEM B	COL PREP SEM B	COL PREP SEM B	
		Room ADMN	Room H2 AS	Room H2 AS	Room N4 AS	Room H2 AS	Room H2 AS	
DUONG, CK		AS Class 5822				AS Class 6835		
(cont'd)		COL PREP SEM B				OFC TECH B		
		Room F10 AS				Room H2		
DUONG, CK		AS Class 6231						
(cont'd)		AP ENG LANG B						
		Room F10 AS						
DUONG, CK		AS Class 6821						
(cont'd)		OFC TECH B						
		Room F10						

DUONG, CK (cont'd)		AS Class 7474 SERVICE SH B Room F10 HD						
DURBIN, J		AS Class 5823 SERVICE SH B Room H13 NE	AS Class 8392 CONF/PREP PER Room XXXX	AS Class 5824 SERVICE SH B Room H13 NE	AS Class 5825 SERVICE SH B Room H13 NE	AS Class 5826 SERVICE SH B Room H13 NE	AS Class 5827 SERVICE SH B Room H13 NE	
DURBIN, J (cont'd)		AS Class 8091 GEOMETRY B Room H13		AS Class 8393 ALGEBRA 1A Room H13	AS Class 8114 ALGEBRA 1A Room H13	AS Class 8095 H GEOMETRY B Room H13 H	AS Class 8096 ALGEBRA 1B RS Room H13	
ESCOBAR, L		AS Class 8881 CONF/PREP PER Room XXXX	AS Class 5829 SERVICE SH B Room K2 NB	AS Class 5830 SERVICE SH B Room K2 NE	AS Class 5831 SERVICE SH B Room K2 NB	AS Class 5832 SERVICE SH B Room K2 NB	AS Class 5833 SERVICE SH B Room K2 NB	
ESCOBAR, L (cont'd)			AS Class 8882 CHORUS SH B Room K2	AS Class 8883 CHORUS SH B Room K2	AS Class 8884 CHOIR SH B Room K2	AS Class 8885 H MU HST LT B Room K2 AS	AS Class 8886 H MU HST LT B Room K2 AS	
EWART, D		AS Class 5834 SERVICE SH B Room H23 NE	AS Class 5835 SERVICE SH B Room H23 NE	AS Class 5836 SERVICE SH B Room H23 NE	AS Class 5837 SERVICE SH B Room H23 NE	AS Class 9215 CONF/PREP PER Room XXXX	AS Class 5838 SERVICE SH B Room H23 NE	
EWART, D (cont'd)		AS Class 9201 EXPOS COMP RS Room H23	AS Class 9202 ENGLISH 9B R9 Room H23	AS Class 9203 ENGLISH 9B R9 Room H23	AS Class 9204 ENGLISH 9B R9 Room H23		AS Class 9216 EXPOS COMP RS Room H23	
EWART, D (cont'd)							AS Class 9316 WORLD LIT Room H23	
FARR, MR		AS Class 6581 DEV READ HS B Room H24 SD	AS Class 6582 DEV READ HS B Room H24 SD	AS Class 6583 RSP TEACHER Room H34	AS Class 6584 DEV READ HS B Room H24 SD	AS Class 6585 CONF/PREP PER Room XXXX 2	AS Class 6586 OTHER: COORD Room XXXX	AS Class 6587 GOLF, VAR BOYS Room PEMF TM
FINE, JM		AS Class 5840 SERVICE SH B Room D6 NE	AS Class 5841 SERVICE SH B Room D6 NB	AS Class 5842 SERVICE SH B Room D6 NE	AS Class 9260 CONF/PREP PER Room XXXX	AS Class 5843 SERVICE SH B Room D6 NE	AS Class 5844 SERVICE SH B Room D6 NB	
FINE, JM (cont'd)		AS Class 6791 ESL INTER 2B Room D6 01	AS Class 6792 ESL INTER 2B Room D6 02	AS Class 6793 READ IMPR B EL Room D6		AS Class 6795 ESL ADV 3 01 Room D6	AS Class 6796 ESL ADV 3 02 Room D6	
FISH, M		AS Class 5241 SEC COUNSELOR Room MPR	AS Class 5242 SEC COUNSELOR Room CO	AS Class 5243 SEC COUNSELOR Room CO	AS Class 5244 SEC COUNSELOR Room CO	AS Class 5245 SEC COUNSELOR Room MPR	AS Class 5246 SEC COUNSELOR Room MPR	
FITZMORRIS, D		AS Class 5845 SERVICE SH B Room F4 NE	AS Class 5846 SERVICE SH B Room F4 NE	AS Class 5847 SERVICE SH B Room F4 NE	AS Class 5848 SERVICE SH B Room F4 NE	AS Class 6325 CONTEMP COMP Room F4	AS Class 5849 SERVICE SH B Room F4 NE	
FITZMORRIS, D (cont'd)		AS Class 6321 CONTEMP COMP Room F4 AT	AS Class 6322 H CONTEMP COMP Room F4 AH	AS Class 6323 CONTEMP COMP Room F4	AS Class 6324 ENGLISH 10B AT Room F4		AS Class 6326 CONTEMP COMP Room F4 AT	
FLUKER, F		AS Class 5850 SERVICE SH B Room PEFF NE	AS Class 5851 SERVICE SH B Room PEFF NE	AS Class 5852 SERVICE SH B Room PEFF NE	AS Class 9261 OTHER: COORD Room XXXX	AS Class 5853 SERVICE SH B Room PEFF NB	AS Class 7206 LIFE SKLS 21ST Room Q3	
FLUKER, F (cont'd)		AS Class 9511 ADV PE 1B Room PEFF	AS Class 9512 LIFE SKLS 21ST Room A3	AS Class 9563 ADV PE 1B Room PEFF		AS Class 9515 ADV PE 1B Room PEFF		
FRIAS, MT	AS Class 5855 SERVICE SH B Room POOL NE	AS Class 9571 OTHER CURR DEV Room XXXX	AS Class 9572 OTHER CURR DEV Room XXXX	AS Class 9573 OTHER CURR DEV Room XXXX	AS Class 9524 OTHER CURR DEV Room XXXX	AS Class 9525 CONF/PREP PER Room XXXX	AS Class 9556 SWIMMING, VAR Room POOL TM	
FRIAS, MT (cont'd)	AS Class 9520 SWIM AM Room POOL							

FRNZYAN, J		AS Class 7651 CONTEMP COMP	AS Class 7762 CONF/PREP PER	AS Class 7693 WHG: MOD WLD B	AS Class 7664 WHG: MOD WLD B	AS Class 7519 SERVICE SH B	AS Class 7666 WHG: MOD WLD B	
		Room H6 SD	Room XXXX	Room H6 SD	Room H6 SD	Room H6 HD	Room H6 SD	
FRNZYAN, J (cont'd)		AS Class 7661 ENGLISH 9B SD				AS Class 7665 WHG: MOD WLD B		
		Room H6				Room H6 SD		
FRNZYAN, J (cont'd)		AS Class 7671 ENGLISH 10B SD						
		Room H6						
FRNZYAN, J (cont'd)		AS Class 7681 EXPOS COMP SD						
		Room H6						
FRNZYAN, V		AS Class 9831 ENGLISH 9B SD	AS Class 9832 ECONOMICS SD	AS Class 9833 ECONOMICS SD	AS Class 5860 SERVICE SH B	AS Class 5861 SERVICE SH B	AS Class 5862 SERVICE SH B	
		Room H4	Room H4	Room H4	Room H4 NG	Room H4 NG	Room H4 NG	
FRNZYAN, V (cont'd)		AS Class 9841 ENGLISH 10B SD		AS Class 9843 CONTEMP COMP	AS Class 9834 INTCOOR SCI 1B	AS Class 9835 INTCOOR SCI 1B	AS Class 9836 EXPOS COMP SD	
		Room H4		Room H4 SD	Room H4 SD	Room H4 SD	Room H4	
FRNZYAN, V (cont'd)		AS Class 9851 CONTEMP COMP					AS Class 9846 ENGLISH 9B SD	
		Room H4 SD					Room H4	
FRNZYAN, V (cont'd)		AS Class 9861 EXPOS COMP SD					AS Class 9856 CONTEMP COMP	
		Room H4					Room H4 SD	
FRNZYAN, V (cont'd)							AS Class 9876 ENGLISH 9A SD	
							Room H4	
FRNZYAN, V (cont'd)							AS Class 9886 ENGLISH 10B SD	
							Room H4	
FRNZYAN, V (cont'd)							AS Class 9896 AM LIT COMP SD	
							Room H4	
GALLUS, TS						AS Class 9955 ADAP PHYS ED		
						Room PETG		
GARBER, II		AS Class 6591 CONF/PREP PER	AS Class 6592 RSP TEACHER	AS Class 6593 RSP TEACHER	AS Class 6594 RSP TEACHER	AS Class 6595 OTHER: COORD	AS Class 6596 RSP TEACHER	
		Room XXXX	Room H23	Room H23	Room H23	Room XXXX	Room H23	
GARCIA, EJ		AS Class 5281 DEAN	AS Class 5282 DEAN	AS Class 5283 DEAN	AS Class 5284 DEAN	AS Class 5285 DEAN	AS Class 5286 DEAN	
		Room ADMN	Room ADMN	Room ADMN	Room ADMN	Room ADMN	Room ADMN	
GARCIA, N		AS Class 5561 ECE CAR/CHIL/1	AS Class 5562 ECE CAR/CHIL/1	AS Class 5563 ECE CAR/CHIL/1	AS Class 5564 ECE CAR/CHIL/1	AS Class 5565 ECE CAR/CHIL/1	AS Class 5566 ECE CAR/CHIL/1	
		Room XY 1	Room XY 2	Room XY 1	Room XY 2	Room XY 1	Room XY 2	
GARCIA, N (cont'd)		AS Class 5869 SERVICE SH B	AS Class 5870 OFC TECH B	AS Class 5871 SERVICE SH B	AS Class 5872 SERVICE SH B	AS Class 5873 SERVICE SH B	AS Class 5874 SERVICE SH B	
		Room XY NG	Room XY	Room XY NC	Room XY NG	Room XY NG	Room XY NG	
GIFFORD, NF		AS Class 5875 SERVICE SH B	AS Class 5876 SERVICE SH B	AS Class 5877 SERVICE SH B	AS Class 5878 SERVICE SH B	AS Class 5879 SERVICE SH B	AS Class 9056 CONF/PREP PER	
		Room E9 NG	Room E9 NG	Room E9 NG	Room E9 NG	Room E9 NC	Room XXXX	
GIFFORD, NF (cont'd)		AS Class 9021 H ECONOMICS M G	AS Class 7322 H ECONOMICS M G	AS Class 9053 H ECONOMICS M G	AS Class 9154 H ENGLISH 9B	AS Class 9095 H ENGLISH 9B		
		Room E9	Room E9	Room E9	Room E9 MG	Room E9 MG		

GLEASON, J	AS Class 7117	AS Class 5881	AS Class 5882	AS Class 5883	AS Class 7944	AS Class 5885	AS Class 5886	
	FILMMAKING 1B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
	Room MA-G AM	Room MA-G NC	Room MA-G NG	Room MA-G NG	Room XXXX	Room A1 NG	Room MA-G NG	
GLEASON, J	AS Class 7118	AS Class 7111	AS Class 7222	AS Class 7113		AS Class 7115	AS Class 7116	
(cont'd)	FILM PROD B TI	DIG IMAG SH 1B	DIG IMAG SH 1B	FILMMAKING 1B		H ART HST AN B	DOC ST & PR B	
	Room MA-G	Room MA-G IS	Room MA-G MA	Room MA-G		Room A1 MG	Room MA-G .	
GLEASON, J	AS Class 7227	AS Class 7121		AS Class 7143			AS Class 7236	
(cont'd)	FILMMAKING 2B	DIG IMAG SH 2B		FILMMAKING 2B			FILMMAKING 2B	
	Room MA-G SH	Room MA-G		Room MA-G SH			Room MA-G SH	
GOLD, GM		AS Class 5271	AS Class 5272	AS Class 5273	AS Class 5274	AS Class 5275	AS Class 5276	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room MPR	Room CO	Room MPR	Room MPR	Room CO	Room MPR	
GOLDMAN, M		AS Class 5887	AS Class 5888	AS Class 5889	AS Class 5890	AS Class 5891	AS Class 8036	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room F3 NG	Room B4 NG	Room C6 NG	Room C3 NG	Room C8 NG	Room XXXX	
GOLDMAN, M		AS Class 8431	AS Class 8032	AS Class 8033	AS Class 8034	AS Class 8035		
(cont'd)	CHEMISTRY B SH	CHEMISTRY B SH	INTCOOR SCI 1B	CHEMISTRY B SH	INTCOOR SCI 1B			
	Room F3	Room B4	Room C6 SH	Room C3	Room C8 9			
GOODMAN, C		AS Class 5892	AS Class 5893	AS Class 5894	AS Class 5895	AS Class 5896	AS Class 5897	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J11 NG	Room J11 NG	Room J11 NG	Room J11 NG	Room J11 NG	Room J11 NG	
GOODMAN, C		AS Class 8651	AS Class 8652	AS Class 8653	AS Class 8554	AS Class 8655	AS Class 8556	
(cont'd)	ECONOMICS IS	H ECONOMICS IH	H ECONOMICS	H ECONOMICS	H WHG:MOD WL B	WHG: MOD WLD B		
	Room J11	Room J11	Room J11	Room J11	Room J11 IH	Room J11 IS		
GOODMAN, DB		AS Class 5898	AS Class 5899	AS Class 8663	AS Class 5900	AS Class 5901	AS Class 5902	
		SERVICE SH B	SERVICE SH B	ECONOMICS SH	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J9 NG	Room J9 NG	Room J9	Room J9 NG	Room J9 NG	Room J9 NG	
GOODMAN, DB		AS Class 8661	AS Class 8662		AS Class 8664	AS Class 8665	AS Class 9916	
(cont'd)	PRIN AM DEMOCR	PRIN AM DEMOCR		ECONOMICS SH	PRIN AM DEMOCR		DECATHLON	
	Room J9	Room J9		Room J9	Room J9	Room J9	Room J9	
GRAY, JS		AS Class 5903	AS Class 5904	AS Class 5905	AS Class 7483	AS Class 5906	AS Class 5907	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room F2 NG	Room F2 NC	Room F2 NC	Room F2 HD	Room F2 NC	Room F2 NC	
GRAY, JS		AS Class 6391	AS Class 6392	AS Class 6393	AS Class 8038	AS Class 6395	AS Class 6396	
(cont'd)	ENGLISH 10B	ENGLISH 10B IH	ENGLISH 10B IS	CONF/PREP PER	ENGLISH 10B IS	ENGLISH 10B		
	Room F2	Room F2	Room F2	Room XXXX	Room F2	Room F2		
GUNDRUM, D		AS Class 5908	AS Class 9592	AS Class 5909	AS Class 5910	AS Class 5911	AS Class 5912	
		SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room B4 NG	Room XXXX	Room B4 NG	Room B4 NG	Room B4 NG	Room B4 NG	
GUNDRUM, D		AS Class 9591		AS Class 8433	AS Class 8434	AS Class 8435	AS Class 8436	
(cont'd)	H PHYSICS B		INTCOOR SCI 1B	INTCOOR SCI 1B	H PHYSICS B	H INTCOR SC 1B		
	Room B4		Room B4 SH	Room B4 SH	Room B4	Room B4 MG		
GYULNAZAROV, G		AS Class 5913	AS Class 5914	AS Class 8133	AS Class 5915	AS Class 5916	AS Class 5917	
		SERVICE SH B	SERVICE SH B	ADV APP MATH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J13 NG	Room J13 NG	Room H27 SH	Room J13 NG	Room J13 NG	Room J13 NG	
GYULNAZAROV, G		AS Class 9191	AS Class 9192		AS Class 9194	AS Class 9195	AS Class 9196	
(cont'd)	ADV APP MATH B	ADV APP MATH B		ADV APP MATH B	ADV APP MATH B	ADV APP MATH B	ADV APP MATH B	
	Room J13 SH	Room J13 SH		Room J13 RS	Room J13 RS	Room J13 SH		

HALL, R		AS Class 5918	AS Class 6412	AS Class 5920	AS Class 6414	AS Class 8041	AS Class 5922	
		SERVICE SH B	H ENGLISH 9B	SERVICE SH B	H ENGLISH 10B	OTHER CURR DEV	SERVICE SH B	
		Room F9 NG	Room F9 AS	Room F9 NG	Room F9 HH	Room XXXX	Room F9 NG	
HALL, R (cont'd)		AS Class 6411	AS Class 6912	AS Class 6413	AS Class 7486		AS Class 6416	
		H ENGLISH 9B	OFC TECH B	H ENGLISH 10B	SERVICE SH B		BEG DAN/CH/PRO	
		Room F9 AS	Room F9	Room F9 HH	Room F9 HD		Room F9	
HANLEY, SP		AS Class 5923	AS Class 8042	AS Class 5924	AS Class 7425	AS Class 5926	AS Class 5927	
		SERVICE SH B	CONF/PREP PER	SERVICE SH B	CART/ANIMAT A	SERVICE SH B	SERVICE SH B	
		Room A9 NG	Room XXXX	Room A9 NC	Room MA-H	Room A9 NG	Room A9 NG	
HANLEY, SP (cont'd)		AS Class 7418		AS Class 7343	AS Class 7434	AS Class 7335	AS Class 7336	
		CERAMICS 2B		PHOTO 1B IS	CART/ANIMAT B	CERAMICS 1A	CERAMICS 2B	
		Room A9		Room A9	Room MA-H	Room A9	Room A9	
HANLEY, SP (cont'd)		AS Class 7421		AS Class 7443		AS Class 7445	AS Class 7436	
		CERAMICS 1A		PHOTO 2B IS		CERAMICS 2B	CERAMICS 1B	
		Room A9		Room A9		Room A9	Room A9	
HANLEY, SP (cont'd)		AS Class 7431				AS Class 7555	AS Class 7536	
		CERAMICS 1B				CERAMICS 1B	CERAMICS 1A	
		Room A9				Room A9	Room A9	
HERNANDEZ, L		AS Class 5928	AS Class 5929	AS Class 5930	AS Class 5931	AS Class 5932	AS Class 5933	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room GPLR NG	Room GPLR NC	Room GPLR NG	Room GPLR NC	Room GPLR NG	Room PELH NC	
HERNANDEZ, L (cont'd)		AS Class 8201	AS Class 8202	AS Class 8203	AS Class 8204	AS Class 8205	AS Class 8206	AS Class 8208
		EXPOS COMP SH	EXPOS COMP SH	EXPOS COMP SH	EXPOS COMP SH	EXPOS COMP SH	TRACK FIELD TM	TRACK FIELD TM
		Room GPLR	Room GPLR	Room GPLR	Room GPLR	Room GPLR	Room PELH	Room PELH
HERNANDEZ, L (cont'd)					AS Class 9214	AS Class 8215		
					WORLD LIT	WORLD LIT		
					Room GPLR	Room GPLR		
HILL, D		AS Class 7515	AS Class 5935	AS Class 5936	AS Class 5937	AS Class 7488	AS Class 5938	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room Q4 HD	Room Q4 NG	Room Q4 NG	Room Q4 NG	Room Q4 HD	Room Q4 NG	
HILL, D (cont'd)		AS Class 9481	AS Class 9482	AS Class 9483	AS Class 9484	AS Class 9485	AS Class 9486	
		LIFE SKLS 21ST	LIFE SKLS 21ST	LIFE SKLS 21ST	CONF/PREP PER	HEALTH SH	HEALTH SH	
		Room Q4 .	Room Q4 .	Room Q4 .	Room XXXX	Room Q4	Room Q4	
HILL, DS		AS Class 5939	AS Class 5940	AS Class 5941	AS Class 5942	AS Class 9055	AS Class 8046	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	COORD, INT,MAG	CONF/PREP PER	
		Room A1 NG	Room A1 NG	Room A1 NC	Room A1 NG	Room XXXX	Room XXXX 2	
HILL, DS (cont'd)		AS Class 9091	AS Class 8045	AS Class 9093	AS Class 9094			
		H ENGLISH 9B	H ENGLISH 9B	H GEOG B MG	H CONTEMP COMP			
		Room A1 MG	Room A1 MG	Room A1	Room A1 MG			
HILL, V		AS Class 5943	AS Class 5944	AS Class 8453	AS Class 5945	AS Class 5946	AS Class 5947	
		SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room B7 NC	Room B7 NG	Room XXXX	Room B7 NG	Room B7 NC	Room B7 NG	
HILL, V (cont'd)		AS Class 9411	AS Class 9412		AS Class 8454	AS Class 9455	AS Class 9456	
		BIOLOGY B SH	H BIOLOGY B H		H INTCOR SC 1B	H INTCOR SC 1B	H BIOLOGY B H	
		Room B7	Room B7		Room B7 MG	Room B7 H	Room B7	
HOLGUIN, P		AS Class 8111	AS Class 5948	AS Class 5949	AS Class 5950	AS Class 5951	AS Class 5952	
		CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room XXXX	Room H32 NC	Room H32 NG	Room H32 NG	Room H32 NG	Room H32 NC	
HOLGUIN, P (cont'd)			AS Class 8112	AS Class 8113	AS Class 8094	AS Class 8115	AS Class 8116	
			ALGEBRA 1B	ALGEBRA 2A	GEOMETRY A	GEOMETRY A	ALGEBRA 1B	
			Room H32	Room H32	Room H32	Room H32	Room H32	
HOLTON, CL		AS Class 5953	AS Class 5954	AS Class 5955	AS Class 5956	AS Class 8048	AS Class 5957	AS Class 9537
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	BSKTBL F/S GRL
		Room PECH NG	Room PECH NG	Room PECH NC	Room PECH NG	Room XXXX	Room PECH NH	Room PECH TM

HOLTON, CL		AS Class 9531	AS Class 9532	AS Class 9533	AS Class 9534		AS Class 9536	
(cont'd)		ADV PE 1B	INT DAN/CH/ PRO	INT DAN/CH/ PRO	INT DAN/CH/ PRO		BSKTBL F/S GRL	
		Room PECH	Room PECH	Room PECH	Room PECH		Room PECH TM	
HOWE, LC		AS Class 5251	AS Class 5252	AS Class 5253	AS Class 5254	AS Class 5255	AS Class 5256	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room CO	Room CO	Room CO	Room CO	Room CO	Room CO	
HUPP, J		AS Class 5958	AS Class 5959	AS Class 5960	AS Class 8544	AS Class 5961	AS Class 5962	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room C3 NH	Room C3 NH	Room C3 NH	Room XXXX	Room C3 NH	Room C3 NH	
HUPP, J		AS Class 8281	AS Class 8542	AS Class 8543		AS Class 8545	AS Class 8546	
(cont'd)		BIOLOGY B SH	INTCOOR SCI 1B	INTCOOR SCI 1B		BIOLOGY B SH	BIOLOGY B SH	
		Room C3	Room C3 SP	Room C3 SP		Room C3	Room C3	
IRILIAN, A		AS Class 5963	AS Class 5970	AS Class 5971	AS Class 5972	AS Class 8050	AS Class 7246	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	OTHER STD SERV	CONF/PREP PER	
		Room A5 ND	Room A5 NH	Room A5 NH	Room A5 ND	Room XXXX	Room XXXX	
IRILIAN, A		AS Class 7301	AS Class 7242	AS Class 7243	AS Class 7244			
(cont'd)		PAINTING 1B AT	DIG IMAG PRD B	DIG IMAG SH 1B	PAINTING 1B			
		Room A5	Room A5 AT	Room A5 AT	Room A5			
IRILIAN, A			AS Class 7252		AS Class 7264			
(cont'd)			DIG IMAG SH 2B		PAINTING 2B			
			Room A5		Room A5			
JACOBS, BL		AS Class 5973	AS Class 5974	AS Class 5975	AS Class 5976	AS Class 5977	AS Class 5978	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room E8 NH	Room E8 NH	Room E8 NH	Room E8 ND	Room E8 ND	Room E8 NH	
JACOBS, BL		AS Class 9101	AS Class 9102	AS Class 9103	AS Class 9104	AS Class 9105	AS Class 9106	
(cont'd)		H ENGLISH 9B	H ENGLISH 9B	AP ENG LIT B	H ENGLISH 9B	H ENGLISH 9B	AP ENG LIT B	
		Room E8 MG	Room E8 MG	Room E8 MG	Room E8 MG	Room E8 MG	Room E8 MG	
JOHNSON, E		AS Class 8541	AS Class 7529	AS Class 8283	AS Class 8284	AS Class 8525	AS Class 8526	
		INTCOOR SCI 1B	SERVICE SH B	CONF/PREP PER	INTCOOR SCI 1B	ESL SCIENCE B	ESL SCIENCE B	
		Room H12 SP	Room H12 HD	Room XXXX	Room H12 SH	Room H12 SH	Room H12 SH	
JOHNSON, E			AS Class 8282					
(cont'd)			INTCOOR SCI 1B					
			Room H12 SH					
JOHNSTON, NE		AS Class 5979	AS Class 5980	AS Class 5981	AS Class 7248	AS Class 5982	AS Class 5983	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	OTHER STD SERV	SERVICE SH B	SERVICE SH B	
		Room F1 NH	Room F1 NH	Room F1 NH	Room XXXX	Room F1 NH	Room F1 NH	
JOHNSTON, NE		AS Class 6061	AS Class 6062	AS Class 6063		AS Class 6065	AS Class 6066	
(cont'd)		H EXPOS COMP	EXPOS COMP IS	H EXPOS COMP		EXPOS COMP MA	ENGLISH 9B IS	
		Room F1 IH	Room F1	Room F1 IH		Room F1	Room F1	
JOHNSTON, NE						AS Class 6165		
(cont'd)						EXPOS COMP .		
						Room F1		
KAWAMOTO, BH		AS Class 5984	AS Class 5985	AS Class 5986	AS Class 7250	AS Class 7258	AS Class 7259	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	COORD, CURRIC	COORD, CURRIC	COORD, CURRIC	
		Room H30 NH	Room H30 NH	Room H30 NH	Room XXXX	Room XXXX	Room XXXX	
KAWAMOTO, BH		AS Class 8121	AS Class 8122	AS Class 8123				
(cont'd)		ALGEBRA 1B	H ALGEBRA 2B	H ALGEBRA 2B				
		Room H30	Room H30 H	Room H30 H				
KAWASAKI, J		AS Class 5581	AS Class 5582	AS Class 5583	AS Class 5584	AS Class 5586	AS Class 5991	
		OTHER CURR DEV	OTHER CURR DEV	OTHER CURR DEV	OTHER CURR DEV	OTHER CURR DEV	SERVICE SH B	
		Room G4	Room G4	Room G4	Room G4	Room G4	Room B6 NH	
KAWASAKI, J							AS Class 8466	
(cont'd)							BIOLOGY B SH	
							Room B6	
KEDDY, KD		AS Class 5992	AS Class 5993	AS Class 5994	AS Class 7134	AS Class 5995	AS Class 5996	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room MA-K NH	Room MA-K NH	Room MA-K NH	Room XXXX	Room MA-K ND	Room MA-K ND	

KEADY, KD		AS Class 7131	AS Class 7142	AS Class 7133		AS Class 7125	AS Class 7136	
(cont'd)		DIG IMAG SH 1B	DIG IMAG SH 2B	CART/ANIMAT B		DIG IMAG SH 1B	CART/ANIMAT B	
		Room MA-K IS	Room MA-K	Room MA-K		Room MA-K	Room MA-K	
KEADY, KD		AS Class 7141	AS Class 7232	AS Class 7233		AS Class 7135	AS Class 7166	
(cont'd)		DIG IMAG SH 2B	WEB DEV & PROD	DESIGN B		DIG IMAG PRD B	DESIGN B	
		Room MA-K	Room MA-K	Room MA-K		Room MA-K	Room MA-K	
KEADY, KD			AS Class 7262	AS Class 7333		AS Class 7145	AS Class 7214	
(cont'd)			DIG IMAG SH 1B	DIG IMAG SH 2B		DIG IMAG SH 2B	WEB DEV & PROD	
			Room MA-K MA	Room MA-K		Room MA-K	Room MA-K	
KIM, A		AS Class 5997	AS Class 5998	AS Class 5999	AS Class 6000	AS Class 8515	AS Class 6001	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	H INTCOR SC 1B	SERVICE SH B	
		Room J2 NH	Room J2 NH	Room J2 NH	Room J2 ND	Room J2 MG	Room J2 NH	
KIM, A		AS Class 8511	AS Class 8512	AS Class 8513	AS Class 8514		AS Class 8816	
(cont'd)		H INTCOR SC 1B	BIOLOGY B AT	BIOLOGY B AT	H BIOLOGY B AH		BIOLOGY B AT	
		Room J2 MG	Room J2	Room J2	Room J2		Room J2	
KIM, HC		AS Class 6002	AS Class 6003	AS Class 6004	AS Class 8814	AS Class 6005	AS Class 6006	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room J7 NH	Room J7 NH	Room J7 NH	Room XXXX	Room J7 NH	Room J7 ND	
KIM, HC		AS Class 8811	AS Class 8812	AS Class 8793		AS Class 8820	AS Class 8810	
(cont'd)		WHG: MOD WLD B	KOREAN 1B .	KOREAN 3B		KOREAN 2B NS	KOREAN 3B NS	
		Room J7 SH	Room J7	Room J7		Room J7	Room J7	
KIM, HC			AS Class 8822	AS Class 8813		AS Class 8825	AS Class 8826	
(cont'd)			KOREAN 2B .	KOREAN 1B .		KOREAN 3B NS	KOREAN 4B NS	
			Room J7	Room J7		Room J7	Room J7	
KIM, HC			AS Class 8892	AS Class 8893		AS Class 8835	AS Class 8828	
(cont'd)			KOREAN 3B	KOREAN 1B NS		KOREAN 4B NS	KOREAN 4B AP	
			Room J7	Room J7		Room J7	Room J7	
KIM, HC				AS Class 8993			AS Class 8836	
(cont'd)				KOREAN 2B .			KOREAN 2B NS	
				Room J7			Room J7	
KIM-OH, G		AS Class 6007	AS Class 6008	AS Class 6009	AS Class 6010	AS Class 9045	AS Class 6011	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room E3 NH	Room E3 NH	Room E3 NH	Room E3 NH	Room XXXX	Room E3 NH	
KIM-OH, G		AS Class 9041	AS Class 9042	AS Class 9043	AS Class 9044		AS Class 9046	
(cont'd)		H GEOG B MG	H GEOG B MG	H GEOG B MG	H ENGLISH 9B		H GEOG B MG	
		Room E3	Room E3	Room E3	Room E3 MG		Room E3	
KOSACH, K		AS Class 6012	AS Class 6415	AS Class 6013	AS Class 6474	AS Class 6015	AS Class 6016	
		SERVICE SH B	OFC TECH B	SERVICE SH B	CONTEMP COMP	SERVICE SH B	SERVICE SH B	
		Room J10 NH	Room F10	Room F10 NH	Room F10	Room F10 ND	Room F10 ND	
KOSACH, K		AS Class 6471	AS Class 6472	AS Class 6473	AS Class 7513	AS Class 6475	AS Class 6476	
(cont'd)		ENGLISH 9B AT	ENGLISH 9B AT	H ENGLISH 9B	SERVICE SH B	ENGLISH 9B AT	H CONTEMP COMP	
		Room J10	Room F10	Room F10 AH	Room F10 HD	Room F10	Room F10 AV	
KOSACH, K			AS Class 6477					
(cont'd)			SERVICE SH B					
			Room F10 NH					
KUEBLER, J		AS Class 6017	AS Class 6332	AS Class 6018	AS Class 6019	AS Class 6335	AS Class 6020	
		SERVICE SH B	OTHER: COORD	SERVICE SH B	SERVICE SH B	SPANISH 1B	SERVICE SH B	
		Room PEJK NH	Room XXXX	Room N4 NH	Room H1 NH	Room N4	Room N4 NH	
KUEBLER, J		AS Class 6331		AS Class 6333	AS Class 6334	AS Class 6479	AS Class 6336	
(cont'd)		DRILL TEAM		SPANISH 1B	LIFE SKLS 21ST	SERVICE SH B	LIFE SKLS 21ST	
		Room PEJK		Room N4	Room H1 C	Room N4 NH	Room N4 C	
KUPFERER, MW		AS Class 6021	AS Class 6022	AS Class 6023	AS Class 6024	AS Class 6025	AS Class 6786	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	OTHER STD SERV	
		Room J14 NH	Room J14 NH	Room J14 NH	Room J14 NH	Room J14 NH	Room XXXX	

KUPFERER, MW		AS Class 6781	AS Class 6782	AS Class 6783	AS Class 6784	AS Class 6785		
(cont'd)		CONTEMP COMP	CONTEMP COMP	CONTEMP COMP	CONTEMP COMP	CONTEMP COMP		
		Room J14 SH	Room J14 SH	Room J14 SH	Room J14 SH	Room J14 SH		
KURNICK, L		AS Class 6026	AS Class 6027	AS Class 6028	AS Class 6029	AS Class 6030	AS Class 7046	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room F5 NH	Room F5 ND	Room F5 ND	Room F5 ND	Room F5 ND	Room XXXX	
KURNICK, L		AS Class 7041	AS Class 7042	AS Class 7043	AS Class 7044	AS Class 7045		
(cont'd)		H ENGLISH 9B	ENGLISH 9B CH	CONTEMP COMP	CONTEMP COMP	ENGLISH 9B CH		
		Room F5 C	Room F5	Room F5 C	Room F5 CH	Room F5		
LAIDLAW, J		AS Class 6031	AS Class 6032	AS Class 6033	AS Class 6034	AS Class 6035	AS Class 6036	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room A4 NH	Room A4 NH	Room A4 NH	Room A4 NH	Room PEJL NH	Room PEJL NH	
LAIDLAW, J		AS Class 7261	AS Class 7132	AS Class 7223	AS Class 7304	AS Class 7305	AS Class 7306	
(cont'd)		PAINTING 1B	DIG IMAG SH 1B	DRAWING B .	DRAWING B .	VLLYBL, V GIRL	VLLYBL, V BOYS	
		Room A4	Room A4 MA	Room A4	Room A4	Room PEJL OS	Room PEJL TM	
LAIDLAW, J					AS Class 7314			
(cont'd)					INTRO ART B EL			
					Room A4			
LANDRESS, SA		AS Class 6037	AS Class 6038	AS Class 6039	AS Class 6040	AS Class 6041	AS Class 6482	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room PESL NH	Room PESL NH	Room PESL NH	Room PESL NH	Room PESL NH	Room PESL HD	
LANDRESS, SA		AS Class 9541	AS Class 9542	AS Class 9543	AS Class 9544	AS Class 9547	AS Class 9546	
(cont'd)		ADV PE 1B	ADV PE 1B	ADV PE 1B	ADV PE 1B	FOOTBALL, VAR	ADV PE 1B	
		Room PESL	Room PESL	Room PESL	Room PESL	Room N3 OS	Room PESL	
LATIMER, J		AS Class 6042	AS Class 6043	AS Class 6044	AS Class 6045	AS Class 8345	AS Class 6046	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room N4 NH	Room N4 ND	Room J12 NH	Room J12 NH	Room XXXX	Room J14 NH	
LATIMER, J		AS Class 8341	AS Class 8342	AS Class 8343	AS Class 8344		AS Class 8346	
(cont'd)		US HIST 20TH B	WHG: MOD WLD B	WHG: MOD WLD B	H US HIST 20 B		US HIST 20TH B	
		Room N4 CV	Room N4 C	Room J12 C	Room J12 C		Room J14 CV	
LEE, BJ		AS Class 6601	AS Class 6702	AS Class 6603	AS Class 6604	AS Class 6605	AS Class 6606	
		RSP TEACHER	OTHER: COORD	DEV READ HS B	CONF/PREP PER	DEV READ HS B	DEV READ HS B	
		Room H23	Room XXXX	Room H24 SD	Room XXXX	Room H24 SD	Room H24 SD	
LEMMON, GD		AS Class 6788	AS Class 7802	AS Class 6052	AS Class 6053	AS Class 9145	AS Class 9146	
		CONF/PREP PER	COORD, INT,MAG	SERVICE SH B	SERVICE SH B	COORD, INT,MAG	COORD, INT,MAG	
		Room XXXX	Room MOFC	Room G5 NH	Room E7 NH	Room MOFC	Room MOFC	
LEMMON, GD				AS Class 7809	AS Class 7804			
(cont'd)				H ART HST AN B	H ART HST AN B			
				Room G5 MG	Room E7 MG			
LEPISTO, G		AS Class 9711	AS Class 6055	AS Class 6056	AS Class 6057	AS Class 6092	AS Class 7487	
		CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room XXXX	Room PEGL NH	Room PEGL NH	Room PEGL NH	Room N3 HD	Room PEGL HD	
LEPISTO, G			AS Class 9712	AS Class 9713	AS Class 9714	AS Class 9715	AS Class 8207	
(cont'd)			ADV PE 1B	TENNIS	ADV PE 1B	FOOTBALL FR/ SO	TRACK FIELD TM	
			Room PEGL	Room PEGL	Room PEGL	Room N3 OS	Room PEGL	
LINN, RW		AS Class 6059	AS Class 6060	AS Class 5020	AS Class 5021	AS Class 9035	AS Class 7811	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	COORD, CURRIC	CONF/PREP PER	
		Room E1 NH	Room E1 ND	Room E1 NH	Room E1 NJ	Room XXXX	Room XXXX	
LINN, RW		AS Class 9001	AS Class 6992	AS Class 9003	AS Class 9004			
(cont'd)		H ECONOMICS M G	H ECONOMICS M G	H ECONOMICS M G	H ECONOMICS M G			
		Room E1	Room E1	Room E1	Room E1			
LOWE, DD		AS Class 5022	AS Class 5023	AS Class 5024	AS Class 5025	AS Class 5026	AS Class 8496	AS Class 8497
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	TENNIS, V BOYS	TENNIS, V BOYS
		Room B2 NJ	Room B2 NJ	Room B2 NJ	Room B2 NJ	Room B2 NJ	Room PEDL TM	Room PEDL TM

LOWE, DD		AS Class 8471	AS Class 8472	AS Class 8473	AS Class 8474	AS Class 8475		
(cont'd)		AP BIO B AP	AP BIO B AP	H MARINE BIO B	H BIOLOGY B AS	H BIOLOGY B AS		
		Room B2	Room B2	Room B2 H	Room B2	Room B2		
LOWE, DD				AS Class 8493				
(cont'd)				H BIOLOGY B AS				
				Room B2				
LY, PB		AS Class 5028	AS Class 5029	AS Class 6803	AS Class 6804	AS Class 5030	AS Class 5031	
		SERVICE SH B	SERVICE SH B	ESL ADV 4 01	ESL ADV 4 02	SERVICE SH B	SERVICE SH B	
		Room D3 NJ	Room D3 NE	Room D3	Room D3	Room D3 NJ	Room D3 NJ	
LY, PB		AS Class 6801	AS Class 6802			AS Class 7615	AS Class 7616	
(cont'd)		ESL INTER 2A	ESL INTER 2A			ESL ADV 4 01	ESL ADV 4 02	
		Room D3 01	Room D3 02			Room D3	Room D3	
MACON, JN		AS Class 5032	AS Class 5033	AS Class 5034	AS Class 5035	AS Class 9075	AS Class 8044	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	COORD, CURRIC	CONF/PREP PER	
		Room E7 NJ	Room E7 NJ	Room E7 NJ	Room E7 NE	Room XXXX	Room XXXX	
MACON, JN		AS Class 9071	AS Class 9072	AS Class 9073	AS Class 9074			
(cont'd)		H ENGLISH 9B	H ENGLISH 9B	H GEOG B MG	H CONTEMP COMP			
		Room E7 MG	Room E7 MG	Room E7	Room E7 MG			
MARKS, R		AS Class 5261						
		PRINCIPAL						
		Room ADMN						
MARMON, PE		AS Class 5036	AS Class 5037	AS Class 5038	AS Class 5039	AS Class 5040	AS Class 5041	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room C7 NJ	Room C7 NE	Room C7 NJ	Room C7 NE	Room C7 NE	Room C7 NJ	
MARMON, PE		AS Class 8481	AS Class 8482	AS Class 8483	AS Class 8484	AS Class 8485	AS Class 8486	
(cont'd)		LIFE SKLS 21ST	INTCOOR SCI 1B	BIOLOGY B SH	BIOLOGY B SH	BIOLOGY B SH	H BIOLOGY B H	
		Room C7 IS	Room C7 IS	Room C7	Room C7	Room C7	Room C7	
MARTIN, T		AS Class 5042	AS Class 5043	AS Class 9173	AS Class 5044	AS Class 5045	AS Class 5046	
		SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room Q2 NJ	Room Q2 NJ	Room XXXX	Room Q2 NJ	Room Q2 NJ	Room Q2 NJ	
MARTIN, T		AS Class 7812	AS Class 7813		AS Class 9174	AS Class 9175	AS Class 9176	
(cont'd)		ENGLISH 10B RS	ENGLISH 10B RS		CONTEMP COMP	ENGLISH 10B RS	CONTEMP COMP	
		Room Q2	Room Q2		Room Q2 RS	Room Q2	Room Q2 RS	
MASRY, FA		AS Class 5047	AS Class 5048	AS Class 5049	AS Class 5050	AS Class 7592	AS Class 5051	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J8 NJ	Room J8 NJ	Room J8 NJ	Room J8 NE	Room J8 HD	Room J8 NE	
MASRY, FA		AS Class 8671	AS Class 8672	AS Class 8673	AS Class 8674	AS Class 8675	AS Class 8676	
(cont'd)		ECONOMICS	ECONOMICS	US HIST 20TH B	ECONOMICS SH	WHG: MOD WLD B	PRIN AM DEMOCR	
		Room J8	Room J8	Room J8	Room J8	Room J8 EL	Room J8	
MBANEFO, FA		AS Class 5052	AS Class 5053	AS Class 5054	AS Class 5055	AS Class 9655	AS Class 5056	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	LIFE SKLS 21ST	SERVICE SH B	
		Room H5 NJ	Room H5 NJ	Room H5 NJ	Room H5 NJ	Room H5 SD	Room H5 NJ	
MBANEFO, FA		AS Class 9651	AS Class 9652	AS Class 9653	AS Class 9654		AS Class 9656	
(cont'd)		EXPOS COMP SD	LIFE SKLS 21ST	OTHER: COORD	LIFE SKLS 21ST		CONF/PREP PER	
		Room H5	Room H5 SD	Room XXXX	Room H5 SD		Room XXXX	
MBANEFO, FA		AS Class 9661						
(cont'd)		ENGLISH 9B SD						
		Room H5						
MBANEFO, FA		AS Class 9671						
(cont'd)		ENGLISH 10B SD						
		Room H5						
MBANEFO, FA		AS Class 9681						
(cont'd)		CONTEMP COMP						
		Room H5 SD						

MC COLL, AG		AS Class 5361	AS Class 5362	AS Class 5363	AS Class 5364	AS Class 5365	AS Class 5366	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room CO	Room CO	Room CO	Room CO	Room CO	Room CO	
MC DANIEL, C		AS Class 5057	AS Class 5058	AS Class 5059	AS Class 5060	AS Class 5061	AS Class 5062	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H21 NJ	Room H21 NE	Room H21 NE	Room H21 NE	Room H21 NJ	Room H21 NJ	
MC DANIEL, C		AS Class 8901	AS Class 8902	AS Class 8903	AS Class 8874	AS Class 8925	AS Class 8906	
(cont'd)		SPANISH 2B	SPANISH 2B	SPANISH 1B	SPANISH 1A	SPANISH 3B	SPANISH 2B	
		Room H21	Room H21	Room H21	Room H21	Room H21	Room H21	
MC DANIEL, C							AS Class 8916	
(cont'd)							SPANISH 3B	
							Room H21	
MC GRATH, S		AS Class 5063	AS Class 5064	AS Class 5065	AS Class 5066	AS Class 5067	AS Class 5068	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H33 NJ	Room H33 NE	Room H33 NJ	Room H33 NE	Room H33 NJ	Room H33 NE	
MC GRATH, S		AS Class 8141	AS Class 8142	AS Class 8143	AS Class 8144	AS Class 8145	AS Class 8146	
(cont'd)		H GEOMETRY B	AP CALCULUS C	ALGEBRA 1B	ALGEBRA 1B	AP CALCULUS C	H GEOMETRY B	
		Room H33 H	Room H33 MC	Room H33	Room H33	Room H33 MC	Room H33 H	
MC GRATH, S					AS Class 8164			
(cont'd)					MATH TUT LAB B			
					Room H33 9			
MERCER, D		AS Class 5069	AS Class 5070	AS Class 5071	AS Class 5072	AS Class 7325	AS Class 5073	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room A2 NJ	Room A2 NJ	Room A2 NJ	Room A2 NE	Room XXXX	Room A2 NE	
MERCER, D		AS Class 9151	AS Class 9052	AS Class 7323	AS Class 7324		AS Class 7326	
(cont'd)		H ART HST AN B	DIG IMAG PRD B	DIG IMAG SH 1B	LIFE SKLS 21ST		DRAWING B .	
		Room A2 MG	Room A2 AT	Room A2 AT	Room A2 AT		Room A2	
MESKIS, J		AS Class 9551	AS Class 9552	AS Class 9553	AS Class 9554	AS Class 9555	AS Class 9266	
		WRESTLING OS	TENNIS	CONF/PREP PER	ATHLETIC DIR	ATHLETIC DIR	ATHLETIC DIR	
		Room PEJM	Room PEJM	Room XXXX	Room H22	Room H22	Room H22	
MESKIS, J				AS Class 9557		AS Class 9558	AS Class 9559	
(cont'd)				SERVICE SH B		SERVICE SH B	SERVICE SH B	
				Room H22 NJ		Room H22 HD	Room H22 HD	
MIDDLEBROOK, M			AS Class 9900	AS Class 7523	AS Class 7524	AS Class 7525	AS Class 7526	AS Class 7527
			CONF/PREP PER	GR DESIGN FUND	GR DESIGN FUND	GR DESIGN FUND	GR DESIGN FUND	GR DESIGN FUND
			Room XXXX	Room Q2	Room Q1	Room Q1	Room Q1	Room Q1
MILLER, M		AS Class 5076	AS Class 5077	AS Class 5078	AS Class 5079	AS Class 5080	AS Class 9006	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room A7 NJ	Room A7 NJ	Room A7 NJ	Room A7 NE	Room A7 NJ	Room XXXX	
MILLER, M		AS Class 7321	AS Class 9002	AS Class 8583	AS Class 6831	AS Class 9005		
(cont'd)		H ART HST AN B	AP ST ART 2D B	H ART HST AN B	H ART HST AN B	MUSEUM STUDY B		
		Room A7 MG	Room A7	Room A7 MG	Room A7 MG	Room A7		
MITCHELL, M		AS Class 5081	AS Class 5082	AS Class 5083	AS Class 5084	AS Class 9008	AS Class 5085	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	MATH TUT LAB A	SERVICE SH B	
		Room H7 NJ	Room H7 NJ	Room H7 NJ	Room H7 NJ	Room H7	Room H7 NJ	
MITCHELL, M		AS Class 8151	AS Class 8152	AS Class 8153	AS Class 8154		AS Class 8156	
(cont'd)		GEOMETRY B	ALGEBRA 1A	GEOMETRY B	GEOMETRY B		ALGEBRA 1A	
		Room H7	Room H7	Room H7	Room H7		Room H7	
MONROY, LA		AS Class 5086	AS Class 5087	AS Class 5088	AS Class 7504	AS Class 5089	AS Class 5090	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room G1 NJ	Room G1 NE	Room G1 NE	Room XXXX	Room G1 NE	Room G1 NJ	
MONROY, LA		AS Class 7501	AS Class 7502	AS Class 7503		AS Class 7505	AS Class 7506	
(cont'd)		GR DIG IMAG 1	GR DIG IMAG 1	GR DIG IMAG 1		GR DIG IMAG 1	GR DIG IMAG 1	
		Room G1 RP	Room G1 RP	Room G1 RP		Room G1 RP	Room G1 RP	
MORALES, PX		AS Class 5231	AS Class 5232	AS Class 5233	AS Class 5234	AS Class 5235	AS Class 5236	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room CO	Room CO	Room MPR	Room MPR	Room MPR	Room CO	

NECHAK, M		AS Class 5091	AS Class 5092	AS Class 6283	AS Class 5093	AS Class 5094	AS Class 5095	
		SERVICE SH B	SERVICE SH B	CONTEMP COMP	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room G5 NJ	Room G5 NJ	Room G5	Room G5 NE	Room G5 NJ	Room G5 NJ	
NECHAK, M (cont'd)		AS Class 6281	AS Class 6282	AS Class 6363	AS Class 6284	AS Class 6285	AS Class 6286	
		EXPOS COMP SH	CONTEMP COMP	AM LIT COMP	CONTEMP COMP	ENGLISH 9B	ENGLISH 9B	
		Room G5	Room G5	Room G5	Room G5	Room G5	Room G5	
NECHAK, M (cont'd)				AS Class 6373	AS Class 6384			
				WORLD LIT	AM LIT COMP			
				Room G5	Room G5			
NECHAK, M (cont'd)				AS Class 6383	AS Class 6484			
				EXPOS COMP	WORLD LIT			
				Room G5	Room G5			
NECHAK, M (cont'd)				AS Class 6488	AS Class 6494			
				SERVICE SH B	EXPOS COMP			
				Room G5 NH	Room G5			
NEUSTAEDTER, LR		AS Class 5096	AS Class 5097	AS Class 5098	AS Class 8294	AS Class 5099	AS Class 5100	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	
		Room J12 NJ	Room J12 NJ	Room J13 NJ	Room XXXX	Room J12 NE	Room J12 NJ	
NEUSTAEDTER, LR (cont'd)		AS Class 8291	AS Class 8292	AS Class 8293		AS Class 8295	AS Class 8296	
		US HIST 20TH B	WHG: MOD WLD B	H WHG:MOD WL B		US HIST 20TH B	H US HIST 20 B	
		Room J12 AT	Room J12 C	Room J13 AH		Room J12 AT	Room J12 AH	
O'CONNELL- ELSTON,		AS Class 5101	AS Class 5102	AS Class 5103	AS Class 7533	AS Class 5105	AS Class 9186	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room C1 NJ	Room C1 NJ	Room C1 NJ	Room C1 HD	Room C1 NJ	Room XXXX	
O'CONNELL- ELSTON, (cont'd)		AS Class 9181	AS Class 9182	AS Class 9183	AS Class 9184	AS Class 9185		
		H ENGLISH 10B	H ENGLISH 9B	H CONTEMP COMP	H CONTEMP COMP	H CONTEMP COMP		
		Room C1 HH	Room C1 AS	Room C1 HH	Room C1 HH	Room C1 HH		
O'CONNOR, RF		AS Class 5106	AS Class 5107	AS Class 5108	AS Class 5109	AS Class 5110	AS Class 5111	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room Z NJ	Room Z NE	Room Z NE	Room Z NJ	Room Z NJ	Room Z NJ	
O'CONNOR, RF (cont'd)		AS Class 5551	AS Class 5552	AS Class 5553	AS Class 5554	AS Class 5555	AS Class 5556	
		ECE CAR/CHIL/1	ECE CAR/CHIL/1	ECE CAR/CHIL/1	ECE CAR/CHIL/1	ECE CAR/CHIL/1	ECE CAR/CHIL/1	
		Room Z 1	Room Z 2	Room Z 1	Room Z 2	Room Z 1	Room Z 2	
ORELLANA, J		AS Class 5112	AS Class 5113	AS Class 5114	AS Class 5115	AS Class 8927	AS Class 5117	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	
		Room C4 NJ	Room C4 NE	Room C4 NJ	Room C4 NE	Room XXXX	Room C4 NE	
ORELLANA, J (cont'd)		AS Class 8821	AS Class 8922	AS Class 8923	AS Class 8924		AS Class 8926	
		SPANISH 2A	SPANISH 2B	SPANISH 2B	SPANISH 1B		SPANISH 1B	
		Room C4	Room C4	Room C4	Room C4		Room C4	
PADEN, WO		AS Class 5189	AS Class 5118	AS Class 5119	AS Class 5229	AS Class 9125	AS Class 5188	
		CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	COORD, CURRIC	COORD, CURRIC	
		Room XXXX	Room E10 NJ	Room E10 NE	Room E10 NJ	Room XXXX	Room XXXX	
PADEN, WO (cont'd)			AS Class 5190	AS Class 9123	AS Class 9124			
			WRIT SEMINAR B	H GEOG B MG	H CONTEMP COMP			
			Room E10	Room E10	Room E10 MG			
PADRON, MG		AS Class 9811	AS Class 9812	AS Class 9813	AS Class 9814	AS Class 7512	AS Class 9816	
		ENGLISH 9B R9	STRATGC LIT 2B	ENGLISH 9B R9	STRATGC LIT 2B	SERVICE SH B	ENGLISH 10B SH	
		Room F7	Room F7 RD	Room F7	Room F7 RD	Room F7 HD	Room F7	
PADRON, MG (cont'd)						AS Class 9815		
						ENGLISH 10B SH		
						Room F7		
PALACIOS, V		AS Class 7589	AS Class 7578	AS Class 7491	AS Class 7485	AS Class 6080	AS Class 6081	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room H16 HD	Room H16 HD	Room H16 HD	Room H16 HD	Room H16 NF	Room H16 NF	
PALACIOS, V (cont'd)		AS Class 8941	AS Class 8942	AS Class 8943	AS Class 8944	AS Class 8945	AS Class 8946	
		SPANISH 3B	AP SPAN LIT B	SPANISH 3B	SPANISH 2B	SPANISH 3B	SPANISH 2B	
		Room H16	Room H16	Room H16	Room H16	Room H16	Room H16	

PALMER, B		AS Class 8691	AS Class 8692	AS Class 6084	AS Class 6085	AS Class 6088	AS Class 6087	
		US HIST 20TH B	US HIST 20TH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J4 IS	Room J4 CV	Room J4 NF	Room J4 AL	Room J4 HD	Room J4 AL	
PALMER, B (cont'd)				AS Class 8693 US HIST 20TH B Room J4 IH	AS Class 8694 US HIST 20TH B Room J4 CV	AS Class 8695 MEX AM STU Room J4	AS Class 8706 US HIST 20TH B Room J4 SH	
PAUL, E		AS Class 5397						
		AP SEC COUN S						
		Room ADMN						
PECEVICH, CA		AS Class 8501	AS Class 8502	AS Class 8503	AS Class 6090	AS Class 8505	AS Class 7484	
		H CHEMISTRY B	H CHEMISTRY B	CHEMISTRY B SH	SERVICE SH B	AP CHEMISTRY B	SERVICE SH B	
		Room B5 H	Room B5 H	Room B5	Room B5 NF	Room B5	Room B5 HD	
PECEVICH, CA (cont'd)					AS Class 8504 H CHEMISTRY B Room B5 H		AS Class 8506 H CHEMISTRY B Room B5 H	
POSITO, R	AS Class 9000 AP ENG LIT B Room D8 MG	AS Class 6561	AS Class 9022	AS Class 6563	AS Class 6101	AS Class 6102	AS Class 9016	
		H ENGLISH 10B	AP ENG LIT B	H ENGLISH 10B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
		Room D8 MG	Room D8 MG	Room D8 MG	Room D8 AL	Room D8 AL	Room XXXX	
POSITO, R (cont'd)					AS Class 6564 H ENGLISH 10B Room D8 MG	AS Class 6565 H ENGLISH 10B Room D8 MG		
POTTER, L		AS Class 8351	AS Class 8352	AS Class 8353	AS Class 8354	AS Class 8355	AS Class 8356	
		HEALTH SH	HEALTH SH	CONF/PREP PER	HEALTH SH	LIFE SKLS 21ST	LIFE SKLS 21ST	
		Room N3	Room N3	Room XXXX	Room N3	Room N3	Room N3	
PRATO, P		AS Class 7341	AS Class 7342	AS Class 6109	AS Class 6110	AS Class 6111	AS Class 6112	
		PAINTING 1B AT	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room A3	Room XXXX	Room A3 NF	Room A3 NF	Room A3 AL	Room A3 NF	
PRATO, P (cont'd)				AS Class 7352 PHOTO 2B Room A3	AS Class 7344 H WHG-MOD WL B Room A3 MG	AS Class 7345 PHOTO 2B Room A3	AS Class 7346 PHOTO 2B Room A3	
PRATO, P (cont'd)				AS Class 7433 PHOTO 1B IS Room A9		AS Class 8700 PHOTO 1B Room A3	AS Class 7356 PHOTO 1B Room A3	
RAKAUSKAS, R		AS Class 5311						
		ASSIS PRINC						
		Room ADMN						
RAMIREZ, H		AS Class 7401	AS Class 7402	AS Class 7403	AS Class 6116	AS Class 7405	AS Class 6118	
		LIFE SKLS 21ST	LIFE SKLS 21ST	LIFE SKLS 21ST	SERVICE SH B	STAGE DES B	SERVICE SH B	
		Room Q3 C	Room Q3 C	Room Q3 EL	Room Q3 NF	Room Q3	Room PEHR AL	
RAMIREZ, H (cont'd)		AS Class 7587	AS Class 7494	AS Class 7576	AS Class 7404	AS Class 7521	AS Class 7406	
		SERVICE SH B	SERVICE SH B	SERVICE SH B	HEALTH SH A3	SERVICE SH B	SOCCER, V GIRL	
		Room Q3 HD	Room Q3 HD	Room Q3 HD	Room Q3	Room Q3 HD	Room PEHR OS	
RAY, R		AS Class 8441	AS Class 7514	AS Class 6120	AS Class 6121	AS Class 6122	AS Class 8446	
		CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	H INTCOR SC 1B	
		Room XXXX	Room H11 HD	Room H11 AL	Room H11 NF	Room H11 AL	Room H11 MG	
RAY, R (cont'd)			AS Class 8442 CHEMISTRY B AT Room H11	AS Class 8443 H CHEMISTRY B Room H11 H	AS Class 8444 H CHEMISTRY B Room H11 AH	AS Class 8445 H CHEMISTRY B Room H11 H		
READ, SG		AS Class 5801	AS Class 5802	AS Class 5803	AS Class 5804	AS Class 5805	AS Class 5806	
		LITERACY COACH	LITERACY COACH	LITERACY COACH	LITERACY COACH	LITERACY COACH	LITERACY COACH	
		Room TEXT	Room TEXT	Room TEXT	Room TEXT	Room TEXT	Room TEXT	
RIVAS-SANCHEZ, I		AS Class 6047	AS Class 8222	AS Class 8223	AS Class 8224	AS Class 7535	AS Class 6091	
		SERVICE SH B	CONF/PREP PER	ESL MATH B EL	ALGEBRA 1A RS	SERVICE SH B	SERVICE SH B	
		Room H15 NH	Room XXXX	Room H15	Room D6	Room D4 HD	Room D4 HD	
RIVAS-SANCHEZ, I (cont'd)		AS Class 8131				AS Class 8225	AS Class 8226	
		MATH TUT LAB B				ALGEBRA 1B RS	ALGEBRA 1A RS	
		Room H15 RS				Room D4	Room D4	

RODRIGUEZ, C		AS Class 8181	AS Class 6139	AS Class 8183	AS Class 8184	AS Class 8185	AS Class 6129	
		AP CALCULUS C	SERVICE SH B	ALGEBRA 1B	AP STATISTICS B	AP CALCULUS A	SERVICE SH B	
		Room G8	Room G8 AL	Room G8	Room G8	Room G8 AP	Room G8 NF	
RODRIGUEZ, C (cont'd)			AS Class 8182				AS Class 8186	
			AP CALCULUS B				H ALGEBRA 2B	
			Room G8				Room G8 H	
RODRIGUEZ, E		AS Class 6130	AS Class 6131	AS Class 8703	AS Class 6132	AS Class 6133	AS Class 6134	
		SERVICE SH B	SERVICE SH B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room J5 NF	Room J5 NF	Room XXXX	Room J5 AL	Room J5 NF	Room J5 NF	
RODRIGUEZ, E (cont'd)		AS Class 8701	AS Class 8702		AS Class 8704	AS Class 8705	AS Class 8696	
		WHG: MOD WLD B	US HIST 20TH B		US HIST 20TH B	US HIST 20TH B	US HIST 20TH B	
		Room J5 SH	Room J5		Room J5 SH	Room J5	Room J5 SH	
RODRIGUEZ, F		AS Class 8961	AS Class 6136	AS Class 8963	AS Class 6138	AS Class 8965	AS Class 6913	
		SPANISH 1B	SERVICE SH B	SPANISH 2B	SERVICE SH B	CONF/PREP PER	OFC TECH B	
		Room H20	Room H20 NF	Room H20	Room H20 NF	Room XXXX	Room H20	
RODRIGUEZ, F (cont'd)			AS Class 8962		AS Class 8964		AS Class 8966	
			SPANISH 1B		SPANISH 2B		SPANISH 3B	
			Room H20		Room H20		Room H20	
RODRIGUEZ, F (cont'd)							AS Class 9966	
							LEADER SH B SB	
							Room H20	
RUDIN, A		AS Class 5131	AS Class 5132	AS Class 5133	AS Class 5134	AS Class 5135	AS Class 5136	
		ALGEBRA 1A	ALGEBRA 2A	ALGEBRA 1B	CONF/PREP PER	GEOMETRY B	GEOMETRY B	
		Room H1	Room H1	Room H1	Room XXXX	Room H1	Room H1	
RUDIN, A (cont'd)		AS Class 6140	AS Class 7495	AS Class 7492		AS Class 6143	AS Class 7575	
		SERVICE SH B	SERVICE SH B	SERVICE SH B		SERVICE SH B	SERVICE SH B	
		Room H1 AL	Room H1 HD	Room H1 HD		Room H1 NF	Room H1 HD	
RUNYAN, DG	AS Class 6145	AS Class 9421	AS Class 7588	AS Class 9423	AS Class 6149	AS Class 7509	AS Class 9436	
	SERVICE SH B	DRAFT ARC 1B	SERVICE SH B	DRAFT ARC 1B	SERVICE SH B	SERVICE SH B	CONF/PREP PER	
	Room L1 AL	Room L1	Room L1 HD	Room L1	Room L1 AL	Room L1 HD	Room XXXX	
RUNYAN, DG (cont'd)	AS Class 9438	AS Class 9431	AS Class 9422	AS Class 9433	AS Class 9424	AS Class 9435		
	DRAFT ARC 1B	DRAFT ARC 2B	DRAFT ARC 1B	DRAFT ARC 2B	DRAFT ARC 1B	URBAN ECOL B		
	Room L1 AM	Room L1	Room L1	Room L1	Room L1	Room L1 UE		
RUNYAN, DG (cont'd)	AS Class 9439	AS Class 9441	AS Class 9432	AS Class 9743	AS Class 9434			
	DRAFT ARC 2B	DRAFT ARC 3B	DRAFT ARC 2B	DRAFT ARC 3B	DRAFT ARC 2B			
	Room L1 AM	Room L1	Room L1	Room L1	Room L1			
RUNYAN, DG (cont'd)	AS Class 9440		AS Class 9742		AS Class 9744			
	DRAFT ARC 3B		DRAFT ARC 3B		DRAFT ARC 3B			
	Room L1 AM		Room L1		Room L1			
RUNYAN, DG (cont'd)	AS Class 9448							
	DRAFT TEC 3B							
	Room L1							
SAAVEDRA, T		AS Class 7251	AS Class 9112	AS Class 7215	AS Class 8363	AS Class 6154	AS Class 6155	
		H GEOG B MG	H GEOG B MG	H GEOG B MG	OTHER: COORD	SERVICE SH B	SERVICE SH B	
		Room E6	Room E6	Room C2	Room XXXX	Room E6 NF	Room E6 NF	
SAAVEDRA, T (cont'd)						AS Class 8365	AS Class 8366	
						AP US HIST B	AP US HIST B	
						Room E6 MG	Room E6 MG	
SALEHYER, G		AS Class 9491	AS Class 6157	AS Class 9493	AS Class 6159	AS Class 9495	AS Class 9426	AS Class 9497
		PAINTING 1B AT	SERVICE SH B	ADVT DES 1B SH	SERVICE SH B	CONF/PREP PER	DIG IMAG SH 1B	YEARBOOK SH B
		Room A8	Room A8 NF	Room A8	Room A8 NF	Room XXXX	Room A8	Room A8

SALEHYER, G			AS Class 9492		AS Class 9494		AS Class 9496	
(cont'd)			DIG IMAG PRD B		ADVT DES 1B SH		YEARBOOK SH B	
			Room A8 AT		Room A8		Room A8	
SAMUEL, D		AS Class 9921	AS Class 7377	AS Class 7378	AS Class 7254	AS Class 6215	AS Class 7566	
		EXPOS COMP SD	ALGEBRA 1B SD	US HIST 20TH B	ENGLISH 10B SD	CONF/PREP PER	ALGEBRA 1B SD	
		Room K3	Room K3	Room K3 ER	Room K3	Room XXXX	Room K3	
SAMUEL, D		AS Class 9931	AS Class 7510	AS Class 7543	AS Class 7379		AS Class 7567	
(cont'd)		ENGLISH 9B SD	ALG READINES B	COMM SKILLS SD	WHG: MOD WLD B		ADV APP MATH B	
		Room K3	Room K3 ER	Room K3	Room K3 ER		Room K3 SD	
SAMUEL, D		AS Class 9941	AS Class 7520	AS Class 7550	AS Class 7580		AS Class 7650	
(cont'd)		ENGLISH 10B SD	BEG ALG CONC B	GEOG B ER	ADV PH SCI B		ALG READINES B	
		Room K3	Room K3 ER	Room K3	Room K3 ER		Room K3 SD	
SAMUEL, D		AS Class 9951	AS Class 7530	AS Class 7560	AS Class 7584		AS Class 7660	
(cont'd)		CONTEMP COMP	ADV APP MATH B	ECONOMICS ER	INTCOOR SCI 1B		ALGEBRA 1A2 ER	
		Room K3 SD	Room K3 SD	Room K3	Room K3 ER		Room K3	
SAMUEL, D			AS Class 7540	AS Class 7570	AS Class 7590		AS Class 7676	
(cont'd)			GEOMETRY B ER	WHG: MOD WLD B	BIOLOGY B ER		HOBBIES ER	
			Room K3	Room K3 ER	Room K3		Room K3	
SAMUEL, D			AS Class 7542		AS Class 7594		AS Class 7686	
(cont'd)			GEOG B ER		LIFE SKLS 21 ST		LIFE SKLS 21 ST	
			Room K3		Room K3 ER		Room K3 ER	
SAMUEL, D					AS Class 7630		AS Class 7690	
(cont'd)					ECONOMICS ER		BIOLOGY B ER	
					Room K3		Room K3	
SAMUEL, D							AS Class 7710	
(cont'd)							ECONOMICS ER	
							Room K3	
SAMUEL, D							AS Class 9416	
(cont'd)							ALGEBRA 1A2 ER	
							Room K3	
SAMUEL, D							AS Class 9602	
(cont'd)							ENGLISH 9B SD	
							Room K3	
SEIGER, N						AS Class 9465	AS Class 9466	
						DES CRAFT B	DES CRAFT B	
						Room A4	Room A4	
SEUBERT, ME		AS Class 9577	AS Class 7152	AS Class 6163	AS Class 9578	AS Class 7155	AS Class 7156	AS Class 7157
		OTHER STD SERV	RADIO TV B	SERVICE SH B	CONF/PREP PER	DOC ST & PR B	FILM PROD B TI	DOC ST & PR B
		Room XXXX	Room MA-S	Room MA-S NF	Room XXXX	Room MA-S MA	Room MA-S	Room MA-S MA
SEUBERT, ME			AS Class 7162	AS Class 7153		AS Class 8155		
(cont'd)			FILMMAKING 2B	FILMMAKING 1B		FILMMAKING 2B		
			Room MA-S SH	Room MA-S		Room MA-S SH		
SEUBERT, ME				AS Class 7163				
(cont'd)				FILMMAKING 2B				
				Room MA-S SH				
SHANAHAN, P		AS Class 5291						
		ASSIS PRINC						
		Room ADMN						
SHAPIRO, D		AS Class 5211	AS Class 5212	AS Class 5213	AS Class 5214	AS Class 5215	AS Class 5216	
		SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	SEC COUNSELOR	
		Room MPR	Room MPR	Room MPR	Room MPR	Room MPR	Room MPR	
SHEEHAN, C		AS Class 6611	AS Class 6612	AS Class 6613	AS Class 6614	AS Class 6615	AS Class 6616	
		RSP TEACHER	CONF/PREP PER	OTHER: COORD	RSP TEACHER	RSP TEACHER	RSP TEACHER	
		Room H30	Room XXXX	Room XXXX	Room D6	Room D4	Room H13	

SHERMAN, RM		AS Class 9871	AS Class 7170	AS Class 7210	AS Class 7764	AS Class 7270	AS Class 7272	
		EXPOS COMP SD	ALG READINES B	GEOMETRY B SD	WHG: MOD WLD B	ADV PH SCI B	ALGEBRA 1B SD	
		Room H8	Room H8 ER	Room H8	Room H10 ER	Room H8 ER	Room H8	
SHERMAN, RM (cont'd)		AS Class 9881	AS Class 7180	AS Class 7230	AS Class 7774	AS Class 7271	AS Class 7276	
		ENGLISH 9B SD	BEG ALG CONC B	ALG READINES B	US HIST 20TH B	WHG: MOD WLD B	ADV APP MATH B	
		Room H8	Room H8 ER	Room H8 SD	Room H10 ER	Room H8 SD	Room H8 SD	
SHERMAN, RM (cont'd)		AS Class 9891	AS Class 7182	AS Class 7240	AS Class 7784	AS Class 7280	AS Class 7286	
		ENGLISH 10B SD	ADV APP MATH B	ALGEBRA 1B SD	ECONOMICS ER	BIOLOGY B ER	LIFE SKLS 21ST	
		Room H8	Room H8 SD	Room H8	Room H10	Room H8	Room H8 SD	
SHERMAN, RM (cont'd)		AS Class 9901	AS Class 7190	AS Class 7260	AS Class 7795	AS Class 7285	AS Class 7340	
		CONTEMP COMP	GEOMETRY B ER	ADV APP MATH B	READ SK SH SD	LIFE SKLS 21ST	ALG READINES B	
		Room H8 SD	Room H8	Room H8 SD	Room H10	Room H8 SD	Room H8 ER	
SHERMAN, RM (cont'd)			AS Class 9662			AS Class 7310	AS Class 7350	
			ALGEBRA 1B SD			ECONOMICS ER	BEG ALG CONC B	
			Room H8			Room H8	Room H8 ER	
SHERMAN, RM (cont'd)							AS Class 7360	
							GEOMETRY B ER	
							Room H8	
SHERMAN, RM (cont'd)							AS Class 7370	
							BIOLOGY B ER	
							Room H8	
SHERMAN, RM (cont'd)							AS Class 7380	
							ADV PH SCI B	
							Room H8 ER	
SHERMAN, RM (cont'd)							AS Class 7390	
							ECONOMICS ER	
							Room H8	
SHERMAN, RM (cont'd)							AS Class 7420	
							DRAWING B ER	
							Room H8	
SIEGEL, T		AS Class 9801	AS Class 9802	AS Class 9803	AS Class 7493	AS Class 9905	AS Class 1491	
		CONF/PREP PER	CREAT WRT MS B	H GEOG B MG	SERVICE SH B	OTHER CURR DEV	SERVICE SH B	
		Room XXXX	Room D1 J3	Room D1	Room D1 HD	Room XXXX	Room D1 HD	
SIEGEL, T (cont'd)			AS Class 9822		AS Class 9904		AS Class 9906	
			WRIT SEMINAR B		H CONTEMP COMP		H GEOG B MG	
			Room D1 SH		Room D1 MG		Room D1	
SILVA, C		AS Class 9561	AS Class 9562	AS Class 9853	AS Class 9564	AS Class 9535	AS Class 9565	
		CONF/PREP PER	ADV PE 1B	ADV PE 1B	ADV PE 1B	ADV PE 1B	ADV PE 1B	
		Room XXXX	Room PECS	Room PECS	Room PECS	Room PECS	Room PECS	
SISSON, SL		AS Class 6271	AS Class 9895	AS Class 6273	AS Class 6274	AS Class 6275	AS Class 6276	
		AP ENG LIT B	CONF/PREP PER	EXPOS COMP SH	AP ENG LIT B	ENGLISH 10B SH	ENGLISH 10B SH	
		Room F8 AS	Room XXXX	Room F8	Room F8 AS	Room F8	Room F8	
SLAUGHTER, SC		AS Class 5571	AS Class 5572	AS Class 5573	AS Class 5574	AS Class 5575	AS Class 5576	
		HOSP OCC B 1	HOSP OCC B 2	HOSP OCC B 1	HOSP OCC B 2	HOSP OCC B 1	HOSP OCC B 2	
		Room H2	Room H2	Room H2	Room H2	Room H2	Room H2	
SLAUGHTER, SC (cont'd)		AS Class 5591	AS Class 6072	AS Class 6073	AS Class 6074	AS Class 6075	AS Class 6076	
		CAREER ADVISOR	PEER COUNSEL	PEER COUNSEL	PEER COUNSEL	PEER COUNSEL	PEER COUNSEL	
		Room H2	Room H2 ?	Room H2 ?	Room H2 ?	Room H2 ?	Room H2 ?	
SLAUGHTER, SC (cont'd)		AS Class 6071	AS Class 6172	AS Class 6173	AS Class 6174	AS Class 6175	AS Class 6176	AS Class 5447
		PEER COUNSEL	CAREER ADVISOR	CAREER ADVISOR	LEADER SH B	GEN WRK EXP	GEN WRK EXP	GEN WRK EXP
		Room H2 ?	Room H2	Room H2	Room N4	Room H2	Room H2	Room H2

SLAUGHTER, SC (cont'd)			AS Class 6914 OFC TECH B Room H2			AS Class 6375 OCC TR WS ER Room H2	AS Class 6376 OCC TR WS ER Room H2	AS Class 5587 EXPL WRK EXP Room H2
SMITH, JK		AS Class 8531 H BIOLOGY B AV Room C8	AS Class 7499 SERVICE SH B Room C8 HD	AS Class 8533 AVID 3B AV Room C8	AS Class 7508 SERVICE SH B Room C8 HD	AS Class 9897 CONF/PREP PER Room XXXX	AS Class 7534 SERVICE SH B Room PEJS HD	
SMITH, JK (cont'd)			AS Class 8532 INTCOOR SCI 1B Room C8 AV		AS Class 8534 AVID 1B AV Room C8		AS Class 8536 SOFTBALL, VAR Room PEJS TM	
SMITH, WM		AS Class 5611 COORD,INSTR MD Room G1-B	AS Class 5612 COORD,INSTR MD Room G1-B	AS Class 5613 COORD,INSTR MD Room G1-B	AS Class 5614 COORD,INSTR MD Room G1-B	AS Class 5615 COORD,INSTR MD Room G1-B	AS Class 5616 COORD,INSTR MD Room G1-B	
SOLTANI, P		AS Class 8171 ALGEBRA 2B Room H34	AS Class 7579 SERVICE SH B Room H34 HD	AS Class 8173 CONF/PREP PER Room XXXX	AS Class 7577 SERVICE SH B Room H34 HD	AS Class 8175 ALGEBRA 1B Room H34	AS Class 8176 ALGEBRA 1B Room H34	
SOLTANI, P (cont'd)			AS Class 8172 ALGEBRA 2B Room H34		AS Class 8174 MATH TUT LAB A Room H34			
STEFFEN, DJ		AS Class 5191 ALGEBRA 1B Room H14	AS Class 5192 ALGEBRA 1B Room H14	AS Class 5193 H GEOMETRY B Room H14 H	AS Class 5194 ALGEBRA 2B Room H14	AS Class 5195 ALGEBRA 1B Room H14	AS Class 5196 ALGEBRA 1B Room H14	
STEFFEN, DJ (cont'd)			AS Class 7572 SERVICE SH B Room H14 HD		AS Class 7574 SERVICE SH B Room H14 HD			
STEWART, V		AS Class 6291 LIFE SKLS 21ST Room F6 IS	AS Class 6292 ENGLISH 9B IS Room F6	AS Class 6293 H ENGLISH 9B Room F6 IH	AS Class 6294 CONF/PREP PER Room XXXX	AS Class 6295 H ENGLISH 9B Room F6 IH	AS Class 6296 ENGLISH 9B IS Room F6	
STEWART, V (cont'd)				AS Class 7482 SERVICE SH B Room F6 HD				
STORAKER, RJ		AS Class 5601 DIG COMP 1B SW (cont'd)	AS Class 5602 DIG COMP 1B SW Room G1-B	AS Class 5603 DIG COMP 1B SW Room G1-B	AS Class 5604 DIG COMP 1B SW Room G1-B	AS Class 5605 DIG COMP 1B SW Room H22	AS Class 5606 DIG COMP 1B SW Room G1-B	
STORAKER, RJ (cont'd)		AS Class 5621 DIG COMP 2B SW Room G1-B	AS Class 5622 DIG COMP 2B SW Room G1-B	AS Class 5623 DIG COMP 2B SW Room G1-B	AS Class 5624 DIG COMP 2B SW Room G1-B	AS Class 5625 DIG COMP 2B SW Room G1-B	AS Class 5626 DIG COMP 2B SW Room G1-B	
STORAKER, RJ (cont'd)		AS Class 5651 1 ARRIVE 9AM Room HOME	AS Class 5702 SERVICE SH B Room A.O. AO	AS Class 5703 SERVICE SH B Room A.O. AO	AS Class 5657 4 LEAVE: 11:27 Room HOME .	AS Class 5655 5 LEAVE: 12:28 Room HOME #	AS Class 5656 6 LEAVE: 2:06 Room HOME *	
STORAKER, RJ (cont'd)		AS Class 5661 COLLEGE OFSITE Room HOME	AS Class 5712 SERVICE SH B Room M.O. MO	AS Class 5713 SERVICE SH B Room M.O. MO	AS Class 5664 COLLEGE OFSITE Room HOME	AS Class 5665 COLLEGE OFSITE Room HOME	AS Class 5666 COLLEGE OFSITE Room HOME	
STORAKER, RJ (cont'd)		AS Class 5671 ROP OFF-SITE Room HOME	AS Class 5720 SERVICE SH B Room H.O. HO	AS Class 5723 SERVICE SH B Room H.O. HO	AS Class 5674 ROP OFF-SITE Room HOME	AS Class 5675 ROP OFF-SITE Room HOME	AS Class 5676 ROP OFF-SITE Room HOME	
STORAKER, RJ (cont'd)		AS Class 5701 SERVICE SH B Room A.O. AO	AS Class 5732 SERVICE SH B Room TEXT TX	AS Class 5730 SERVICE SH B Room TEXT TX	AS Class 5704 SERVICE SH B Room A.O. AO	AS Class 5705 SERVICE SH B Room A.O. AO	AS Class 5706 SERVICE SH B Room A.O. AO	
STORAKER, RJ (cont'd)		AS Class 5711 SERVICE SH B Room M.O. MO	AS Class 5742 SERVICE SH B Room ISIS IS	AS Class 5743 SERVICE SH B Room ISIS IS	AS Class 5714 SERVICE SH B Room M.O. MO	AS Class 5715 SERVICE SH B Room M.O. MO	AS Class 5716 SERVICE SH B Room M.O. MO	
STORAKER, RJ (cont'd)		AS Class 5721 SERVICE SH B Room H.O. HO	AS Class 5752 SERVICE SH B Room CO CO	AS Class 5753 SERVICE SH B Room CO CO	AS Class 5724 SERVICE SH B Room H.O. HO	AS Class 5725 SERVICE SH B Room H.O. HO	AS Class 5726 SERVICE SH B Room H.O. HO	

STORAKER, RJ		AS Class 5731	AS Class 5762	AS Class 5763	AS Class 5734	AS Class 5737	AS Class 5736	
(cont'd)		SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room TEXT TX	Room DO DO	Room DO DO	Room TEXT TX	Room TEXT TX	Room TEXT TX	
STORAKER, RJ		AS Class 5741	AS Class 6492		AS Class 5744	AS Class 5745	AS Class 5746	
(cont'd)		SERVICE SH B	SERVICE SH B		SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room ISIS IS	Room H22 NG		Room ISIS IS	Room ISIS IS	Room ISIS IS	
SULLIVAN, R		AS Class 7911	AS Class 7912	AS Class 7585	AS Class 7914	AS Class 7915	AS Class 7916	
		JROTC ARM 1B	JROTC ARM 1B	SERVICE SH B	JROTC ARM 1B	JROTC ARM 1B	JROTC ARM 1B	
		Room N2	Room N2	Room N2 HD	Room N2	Room N2	Room N2	
SULLIVAN, R				AS Class 7913				
(cont'd)				JROTC ARM 1B				
				Room N2				
SUTHERLAND, H		AS Class 8461	AS Class 7528	AS Class 8463	AS Class 8464	AS Class 8465	AS Class 8467	
		INTCOOR SCI 1B	SERVICE SH B	INTCOOR SCI 1B	H INTCOR SC 1B	INTCOOR SCI 1B	CONF/PREP PER	
		Room B6 AT	Room B6 HD	Room B6 AT	Room B6 MG	Room B6 AT	Room XXXX	
SUTHERLAND, H			AS Class 8462					
(cont'd)			INTCOOR SCI 1B					
			Room B6 AT					
TAKLENDER, D		AS Class 6191	AS Class 6192	AS Class 6193	AS Class 6194	AS Class 6195	AS Class 6196	
		ENGLISH 9B A2	H ENGLISH 10B	CONF/PREP PER	ENGLISH 10B	CONTEMP COMP	CONTEMP COMP	
		Room C2	Room C2 AV	Room XXXX	Room C2	Room C2 SH	Room C2 SH	
TAKLENDER, D		AS Class 7291	AS Class 7292		AS Class 7516	AS Class 7195	AS Class 7196	
(cont'd)		H ENGLISH 9B	ENGLISH 10B A2		SERVICE SH B	SERVICE SH B	AM LIT COMP	
		Room C2 AV	Room C2		Room C2 HD	Room C2 HD	Room C2	
TORRES, RI		AS Class 6811	AS Class 6812	AS Class 6813	AS Class 6814	AS Class 6815	AS Class 6816	
		ESL BEG 1A SP	ESL BEG 1A	CONF/PREP PER	READ IMPR B EL	ESL INTER 2B	ESL INTER 2B	
		Room D7	Room D7	Room XXXX	Room D7	Room D7 O1	Room D7 O1	
TRAN, D		AS Class 7498	AS Class 8522	AS Class 8523	AS Class 7591	AS Class 7596	AS Class 7531	
		SERVICE SH B	H INTCOR SC 1B	CONF/PREP PER	SERVICE SH B	SERVICE SH B	SERVICE SH B	
		Room C6 HD	Room C6 MG	Room XXXX 2	Room C6 HD	Room C6 HD	Room C6 HD	
TRAN, D		AS Class 8521			AS Class 8524	AS Class 8285	AS Class 8286	
(cont'd)		BIOLOGY B SH			BIOLOGY B SH	BIOLOGY B SH	BIOLOGY B SH	
		Room C6			Room C6	Room C6	Room C6	
VALDOVINOS, C		AS Class 9581	AS Class 9582	AS Class 9583	AS Class 9584	AS Class 9585	AS Class 9586	
		DEAN	DEAN	DEAN	DEAN	DEAN	DEAN	
		Room J1	Room J1	Room J1	Room J1	Room J1	Room J1	
VENGER, G		AS Class 7581	AS Class 7490	AS Class 9783	AS Class 9784	AS Class 7573	AS Class 7497	
		SERVICE SH B	SERVICE SH B	LIFE SKLS 21ST	HEALTH SH A3	SERVICE SH B	SERVICE SH B	
		Room Q1 HD	Room Q1 HD	Room Q1 EL	Room Q4	Room Q4 HD	Room PEGV HD	
VENGER, G		AS Class 9781	AS Class 9782			AS Class 9785	AS Class 9786	
(cont'd)		LIFE SKLS 21ST	LIFE SKLS 21ST			COL PREP SEM B	BASEBALL, VAR	
		Room Q1 .	Room Q1 .			Room Q4 AT	Room PEGV TM	
WHITTAKER, GO		AS Class 8711	AS Class 7593	AS Class 8713	AS Class 8714	AS Class 8715	AS Class 8716	
		CONF/PREP PER	SERVICE SH B	WHG: MOD WLD B	WHG: MOD WLD B	US HIST 20TH B	WHG: MOD WLD B	
		Room XXXX	Room J10 HD	Room J10	Room J10	Room J10	Room J10 SH	
WHITTAKER, GO			AS Class 8712					
(cont'd)			WHG: MOD WLD B					
			Room J10					
WIDEN, JL		AS Class 8801	AS Class 8802	AS Class 8803	AS Class 7481	AS Class 8805	AS Class 8806	
		FRENCH 1B	FRENCH 2B	CONF/PREP PER	SERVICE SH B	FRENCH 3B	FRENCH 1B	
		Room H28	Room H28	Room XXXX	Room H28 HD	Room H28	Room H28	
WIDEN, JL					AS Class 8804			
(cont'd)					FRENCH 2B			
					Room H28			
WILLIAMS, R	AS Class 8370	AS Class 8371	AS Class 7598	AS Class 8373	AS Class 8374	AS Class 8375	AS Class 8376	
	AP ENG LIT B	CONF/PREP PER	SERVICE SH B	H GEOG B MG	H CONTEMP COMP	COORD, CURRIC	CONF/PREP PER	
	Room D4 AM	Room XXXX	Room D4 HD	Room D4	Room D4 MG	Room XXXX	Room XXXX	

WILLIAMS, R (cont'd)			AS Class 8372 AP ENG LIT B Room D4 AM	AS Class 8385 TUTOR SH B Room D4	AS Class 8384 TUTOR SH B Room D4			
WILLIAMS, R (cont'd)					AS Class 8389 SERVICE SH B Room D4 NJ			
WINTER, E		AS Class 9601 ENGLISH 9B SD Room G2	AS Class 9612 READ SK SH SD Room G2	AS Class 9613 INTCOOR SCI 1B Room G2 SD	AS Class 9614 OTHER: COORD Room XXXX	AS Class 9615 CONF/PREP PER Room XXXX	AS Class 9616 INTCOOR SCI 1B Room G2 SD	
WINTER, E (cont'd)		AS Class 9611 ENGLISH 10B SD Room G2						
WINTER, E (cont'd)		AS Class 9631 CONTEMP COMP Room G2 SD						
WINTER, E (cont'd)		AS Class 9641 EXPOS COMP SD Room G2						
WITKOWSKI, JL		AS Class 8241 GEOMETRY A Room H32	AS Class 7522 SERVICE SH B Room H15 HD	AS Class 8243 MATH TUT LAB B Room H34 RS	AS Class 7500 SERVICE SH B Room H15 HD	AS Class 7511 SERVICE SH B Room H15 HD	AS Class 8246 MATH TUT LAB B Room H15 RS	
WITKOWSKI, JL (cont'd)			AS Class 8242 GEOMETRY B Room H15		AS Class 8244 GEOMETRY B Room H15	AS Class 8245 GEOMETRY A Room H15		
WU, S		AS Class 6181 H CONTEMP COMP Room D5 IH	AS Class 6182 CONTEMP COMP Room D5 CH	AS Class 6183 ENGLISH 9B Room D5	AS Class 6184 CONF/PREP PER Room XXXX	AS Class 6185 CONTEMP COMP Room D5 IS	AS Class 6186 ENGLISH 9B Room D5	
WU, S (cont'd)							AS Class 7586 SERVICE SH B Room D5 HD	
YICK, G		AS Class 8251 MATH ANALY B Room H29	AS Class 8252 MATH TUT LAB A Room H29	AS Class 8253 H ALGEBRA 2B Room H29 H	AS Class 8254 MATH ANALY B Room H29	AS Class 8255 MATH ANALY B Room H29	AS Class 8256 ALGEBRA 2B Room H29	
YOUNG, RL	AS Class 9476 BSKTBL, V, BOY Room PERY OS	AS Class 9621 DEAN Room J1	AS Class 9622 DEAN Room J1	AS Class 9623 DEAN Room J1	AS Class 9624 DEAN Room J1	AS Class 9625 DEAN Room J1	AS Class 9626 DEAN Room J1	
YOUSEF, GS		AS Class 6089 SERVICE SH B Room D2 HD	AS Class 7507 SERVICE SH B Room D2 HD	AS Class 6763 CONF/PREP PER Room XXXX	AS Class 6764 SPANISH 1B Room C5	AS Class 6765 SPANISH 1B Room C5	AS Class 6766 SPANISH 1B Room C5	
YOUSEF, GS (cont'd)		AS Class 8921 SPANISH 1B Room D2	AS Class 7967 SPANISH 1B Room D2		AS Class 7489 SERVICE SH B Room C5 HD	AS Class 7496 SERVICE SH B Room C5 HD	AS Class 7472 SERVICE SH B Room C5 NH	

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

SCHOOL ACCOUNTABILITY REPORT CARD



Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, Ca. 90017
(213) 241-1000

Superintendent David L. Brewer III

Prepared by
School Information Branch
Planning, Assessment, and Research
(213) 241-2450

I. About This School

Data for 2005-2006 School Year



CLEVELAND SH (09-12)

ROBERT L. MARKS

8140 VANALDEN AVE
RESEDA, CA 91335
Phone- (818) 885-2300
Fax- (818) 727-0964

Location Code- 8590
CDS Code-19-64733-1931864

www.lausd.k12.ca.us/Cleveland_HS

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well. Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card or parent/community involvement. For such information, please call the school office.

ROBERT L. MARKS, Principal

Opportunities for Parental Involvement

- Advisory Council
- Governance Council
- PTA/PTO
- Office Volunteer
- Fund Raising
- School Beautification

Contact Person Name:	ROBERT L. MARKS	Contact Person Phone Number:	(818) 885-2300

Student Enrollment Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
Grade 9	1,307
Grade 10	1,048
Grade 11	861
Grade 12	679
Ungraded Secondary	124
Total Enrollment	4,019

Student Enrollment Racial and Ethnic Subgroups

This table displays the number and percent of students enrolled at the school who are identified as being in a particular group.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	309	7.7%
American Indian or Alaska Native	7	0.2%
Asian	509	12.7%
Filipino	143	3.6%
Hispanic or Latino	2,323	57.8%
Pacific Islander	16	0.4%
White (Not Hispanic)	712	17.7%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	60	71	26	25.9	43	82	33	27.3	50	67	49
Mathematics	31.4	10	30	58	32.5	11	24	62	31.4	13	27	62
Science	36.8	1	10	60	34.7	1	19	55	35.1	3	22	56
Social Science	32.5	10	18	53	30.8	14	33	44	33.8	8	21	49

II. School Climate

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 Prevention Programs	09/27/06	10/04/06
Volume 2 Emergency Procedures	09/27/06	10/04/06

School Discipline Practices

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

- Attendance
- Citizenship
- Improved Behavior
- Gang Free/Drug Free Awareness
- Student Leadership/Council

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for a given year.

	School			District		
	2004	2005	2006	2004	2005	2006
Number of Suspensions	276	202	319	80,160	79,690	72,868
Rate of Suspensions	7.5	5.4	7.9	10.5	10.5	9.8
Number of Expulsions	41	2	1	726	674	500
Rate of Expulsions	1.1	0.1	0.0	0.1	0.1	0.1

III. School Facilities

School Facility Conditions, Planned Improvements, and Needed Repairs

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

School Facility Conditions and Planned Improvements			
Determination of good repair is based on the most recent Safe School Inspection. The assessment areas listed as "No" for being in good repair have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument". Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results". Additional information about the condition of the school facilities may be obtained from the school principal.			
Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

*** "No" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Website at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	112	132	136	32,428
Without Full Credential	33	19	14	3,218
Teaching Outside Subject Area of Competence*	32	144	150	---

* At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners*	97	114	90
Total Teacher Misassignments*	241	264	216
Vacant Teacher Positions	1	2	0

Note: Misassignments and vacancies for the 2006-07 school year are as of October, 2006.

* At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of schools classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	76.3%	23.7%
All Schools in District	78.0%	22.0%
High-Poverty Schools in District	78.0%	22.0%
Low-Poverty Schools in District	83.0%	17.0%

Substitute Teacher Availability

This school has experienced some difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year, the approximate average yearly absence for teachers was 8.5 day(s).

Teacher Evaluation Process

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers. During the 2005-06 school year, 86 teachers were evaluated at this school.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

- Faculty meetings
- Staff development sessions
- Grade level/departamental meetings
- College level courses
- Inservice classes from District/Unit/Division
- Conferences and/or workshops
- New teacher training

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	Number of FTE Assigned to School
Academic Counselor	10.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.8
Social Worker	0.0
Nurse	1.2
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	6.2

Average Number of Students per Academic Counselor

This table displays the ratio of pupils per academic counselor, based on enrollment, as reported in the most recent (CBEDS) data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
10.0	387.2

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

The use of the Open Court Reading (Foro Abierto Para la Lectura) Program provides standards-based instruction in Science for Kindergarten through grade three at the Elementary school level. In addition to literacy development, Open Court 2002 includes the Science/Social Studies Connection Center, while classroom libraries and Foss kits supplement Open Court 2000 for students in Grades K-3. Health textbooks were purchased for Grades K-5 in Spring 2005 and implemented in 2005-06. History/Social Science textbooks were adopted in Spring 2006 and implemented in 2006-07. Science textbooks will be adopted in Spring 2007 for implementation in 2007-08.

Beginning in 1998, textbook evaluation committees aligned textbooks in the core and required subject areas to state-content standards for Grades 9-12 on the following schedule:

- 1999** – standards-aligned basic for Mathematics textbooks
- 2000** – standards-aligned English, History/Social Science, and Science textbooks
- 2001** – standards-aligned for History/Social Science textbooks, as well as additional standards-aligned Mathematics and Science
- 2002** – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003** – standards-aligned textbooks for English, History/Social Science, Mathematics, Science
- 2004** – framework-aligned textbooks for Foreign Language
- 2005** – framework-aligned textbooks for Health
- 2006** – framework-aligned textbooks for History/Social Science

The Grade 9-12 District adoption of Science textbooks will be finalized in Spring 2007 and implemented in the 2007-08 school year.

For middle schools, the following schedules targeted the purchase of standards-aligned textbooks:

- 1999** – ESL, History/Social Science
- 2000** – Science
- 2001** – Mathematics
- 2002** – Reading, Intervention, and ESL
- 2003** – English, History/Social Science, Mathematics, Science
- 2004** – English, History/Social Science, Mathematics, Science
- 2005** – Health
- 2006** – History/Social Science

The Grade 6-8 District adoption of Science textbooks will be finalized in Spring 2007 and implemented in the 2007-08 school year.

Sufficient core program textbooks and instructional materials, except as noted for specific schools, were available in the 2006-2007 school year for on-track students in grades K-12 to support the core curriculum areas of Reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or Intervention, History/Social Science, Mathematics, and Science. Thus there was a one textbook per pupil ratio for on-track pupils at multi-track schools, except as noted. Since the District was not required to have one textbook per off-track student at multi-track schools, except in classes where homework is assigned during 2006-07, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, to the purchase of core textbooks and instructional materials. In 2005-06, the District allocated \$80.9 million for the purchase of textbooks (of which \$41.7 million was

State Instructional Materials Realignment Fund Program (IMFRP)). In 2006-07, the District has expended \$32.7 million for Core and Required textbooks (of which \$15.0 million was IMFRP) and set aside an additional \$82.9 million, primarily to purchase Science textbooks and other Core and required textbooks.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the schools use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	0.0%
Mathematics	Sufficient	0.0%
Science	Sufficient	0.0%
History-Social Science	Sufficient	0.0%
Foreign Language	Sufficient	0.0%
Health	Sufficient	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient	0.0%

Note: Textbook sufficiency data are as of November 2006.

VII. School Finances

School Site Teacher Salaries (Fiscal Year 2004-05)

This information provides a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site and	
School Site	District	State	District	State
\$55,349	\$56,244	\$57,560	-1.6%	-3.8%

Expenditures Per Pupil (Fiscal Year 2004-05)

This information provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
\$6,544	\$2,324	\$4,220	\$4,196	\$4,743	0.6%	-11.0%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low- performing students and enable the students to meet the state's challenging academic standards. Title I funds are distributed on the basis of the number of students in poverty at the school. The District sponsors programs at specific schools aimed at meeting the needs of targeted students, including the Academic English Mastery program. The District has designed school programs to address areas in which the District failed to make Adequate Yearly Progress. These programs include Required Learning Academy, Year 1 Tutorial Program, Special Education Bridge Coordinator Program, Diploma Project Advisor Program, and the School Improvement Facilitator Program.

Title II

The purpose of Title II is to increase the academic achievement of all students, to improve teacher and principal quality through professional development and other activities, and to ensure that all teachers are highly qualified. With Title II funds, the District has provided instructional coaches at most school sites.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

EIA State Comp Ed

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through professional development and health and guidance services.

School and Library Improvement

The purpose of the School and Library Improvement (SLI) Program is to improve the local school's instructional program by providing funds to purchase goods and services that meet school needs, as indicated in the Single Plan for Student Achievement. All schools receive a per pupil allocation, and may use these funds for either School Improvement or Library Materials programs.

Teacher and Administrative Salaries (Fiscal Year 2004-05) *

This information provides a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,618	\$37,540
Mid-Range Teacher Salary	\$58,497	\$59,426
Highest Teacher Salary	\$73,695	\$73,925
Average Principal Salary (Elementary) **	\$99,490	\$96,377
Average Principal Salary (Middle) **	\$107,724	\$100,144
Average Principal Salary (High) **	\$107,818	\$109,130
Superintendent Salary	\$250,000	\$185,251
Percent of Budget for Teacher Salaries ***	37.2%	40.9%
Percent of Budget for Administrative Salaries ***	5.2%	5.3%

* Please note that these figures reflect salary and budget data for 2004-05 school year as required by the State, and the figures do not include general fund expenditures for employee benefits.

** Includes all school site administrators, principals, assistant principals, etc.

*** Actual salaries and expenditures.

VIII. Student Performance

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts and Mathematics in grades 2 through 11; Science in grades 5, 8, 9, 10 and 11; and History-Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding the CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
English-Language Arts	36%	41%	44%	24%	27%	29%	36%	40%	42%
Mathematics	29%	36%	35%	26%	29%	31%	34%	38%	40%
Science	16%	18%	38%	12%	14%	23%	25%	27%	35%
History-Social Science	34%	39%	37%	18%	20%	20%	29%	32%	33%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	34%	**	73%	68%	28%	**	73%
Mathematics	20%	**	65%	50%	23%	**	52%
Science	21%	**	68%	46%	22%	**	63%
History-Social Science	25%	**	60%	47%	23%	**	60%

CST - Other Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

Subject	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Students Receiving Migrant Education Services
English-Language Arts	38%	49%	31%	4%	6%	**
Mathematics	35%	35%	26%	12%	7%	**
Science	35%	40%	26%	2%	1%	**
History-Social Science	40%	35%	26%	5%	4%	**

California Physical Fitness Test

The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
	School	District
09	21.6%	14.6%

APRENDA Second Edition

Aprenda 2 was administered to Spanish-speaking English Learners who were receiving instruction in Spanish and who were enrolled in Basic Bilingual programs. Data reported are the School Mean Percentiles for the most recent three years at each grade level.

Grade Level	Reading			Mathematics			Language		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
09	35	57	52	34	37	63	35	52	57
10	6	52	36	5	36	46	5	41	36
11									

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	2003-04	2004-05	2005-06
Statewide API Rank	4	6	7
Similar Schools API Rank	4	8	7

API Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			2006 API Growth Score
	2003-04	2004-05	2005-06	
All Students at the School	39	33	14	726
African American	53	37	29	693
American Indian or Alaska Native				
Asian	32	25	41	873
Filipino				
Hispanic or Latino	52	32	1	647
Pacific Islander				
White (Not Hispanic)	24	46	10	846
Socioeconomically Disadvantaged	32	34	10	671
English Learners			-16	613
Students with Disabilities			-10	413

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate (for Secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-Language Arts or Mathematics) on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay>.

	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		2
Number of Schools Currently in Program Improvement	\\\\\\	304
Percent of Schools Currently in Program Improvement	\\\\\\	42.6%

Number of Reclassified English Learners

This table displays the number and percent of English Learners who have been reclassified as being fluent in English for the past three years.

Year	Total EL	Total Reclassified	Percent Reclassified
2005-06	943	141	15.0%
2004-05	915	71	7.8%
2003-04	777	37	4.8%

Student Performance In Academic Subjects

This table displays the distribution of student marks issued in academic departments for the most recent school year.

Department	# Classes Spring 2006	Number & Percent of Grades Issued					
		A	B	C	D	F	
English	204	1,010 (24%)	1,081 (26%)	970 (23%)	521 (12%)	598 (14%)	
Mathematics	197	623 (19%)	551 (17%)	898 (28%)	486 (15%)	696 (21%)	
Science	146	548 (19%)	776 (27%)	686 (24%)	312 (11%)	501 (18%)	
Social Science	124	653 (22%)	857 (28%)	706 (23%)	395 (13%)	410 (14%)	

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year and four-year derived dropout rate for the most recent three-year period. Four-year graduation rates, as defined by NCLB, for the most recent three-year period are also displayed. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grades 9-12 Dropout Rate (1-year)	4.6	1.7	0.9	8.1	7.9	5.5	3.1	3.2	3.1
Grades 9-12 Dropout Rate (4-year)	19.3	8.8	3.7	33.0	32.9	24.1	12.5	13.0	12.6
Graduation Rate	84.4	84.2	89.6	68.6	66.5	66.3	86.7	85.4	85.0

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs>.

Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006	
	School	District
All Students	98%	90%
African American	98%	86%
American Indian or Alaska Native	N/A	91%
Asian	97%	97%
Filipino	97%	97%
Hispanic or Latino	98%	88%
Pacific Islander	N/A	90%
White (Not Hispanic)	99%	96%
Socioeconomically Disadvantaged	97%	90%
English Learners	87%	70%
Students with Disabilities	88%	69%

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the pupils participating in CTE	1,621
Percent of the pupils completing a CTE program and earning a high school diploma	81.4%
Percent of CTE courses sequenced or articulated between a school and institutions of postsecondary education	24.4%

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Number of the pupils participating in CTE	3,916
Percent of the pupils completing a CTE program and earning a high school diploma	81.5%
Percent of CTE courses sequenced or articulated between a school and institutions of postsecondary education	• 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between the Division of Adult and Career Education schools and East Los Angeles College. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between the Division of Adult and Career Education schools and Los Angeles City College. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between the Division of Adult and Career Education schools and Los Angeles Mission College. • Public and Social Services Career Pathway are articulated between the Division of Adult and Career Education schools and Los Angeles Valley College. • Public and Social Services Career Pathway are articulated between the Division of Adult and Career Education schools and west Los Angeles College. • 100% of the Childcare Provider courses in the Public and Social Services Career Pathway are articulated between Harbor Occupational Center and Los Angeles Harbor College. • 50% of the Animal Science courses in the Agriculture Career Pathway are articulated between West Valley Occupational Center and Pierce College. • 10% of the Beauty courses in Home Economics are articulated between West Valley Occupational Center and Pierce College.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	67.3%

Note: This is data for the 2004-05 school year.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	2	---
Foreign Language	2	---
Mathematics	3	---
Science	3	---
Social Science	4	---
All courses	16	6.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	2	---
Foreign Language	2	---
Mathematics	3	---
Science	3	---
Social Science	4	---
All courses	16	6.0

College Admission Test Preparation Course Program

Every high school administers the PSAT in preparation for the SAT and counsels students regarding test results. Counselors recommend appropriate strategies for students to improve test scores.

Optional programs include:

- test preparation courses offered by an outside vendor
- test preparation courses taught by teachers at the school site
- online test preparation for all students at the school

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, Math, and writing scores of those students. Detailed information regarding SAT results and comparisons of those average scores to the district and state levels can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	2003-04	2004-05	2005-06
Percent of Grade 12 Enrollment Taking Test	55.1%	57.8%	53.0%
Average Verbal Score	514	506	504
Average Math Score	516	519	510
Average Writing Score	---	---	510

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide leadership opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

- Grade Level/Department Chairs
- School Advisory Council
- Bilingual/Bicultural Council
- Shared Decision Making Council

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the Secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

Professional Development

Intensive professional development is provided to support the implementation of standards-based core instruction and incorporates initial training, coaching, lesson study inquiry groups, and on-line training. Professional development opportunities are aligned to each teacher's assignment. The district is building capacity for staff at each school to provide balanced professional development that supports effective classroom practices through structured reflection, inquiry, action research, and other complementary activities.

Coaches provide critical support to teachers for literacy and Mathematics. Coaches work in classrooms with teachers, creating a collaborative culture to implement practices that increase teacher effectiveness and student achievement.

Staff development activities support teachers of students with disabilities in the general education classroom with the general education curriculum. Activities that integrate instructional strategies and adaptations to the curriculum to address diverse learner needs are included in all professional development. Coaches include strategies in their training that support students with disabilities to learn core curriculum in the least restrictive environment.

All site-based administrators are provided monthly training within their local district that is focused on literacy, Mathematics, and English language development. Training is designed to prepare administrators to build learning communities within schools with comprehensive professional development for teachers.

Additionally, the LAUSD Administrative Academy provides professional development to all entry-level administrators, first-year principals, and teachers who aspire to be administrators to extend the knowledge and skills defined in the California Professional Standards for Educational Leaders and to build a strong knowledge base focused on the core program and on management skills.

New Teacher Professional Development

Beginning and new teachers are provided opportunities for professional development through the District's Alternative Certification and Teacher Support (ACTS) programs.

New teachers, with alternative certification, such as District Interns, complete a 240-hour preservice orientation that provides orientation to classroom organization, management, techniques and strategies; are provided opportunities to observe experienced teachers in the classroom; learn to develop instructional plans; have the opportunity to teach a series of lessons under close supervision; and, learn about District instructional priorities and resources. The District Interns then enroll in a three-year Preparation and Beginning Teacher Support and Assessment Induction Program (BTSA) that provides assistance, guidance and support as they complete the professional development requirements necessary to earn California Professional Clear teaching credentials. They are supported in their classroom and courses by program instructors, staff, and trained Support Providers.

New teachers who hold California preliminary teaching credentials receive professional development, support and assistance through the BTSA Induction Program during their first and second years of service with the District, and also receive the assistance and guidance of a Support Provider at the local schools. Successful teachers earn Professional Clear teaching credentials at the conclusion of this program.

New and beginning teachers who are enrolled in university credentialing programs complete a 120-hour preservice professional development program that emphasizes classroom organization, management and District priorities prior to assuming classroom duties.

The Peer Assistance and Review program provides professional development and support to identified veteran teachers.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school level to the state requirement for each grade level.

Grades	Instructional Minutes	
	Offered	State Requirement
9-12	68,040	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grades	Instructional Days with at least 180 Instructional Minutes	
	Offered in LAUSD	State Requirement
9-12	180 days	180 days

Note: The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days. This table is used only for continuation schools.

Minimum Days in School Year

Shortened/minimum days are used for local school program planning, staff development, parent-teacher conferences, curriculum planning, preparation for Back-to-School Night, Open House, and other school community activities. For schools on a year round calendar, the number of shortened and minimum days is reported by track.

Minimum and Shortened Days for 2005-06

	# of Minimum Days	# of Shortened Days
Single Track	10	0

CBEDS SCHOOL INFORMATION FORM***Residential School (8590)***

CBEDS Enrollment Report: Students with SSID - 10/03/07

Date run: 10/04/07

8590 CLEVELAND HI

Grade	Amer. Indian	Asian	Black	Filip.	Hisp.	P.Isl	Comb. Minor.	White	Total
09	2 0.22%	46 5.04%	58 6.36%	21 2.30%	708 77.63%	3 0.33%	838 91.89%	74 8.11%	912 30.71%
10	2 0.23%	55 6.36%	48 5.55%	28 3.24%	625 72.25%	2 0.23%	760 87.86%	105 12.14%	865 29.12%
11	1 0.14%	56 8.05%	57 8.19%	27 3.88%	476 68.39%	3 0.43%	620 89.08%	76 10.92%	696 23.43%
12	1 0.20%	66 13.28%	29 5.84%	23 4.63%	295 59.36%	2 0.40%	416 83.70%	81 16.30%	497 16.73%
Total	6 0.20%	223 7.51%	192 6.46%	99 3.33%	2104 70.84%	10 0.34%	2634 88.69%	336 11.31%	2970 100.00%
EL	1 0.14%	38 5.41%	3 0.43%	16 2.28%	617 87.77%	3 0.43%	678 96.44%	25 3.56%	703 23.67%

SCHOOL SURVEY PRINCIPAL'S REPORT - FORM 3

10/3/07

8590 CLEVELAND HI

All Tracks

Date run: 10/04/07

096656 MARKS, R

Serial Nr: 339801

Total Years: Ed Service 40 LAUSD 40 This School 03

6. Students with Section 504 date 10

7. Gifted/Talented

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
Gifted	1	51	19	13	112	0	44	1	42	11	11	131	0	61	497
EL	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2
Sp.Ed.	0	0	1	0	1	0	1	0	0	0	0	0	0	2	5

8. Students participating in independent study, by grade.

Gr	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
														0

9. Pregnant/expectant/parenting students. 33

11. Retained, by gender, ethnicity and grade

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
9	0	1	7	1	72	1	8	0	1	4	0	61	0	4	160
10	0	0	5	0	31	0	6	0	0	2	1	26	0	5	76
11	0	2	6	0	26	0	5	0	2	4	0	22	0	2	69
12	0	0	0	0	5	0	1	0	2	0	0	2	0	0	10

14. Students who graduated through independent study. 0

15A. High School Graduates, with Diploma

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
1	44	26	9	139	0	39	1	18	15	13	162	2	30	499

15B. Of Grads in 15A, completed UC/CSU req w/C or better

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	28	10	5	55	0	19	1	14	8	9	77	2	21	249

15C. Of Grads in 15A, were English Learners

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	6	0	0	30	0	1	0	4	0	1	16	0	1	59

15D. Of Grads in 15A, had IEP's

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	1	2	1	6	0	1	0	0	1	0	5	0	0	17

15E. Of Grads in 15A, were Migrant Students

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

15F. Of Grads in 15A, were Economically Disadvantaged

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	35	18	4	123	0	9	1	12	9	10	129	2	12	364

16. Exited with Cal HS Prof Exam or GED

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	0	0	0	0	0	0	0	1	0	1	1	0	0	3

17A. Exited with Certificate of Att or Completion

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	0	0	0	1	0	0	0	0	0	0	0	0	0	1

17B. Of Students in 17A, were English Learners

Males							Females							Total
AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
0	0	0	0	1	0	0	0	0	0	0	0	0	0	1

18. Interscholastic Athletics

	With Only Male	With Only Female
A. Nr of sports that have teams	11	9
B. Number of Teams	21	18
C. Nr of participants on teams	271	131

Team Participants

Male Only	Female Only
39 Var Football	9 Var GirlCrCntry
45 F/S Football	8 Var Girl Villybl
5 Fr Boy Basketbl	16 JV Girl Vollybl
10 So Boy Basketbl	4 Girls Tennis
4 Var Boy CrCntry	10 Var Girl Bsktbl
5 F/S Boy CrCntry	8 JV Girl Basketbl
13 Var Boy Basketbl	6 Girls Soccer
10 JV Boy Basketbl	6 Girls Trk & Fld
20 Boys Soccer	9 Var Softball
19 Wrestling	8 JV Softball
23 Var Boy Trk&Fld	4 Var Girl Swim
12 F/S Boy Trk&Fld	9 F/S Girl Swim
11 Var Baseball	3 Girls Golf
7 JV Baseball	11 JV Girl Soccer
9 Var Boy Swim	3 F/S Girl CrCnty
8 F/S Boy Swim	6 F/S Girl Tk&Fld
2 Boys Tennis	4 Fr Girl Basketbl
5 Var Boy Vollybl	7 So Girl Basketbl
4 JV Boy Vollybl	
17 JV Boy Soccer	
3 Boys Golf	

Sports with Male Only Teams Sports with Female Only Teams

Football	Basketball
Basketball	Cross Country
Cross Country	Volleyball
Volleyball	Tennis
Tennis	Soccer
Soccer	Track & Field
Wrestling	Softball
Track & Field	Swimming
Baseball	Golf
Swimming	
Golf	

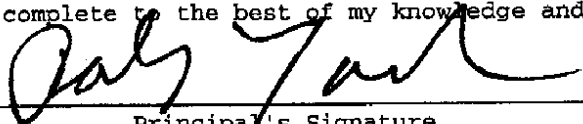
19. Safe School Plan	Revised	Reviewed
A. Prevention Programs	09/20/07	04/11/07
B. Emergency Procedures	09/20/07	04/11/07

20C. Opportunities for Parent Involvement

1. X Advisory Council	4. _ Classroom Volunteer	7. X Fund Raising
2. X Governance Council	5. X Office Volunteer	8. X School Beautif
3. X PTA/PTO	6. _ Supervision Volunteer	9. X Other

21. CERTIFICATION:

I certify that the information on this form is accurate and complete to the best of my knowledge and belief.



Principal's Signature

Humanities Magnet School (8593)

LOS ANGELES UNIFIED SCHOOL DISTRICT

CBEDS Enrollment Report: Students with SSID - 10/03/07

Date run: 10/04/07

8593 CLEVELAND HUM MAG

Grade	Amer. Indian	Asian	Black	Filip.	Hisp.	P.Isl	Comb. Minor.	White	Total
09	3 1.26%	72 30.25%	24 10.08%	9 3.78%	66 27.73%	0 0.00%	174 73.11%	64 26.89%	238 28.00%
10	1 0.48%	75 35.71%	17 8.10%	13 6.19%	36 17.14%	1 0.48%	143 68.10%	67 31.90%	210 24.71%
11	0 0.00%	49 24.75%	19 9.60%	11 5.56%	44 22.22%	1 0.51%	124 62.63%	74 37.37%	198 23.29%
12	2 0.98%	56 27.45%	14 6.86%	3 1.47%	47 23.04%	1 0.49%	123 60.29%	81 39.71%	204 24.00%
Total	6 0.71%	252 29.65%	74 8.71%	36 4.24%	193 22.71%	3 0.35%	564 66.35%	286 33.65%	850 100.00%
EL	0 0.00%	1 10.00%	0 0.00%	0 0.00%	6 60.00%	0 0.00%	7 70.00%	3 30.00%	10 1.18%

SCHOOL SURVEY PRINCIPAL'S REPORT - FORM 3

10/3/07

Date run: 10/04/07

8593 CLEVELAND HUM MAG

All Tracks

Serial Nr: 339802

096556 MARKS, R

Total Years: Ed Service 40 LAUSD 40 This School 03

6. Students with Section 504 date 7

7. Gifted/Talented

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
Gifted	1	90	8	4	41	0	84	4	119	24	20	58	0	141	594
EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sp.Ed.	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

8. Students participating in independent study, by grade.

Gr	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
														0

9. Pregnant/expectant/parenting students. 33

11. Retained, by gender, ethnicity and grade

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
9	0	1	1	0	2	0	1	0	0	0	0	0	0	0	5
10	0	1	0	0	1	0	1	0	0	0	0	0	0	0	3

14. Students who graduated through independent study. 0

15A. High School Graduates, with Diploma

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	31	6	2	13	0	34	0	24	3	4	23	0	62	202

15B. Of Grads in 15A, completed UC/CSU req w/C or better

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	30	4	2	8	0	33	0	24	3	4	22	0	61	191

15C. Of Grads in 15A, were English Learners

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

15D. Of Grads in 15A, had IEP's

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

15E. Of Grads in 15A, were Migrant Students

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

15F. Of Grads in 15A, were Economically Disadvantaged

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	12	1	0	8	0	3	0	8	1	3	10	0	4	50

16. Exited with Cal HS Prof Exam or GED

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

17A. Exited with Certificate of Att or Completion

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

17B. Of Students in 17A, were English Learners

	Males							Females							Total
	AI	A	B	F	H	PI	W	AI	A	B	F	H	PI	W	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

18. Interscholastic Athletics

	With Only Male	With Only Female
A. Nr of sports that have teams	11	9
B. Number of Teams	21	17
C. Nr of participants on teams	126	133

Team Participants

Male Only	Female Only
8 Var Football	4 Var GirlCrCntry
5 F/S Football	7 Var Girl Vllybl
10 Fr Boy Basketbl	5 JV Girl Vollybl
4 So Boy Basketbl	16 Girls Tennis
3 Var Boy CrCntry	6 Var Girl Bsktbl
1 F/S Boy CrCntry	2 JV Girl Basketbl
3 Var Boy Basketbl	16 Girls Soccer
3 JV Boy Basketbl	4 Girls Trk & Fld
3 Boys Soccer	2 Var Softball
3 Wrestling	7 JV Softball
9 Var Boy Trk&Fld	26 Var Girl Swim
1 F/S Boy Trk&Fld	10 F/S Girl Swim
12 Var Baseball	8 Girls Golf
5 JV Baseball	8 JV Girl Soccer
13 Var Boy Swim	5 F/S Girl Tk&Fld
5 F/S Boy Swim	5 Fr Girl Basketbl
14 Boys Tennis	2 So Girl Basketbl
7 Var Boy Vollybl	
3 JV Boy Vollybl	
4 JV Boy Soccer	
10 Boys Golf	

Sports with Male Only Teams Sports with Female Only Teams

Football	Basketball
Basketball	Cross Country
Cross Country	Volleyball
Volleyball	Tennis
Tennis	Soccer
Soccer	Track & Field
Wrestling	Softball
Track & Field	Swimming
Baseball	Golf
Swimming	
Golf	

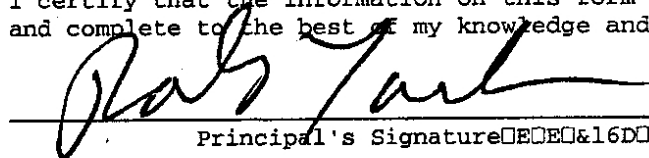
19. Safe School Plan	Revised	Reviewed
A. Prevention Programs	09/20/07	04/11/07
B. Emergency Procedures	09/20/07	04/11/07

20C. Opportunities for Parent Involvement

1. X Advisory Council	4. _ Classroom Volunteer	7. X Fund Raising
2. X Governance Council	5. X Office Volunteer	8. X School Beautif
3. X PTA/PTO	6. _ Supervision Volunteer	9. X Other

21. CERTIFICATION:

I certify that the information on this form is accurate and complete to the best of my knowledge and belief.



Principal's Signature

GRADUATION REQUIREMENTS

LOS ANGELES UNIFIED SCHOOL DISTRICT 2007-2008 GRADUATION REQUIREMENTS AND MINIMUM COLLEGE ADMISSION "A-G" REQUIREMENTS					
SUBJECTS	HIGH SCHOOL GRADUATION 9-12	UNIVERSITY OF CALIFORNIA "a-g" REQUIREMENTS <i>Grades of C or better</i>	CALIFORNIA STATE UNIVERSITY "a-g" REQUIREMENTS <i>Grades of C or better</i>	PRIVATE COLLEGES <i>Grades of C or better</i>	COMMUNITY COLLEGES
Social Studies "a" Requirement	30 credits: World History AB US History AB Prin. Am. Democ. Economics	2 years World History, US History, or Prin. Am. Democ.	2 years World History, US History, or Prin. Am. Democ.	World Hist, US History, Prin. Am. Democ. & college prep. electives recommended	No subject requirements. 18 years old
English "b" Requirement	40 credits: English 9 English 10 American Lit & Contemp. Comp. 12 th grade Composition & English elective	4 years college preparatory English	4 years college preparatory English	4 years college preparatory English	or high school graduate
Mathematics "c" Requirement	20 credits college prep. math: Algebra 1 & Geom or Adv. Applied Math or Algebra 2	3 years: Algebra 1, Geometry, Algebra 2, more recommended	3 years: Algebra 1, Geometry, Algebra 2, more recommended	College preparatory math each year	or high school proficiency test certificate
Lab Science "d" Requirement (ICS 1,2,3 meet science college prep. requirements)	10 credits: biological sci. (Biology) 10 Credits physical sci. (Chemistry or Physics)	2 years lab science, more recommended (ICS I meets elective requirement)	2 years lab science (ICS I meets elective requirement)	3 to 4 years lab science	<i>Students are most successful when they continue to take college preparatory courses each semester</i>
World Languages "e" Requirement*		2 years same world language, more recommended	2 years same world language	3 to 4 years world language recommended	
Visual/Perf Arts "f" Requirement	10 Credits visual/ perform arts	1 yr course visual and performing arts	1 yr course visual and performing arts	visual & performing arts courses count as electives	
Electives "g" Requirement	70 credits of electives Total credits needed to graduate: 230	1 year or more advanced courses in math, arts, English, lab science, world language, or social sciences	1 year or more advanced courses in math, arts, English, lab science, world language, or social sciences	college preparatory electives in the subject area of interest	
Applied Technology	10 credits Applied Technology				
Physical Ed.	20 credits	None	None	None	None
Health	5 credits	None	None	None	None
Life Skills	5 credits	None	None	None	None
Total Credits	Total credits needed to graduate: 230				
Additional Graduation Non-Course requirements	1. Computer Literacy 2. Career Pathway 3. Service Learning				
Assessments	California High School Exit Exam (CAHSEE) - mandatory	SAT Reasoning Test or ACT SAT Subject Tests Subject A – English placement	SAT Reasoning Test or ACT Placement exams in English EPT and math ELM	SAT Reasoning Test or ACT and SAT Subject Tests are required for some colleges	Placement exams for English, mathematics and chemistry

*e requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in
Language Other Than English (LOTE)

OTHER PERTINENT INFORMATION

Athletics

Cleveland High School has a strong tradition of excellence in athletics. To be eligible to compete on student team, students must be enrolled in a minimum of 20 course credits and maintain a 2.0 grade point average. In addition, aspiring athletes must have a doctor's clearance, be cleared by the school nurse, have parental permission, and present proof of medical insurance.

ATHLETIC TEAM ACCOLADES 2002-2008		
Sport	Year	Honor
Boys Varsity Baseball	2002	City Champions
	2007	City Finalist
Boys JV Baseball	2007	West Valley League Champions
Girls Varsity Basketball	2006	West Valley League Champions City Semi-Finalist
	2006	Coach of the Year – Carol Holton
Girls JV Basketball	2006	City Finalist
Cheerleading	2002	Performer - "The Battle of the Valley All-Stars" basketball game
	2003	Performer - "The Battle of the Valley All-Stars" basketball game
	2004	Performer - "The Battle of the Valley All-Stars" basketball game
	2005	Performer - "The Battle of the Valley All-Stars" basketball game
	2006	Performer - "The Battle of the Valley All-Stars" basketball game
	2007	Performer - "The Battle of the Valley All-Stars" basketball game
Drill Team	2004	1 st Place (Hip Hop) – Hurricane Competition
	2005	1 st Place (Drill) – Chatsworth Parade
	2005	1 st Place (Drill) – Granada Holiday Parade
	2005	1 st Place (Hip Hop) – Hurricane Competition

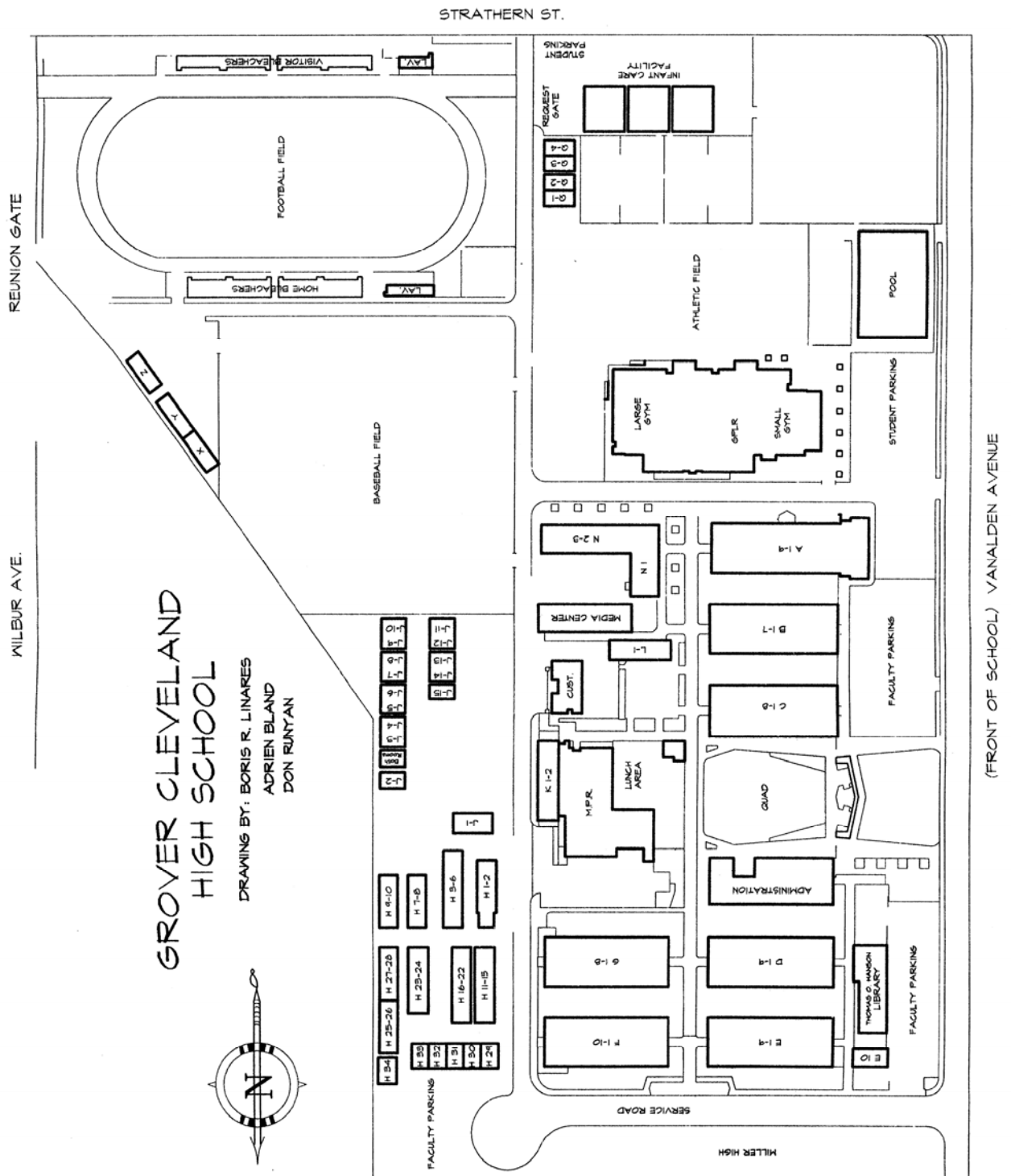
ATHLETIC TEAM ACCOLADES 2002-2008 <i>(continued)</i>		
Sport	Year	Honor
Drill Team	2006	1 st Place (military) – Knott's Berry Farm Competition
	2006	1 st Place (Hip Hop) – Raging Waters Competition
	2007	1 st Place (Drill) – Chatsworth Parade
	2007	1 st Place (novelty) – Six Flags Magic Mountain Competition
	2007	1 st Place (military) – Six Flags Magic Mountain
	2007	1 st Place (Drill) – Memorial Day Parade
	2007	1 st Place (military) – Raging Waters Competition
JV Football	2007	West Valley League Champions
Boys Varsity Golf	2002	West Valley League Champions
	2005	West Valley League Champions
	2006	West Valley League Champions
	2007	West Valley League Champions
Girls Varsity Golf	2003	West Valley League Champions
	2005	West Valley League Champions
	2007	West Valley League Champions
Girls Soccer	2004	First Place - Grant High School Tournament
	2005	City Invitational Champions
	2005	First Place - Grant High School Tournament
Boys Varsity Swimming	2002	West Valley League Champions
	2003	West Valley League Champions
	2004	West Valley League Champions
	2005	West Valley League Champions
	2006	West Valley League Champions City Champions
	2007	West Valley League Champions City Champions

ATHLETIC TEAM ACCOLADES 2002-2008 <i>(continued)</i>		
Sport	Year	Honor
Boys F/S Swimming	2002	West Valley League Champions
	2003	West Valley League Champions
	2004	West Valley League Champions
	2005	West Valley League Champions
	2006	West Valley League Champions
Girls Varsity Swimming	2003	West Valley League Champions
	2004	West Valley League Champions
	2005	West Valley League Champions
	2006	West Valley League Champions
	2007	West Valley League Champions
Girls F/S Swimming	2002	West Valley League Champions
	2003	West Valley League Champions
	2004	West Valley League Champions
	2005	West Valley League Champions
	2006	West Valley League Champions
	2007	West Valley League Champions
Boys Varsity Volleyball	2007	City Invitational Champions
Girls Varsity Volleyball	2008	City Invitational Finalist
Co-Ed Water Polo	2008	City Finalist

Bell Schedule

Regular Days			Minimum Days	
A	7:00 - 7:50		A	7:00 - 7:50
1	7:57 - 8:54		1	7:57 - 8:33
2	9:00 - 10:02		2	8:39 - 9:19
Nutrition	10:02 - 10:22		3	9:25 - 10:00
3	10:28 - 11:25		Nutrition	10:00 - 10:30
4	11:31 - 12:28		4	10:36 - 11:11
Lunch	12:28 - 12:58		5	11:17 - 11:52
5	1:04 - 2:01		6	11:58 - 12:34
6	2:07 - 3:04			
Staff Development Days			Extended Lunch	
A	7:00 - 7:50		A	7:00 - 7:50
1	7:57 - 8:39		1	7:57 - 8:53
2	8:45 - 9:33		2	8:59 - 10:00
Nutrition	9:33 - 9:53		Nutrition	10:00 - 10:20
3	9:59 - 10:41		3	10:26 - 11:23
4	10:47 - 11:29		4	11:29 - 12:26
Lunch	11:29 - 11:59		Lunch	12:26 - 1:10
5	12:05 - 12:47		5	1:16 - 2:13
6	12:53 - 1:34		6	2:19 - 3:18
Staff Development Days			Homeroom	
<i>During Homeroom Schedule</i>			A	7:00 - 7:50
A	7:00 - 7:50		1	7:57 - 8:51
1	7:57 - 8:37		Homeroom	8:57 - 9:05
Homeroom	8:43 - 8:51		2	9:11 - 10:05
2	8:57 - 9:38		Nutrition	10:05 - 10:25
Nutrition	9:38 - 9:58		3	10:31 - 11:26
3	10:04 - 10:45		4	11:32 - 12:27
4	10:51 - 11:32		Lunch	12:27 - 12:57
Lunch	11:32 - 12:02		5	1:03 - 1:58
5	12:08 - 12:48		6	2:04 - 3:04
6	12:54 - 1:34			

Campus Map



Cleveland High School Shareholders

Certificated Personnel 2007-2008

ADMINISTRATION

Robert Marks	Principal
Nidia Castro	Assistant Principal
Cindy Duong	Assistant Principal
Elena Paul	Assistant Principal
Robert Rakauskas	Assistant Principal
Patrick Shanahan	Assistant Principal

SUPPORT STAFF

Wayne Basinger	Gifted Coordinator
Gema Benitez	School Psychologist
Lori Broger-Mackey	Teacher Librarian
Leslie Broyles	UTLA Chapter Co-Chair
Tom Carrola	Bilingual Coordinator
Cathee Cohen	Coordinator, Media Academy
Ray Crawford	Coordinator, AVID
Annette Curi-Morton	Accreditation Coordinator
Breanna DeMail	School Psychologist
Donna Downs	Coordinator, Special Education
Sharon Drell	College Adviser
Miriam Fish	Coordinator, SAS
Ed Garcia	Attendance Dean
Sharon Ghaleb	School Nurse
Aazam Irlilian	Coordinator, AOAT
Nancy Johnston	Coordinator, Interdisciplinary Studies
Bryce Kawamoto	Math Coach
Jarod Kawasaki	Testing Coordinator
Jolene Kuebler	Coordinator, CAV House
Ricky Kupferer	UTLA Chapter Co-Chair
Gabriel Lemmon	Coordinator, Humanities Magnet
Jason Meskis	Athletic Director
Sharon Read	Literacy Coach
Ghezal Sherzada	Diploma Project Advisor
Stephanie Slaughter	Career Adviser and Student Leadership Sponsor
William Smith	Title I Coordinator
Robert Storaker	ISIS Coordinator
Carlos Valdovinos	Dean of Students
Rolando Young	Dean of Students

COUNSELING STAFF

Cathee Cohen	Media Academy
Geni Cobb	CAV House
Miriam Fish	SAS
Teresa Frias	Sort and Health Academy (<i>pending</i>)
Gail Gold	Humanities Magnet
Lori Howe	Humanities Magnet
Ami McColl	AOAT
Priscilla Morales	AVID, ELD
Diane Shapiro	Interdisciplinary Studies

TEACHING STAFF**Art Department (Visual and Performing)**

Neil Anstead	Aazam Irilian	Melanie Miller
Sam Baltimore	Kevin Keady	Lori Monroy
Bill Diebold	Jeffrey Laidlaw	Paola Prato
Linda Escobar	Gabriel Lemmon	Gabriela Salehyar
James Gleason	Donna Mercer *	Evelyn Seubert
Susan Hanley	Mark Middlebrook	

English Language Development Department

Susana Cantu	Phuong Ly	Rudolfo Torres
Jocelyn Fine *		

English Department

Wayne Basinger	Louis Hernandez	Mark Nechak
Benett Berkowitz	Donna Hill	Ryan O'Connell-Elston
Coleen Bondy	Brian Jacobs	Maria Padrón
Blanca Collazo	Nancy Johnston	Richard Posito
Cindy Duong	Grace Kim-Oh	Tara Siegel
Dortha Ewart	Kimberly Kosach	Shari Sisson
David Fitzmorris	Ricky Kupferer	Valerie Stewart
Nina Gifford	Laurie Kurnick	Danielle Taklender
Judy Gray	Jennifer Macon	Rebecca Williams
Rita Hall *	Tracy Martin	Sarah Wu

Health and Life Skills Education Department

Fluke Fluker	Jolene Kuebler *	Hector Ramirez
Derrick Hill	Laverne Potter	Greg Venger

Industrial Technical Arts

Nelly Garcia	Don Runyan *	Stephanie Slaughter
Robert O'Connor		

JROTC

1SG Rudy Sullivan		

Mathematics Department

Dylan Branch	Gennadiy Gyulnazarov	Carlos Rodriguez
Darrell Butler	Patricia Holguin	Alla Rudin
Mario Campos	Bryce Kawamoto *	Parisa Soltani
Cathy Carson	Tu Le	Douglas Steffen
Mariam Davidian	Sam McGrath	John Witkowski
John Durbin	Michael Mitchell	George Yick

Physical Education Department

Cara Blumfield	Carol Holton	Garrett Lepisto
Joseph Cascione	Jolene Kuebler	Jason Meskis
Fluke Fluker	Steve Landress *	Carisa Silva
Teresa Frias		

Science Department

Dana Blumfield	Jayne Hupp	Patricia Marmon
Annette Curi-Morton *	Eric Johnson	Carl Pecevich
Michael Dell	Jarod Kawasaki	Runa Ray
Marshall Goldman	Arami Kim	Jeremy Smith *
David Gundrum	Derek Lowe	James Tran
Virginia Hill		

Social Studies Department

Neil Anstead	Nina Gifford	Laura Neustaedter
Danielle Aucoin *	Damian Goodman *	William Paden
Glenn Burri	Dorly Goodman	Briggs Palmer
Scott Cameron	Hui Kim	Elias Rodriguez
Raymond Crawford	John Latimer	Tony Saavedra
Wesley DeGracia	Ray Linn	Garfield Whittaker
Olivier DeMail	Ferial Masry	

Special Education Department

Eileen Avneri	Donna Downs *	Barbara Lee
LaShan Barnes	Mike Farr	Frederick Mbanefo
Patty Castillo	Janet Frnzyan	David Samuel
Michael Commander	Vanessa Frnzyan	Chris Sheehan
Laurie Danielsen	Terry Gallus	Robert Sherman
Ariles De La Vega	Ilan Garber	Erin Winter

World Language Department

Leslie Broyles *	Hui Kim	Vilma Palacios
Susana Cantu	Jolene Kuebler	Frida Rodriguez
Fidel Chavez	Carmen Mc Daniel	Janet Widen
Olivier DeMail	Jose Orellana	Gehan Yousef

Classified Personnel 2007-2008

Buildings and Grounds		
Jose Aguirre	Eugene London	David Raroque
Carlos Berrera	Maria Macias	Maria Serrano
Charles Cawley	Victor Ortega	Melinda Thor
Joseph Chavez	Roberto Osorio	Juan C. Vargas
Daniel Gonzalez	Javier Peña-Plant Manager	Mudiyasselage Wijesundara
Loren Iverson		

Cafeteria		
Maria Banegas	Josefina Juarez	Francisco Rojas
Reyna Castellanos	Rogelio Mendoza	Maggie Sahagian
Ruth Flores	Aaora Nirupma	Helen Spears
Marie E. Garcia	Alice Ochoa	Jaime Terez
Anna Guzman	Joe Pitillo	Loi Thruong
Colleen Hart	Maria Quintero	

Clerical		
Patricia Burgueño	Yolanda Harris	Dorothy Sparks
Cecilia Contreras	Na'imah Hawkins	Marcela Spensier
Sylvia Contreras	Dina Reich	Adrianna Torres
Doris Cortes	Inez Reveles	Hortencia Villegas
Kristy Ebert	Mark Russell	Mary Zarate
Diego Giangrasso	Diane Seiger	

Para-Professionals (Teaching Assistants)		
Lorena Diaz	Kassandra Martin-Paperno	Roya Rahimzadeh

Special Education Aides		
Principina Branch	Jeffrey Hansen	Mahnaz Payan
Nicolas Chavez	Asia Jackson	Theresa Quandt
Evangeline Cohen	Karen Menacho	Michael Shanahan
Elizabeth Flores	Eugenia Mendez	Adele Silverman
Ana Gloria Fonseca	Curtis Muhammad	Claudia Sosa
Ana Rosa Fonseca	Melissa Oestman	Linda Strauss
Cristina Frnzyan	M.A. Oyatayo	Doreen Valenzula
Javier Garcia	Howard Panchuk	Ana Wainwright
Arsaloz Goncuoglu		

Student Store		
Lois Dickey	Nancy Potter	Sammy Shiblak
Nancy Phillips		

Curriculum Council Members 2007-2008***Administration***

Robert Marks	Principal
Nidia Castro	Assistant Principal
Cindy Duong	Assistant Principal
Elena Paul	Assistant Principal, SCS
Robert Rakauskas	Assistant Principal
Pat Shanahan	Assistant Principal

Department Chairs

Danielle Aucoin	Social Studies
Leslie Broyles	World Language
Annette Curi-Morton	Science
Donna Downs	Special Education
Jocelyn Fine	English Language Development
Damian Goodman	Social Studies
Rita Hall	English
Bryce Kawamoto	Mathematics
Jolene Kuebler	Health and Life Skills
Steve Landress	Physical Education
Donna Mercer	Art
Don Runyan	Industrial Arts
Jeremy Smith	Science

Coordinators

Tom Carrola	English Language Development
Cathee Cohen	Media Academy
Raymond Crawford	AVID
Miriam Fish	SAS
Nancy Johnston	Interdisciplinary Studies
Jolene Kuebler	CAV House
Aazam Irilian	AOAT
Gabriel Lemmon	Humanities Magnet
Rolando Young	Sports and Health Academy (pending)

Curriculum Council Members 2007-2008 (continued)***Academic Coaches***

Bryce Kawamoto	Math Coach
Sharon Read	Literacy Coach

United Teachers of Los Angeles (UTLA) Co-Chairs

Leslie Broyles	
Ricky Kupferer	

School Leadership Council 2007-2008***Administration***

- Robert Marks – Principal
- Nidia Castro – Assistant Principal
-

Parent/Community Members

- Maureen Moylan
- Denise Powers

Students

- Linda Chavez

Teachers

- Leslie Broyles
- Dorly Goodman
- Rita Hall
- Ricky Kupferer
- Laverne Potter

Other Staff

- Lori Broger-Mackey – Teacher Librarian
- Cathee Cohen – Counselor, Media Academy Coordinator
- Gabriel Lemmon – Magnet Coordinator
- Edward Martinez – Security
- Diane Seiger – Clerical
- William Smith – Title I Coordinator

School Site Council Members 2007-2008***Principal***

- Robert Marks

Parent/Community Members

- Jose Gonzalez
- Denise Powers
- Smadar Sciutto
- Steve Weprin

Students

- Morgan Currier
- Tierney Finster
- Eunice Kang
- Amy Kleinman
- Allie Moat

Teachers

- Leslie Broyles
- Annette Curi-Morton
- Linda Escobar
- Damian Goodman
- Rita Hall
- Ricky Kupferer
- Wayne Basinger

Other Staff

- Edward Martinez – Security
- William Smith – Title I Coordinator

Clubs and Organizations**Student-Run Clubs**

Adopt a School	34	Junior Statesmen of America (JSA)	53
Arts Reaching Teens	30	Key Club	59
College Bound Club	120	Kickstart	17
Breaking Boundaries	50	Korean Club	31
Brothers & Sisters United (BSU)	49	Lend a Hand	23
Calculus Club	18	Muslim Student Assoc	22
Chess Club	29	Optimist Club	13
China Club	11	Salsa Amor	39
Cultural Club	30	Scholars in Action	30
Connections Club	25	Scrapbook/Cardmaking	16
Dance Appreciation	25	Step and Dance	15
Earthbound	82	Students Reaching Success	25
Filipino Appreciation Club	41	Students for Social Awareness	37
Free The Children	15	Teens for Charities	14
Gay Straight Alliance (GSA)	70	Teen International Media Exchange (TIME)	20
Habitat for Humanity	15	Women in Today's Society (WITS)	43
Indian Student Assoc	20	Vegetarian Club	20
Subtotal			1,141

Organizations

Academic Decathlon	9	KCAV Student Broadcast	31
Band	20	Knights and Ladies	36
Cheer	23	Leadership	20
Choir	70	Peer Counselors	73
College Peer Counselors	12	Renaissance Board	6
Drama	46	Senior Board	30
Drill Team	25	Skills USA	46
Freshman Council	45	Sophomore Council	124
Jazz Ensemble	12	Speech and Debate	15
Journalism	20	Sports	693
JROTC	146	Students with Advanced Technology (SWAT)	21
Junior Council	166	Yearbook	20
Subtotal			1,709

TOTAL **2,850**

Cleveland High School Credo

CLEVELAND HIGH SCHOOL

A California Distinguished School

VISION

STATEMENT

Cleveland High School fosters academic and personal success in a safe educational environment that teaches the skills necessary to thrive in a changing world.



MISSION

STATEMENTS

- To ensure all students a rigorous, relevant and coherent standards-based curriculum
- To examine data and implement activities that monitor and focus on student achievement
- To employ current research on effective professional development as a means to raise student achievement
- To allocate resources and utilize strategies to help students succeed
- To promote parental and community involvement
- To provide support systems that meet student academic and emotional needs
- To collaborate with students in establishing learning plans that explore educational and career goals

EXPECTED SCHOOLWIDE LEARNING RESULTS

Educated Young Adults who

- Analyze, interpret, synthesize, evaluate, and use information from a variety of sources
- Apply technology to research and produce original works
- Read, write, listen, and speak critically and reflectively

Self-sufficient Individuals who

- Generate solutions and adapt to change
- Develop self-esteem and positive identity
- Explore resources beyond school to enhance learning

Long-range Planners who

- Contribute time, energy and talents to improve the quality of life in their community
- Establish meaningful personal, academic, and career goals
- Continue life-long learning pursuits

Respectful Citizens who

- Acquire knowledge of a variety of cultures and languages, and appreciate individual differences
- Demonstrate personal integrity and assume responsibility for decisions and actions()
- Respect and conserve the environment

Cleveland High School Credo — Korean

CLEVELAND HIGH SCHOOL A California Distinguished School

학교의 정명서 클레블랜드 고등학교는, 본래부터는 세계 속에서 살아가는데 필요한 가치를 가르치는데 앞선 한 교육 기관 속에서, 학생이 개인적 정수를 길러내는 것이 학교의 vision이다.  - 모든 학생에게 엄격함과 정직함을 가르치고, 모든 학생이 학업과 사회에 대한 열정을 갖도록 한다. - 학생들이 진정으로 학업의 가치를 이해하고, 자기에게 필요한 모든 것을 배울 수 있도록 한다. - 학생들이 성공을 향유할 수 있도록 하고, 모든 학생이 학업과 사회에 대한 열정을 갖도록 한다. - 학생들이 학업과 사회에 대한 열정을 갖도록 하고, 모든 학생이 학업과 사회에 대한 열정을 갖도록 한다. - 학생들이 학업과 사회에 대한 열정을 갖도록 하고, 모든 학생이 학업과 사회에 대한 열정을 갖도록 한다. - 학생들이 학업과 사회에 대한 열정을 갖도록 하고, 모든 학생이 학업과 사회에 대한 열정을 갖도록 한다.	가대되는 학교권한에 걸친 학업정당: E: 교육받은 모든 성인자들은: - 어디 source에서 얻은 정보를 분석하고, 해석하고, 종합적으로 다루어, 평가해서, 사용한다. - 기술을 적용하여 연구해서 과학적인 성과를 이룬다. - 기술을 읽고, 분석하고, 평가하고, 종합적으로 다루어, 평가해서 한다. S: 자부심이 강한 사람들(개인들): - 문제 해결을 해내며, 본래에 적용한다. - 자주성과 명목한 인정을 지운다. - 학업을 더 보이기 위해 학교 밖의 자원을 찾아낸다. I: 학업적 제재자들: - 그들의 지역사회에서, 삶의 불만을 줄이기 위하여 시간과 정력과 재능을 바친다. - 이미 있는 개인적, 학구적, 그리고 생애의 목표를 세운다. - 평생의 학업추구를 계속한다. R: 공손한 시민들: - 어려 단락과 언어를 배우며, 개인적 차이를 인정한다. - 평생의 개인적 인식을 보여주며, 자기의 편견과 행동에 책임진다. - 수치화한 것을 관용하고 보전한다.

Cleveland High School Credo — Spanish

CLEVELAND HIGH SCHOOL

Escuela Distinguida en California

VISIÓN

La Preparatoria Cleveland promueve el desarrollo académico y personal en un ambiente educativo seguro que enseña a nuestros jóvenes a prosperar en un mundo de constante cambio



MISIÓN

- Nos aseguraremos de que todos los estudiantes aprendan con un plan de estudio riguroso, pertinente y coherente basado en las normas académicas estatales.
- Implementaremos actividades controladas y enfocadas en que todos los estudiantes alcancen los resultados de aprendizaje y las normas académicas en toda la escuela
- Emplearemos investigaciones recientes en cuanto al desarrollo profesional como una manera de buscar la solución para que todos los estudiantes aprendan
- Asignaremos los recursos y utilizaremos varias estrategias para ayudar a que nuestros estudiantes triunfen
- Promoveremos la participación de los padres y la comunidad
- Proveremos un sistema de apoyo para ayudar a nuestros estudiantes en lo académico y emocional
- Colaboraremos con los estudiantes para que establezcan su plan de aprendizaje y exploren sus metas educacionales y sus carreras

RESULTADOS DE APRENDIZAJE QUE SE ESPERAN PARA TODOS

Jóvenes **E**ducados quienes

- Analizan, interpretan, sintetizan, evalúan, y usan información de varios recursos
- Aplican la tecnología, hacen investigaciones y producen trabajos originales
- Leen, escriben, escuchan, y hablan críticamente y reflexivamente

Individuos que **S**on auto-suficientes y

- Generan soluciones y se adaptan al cambio
- Desarrollan un gran auto estima e identidad positiva
- Exploran los recursos más allá de la escuela para mejorar el aprendizaje

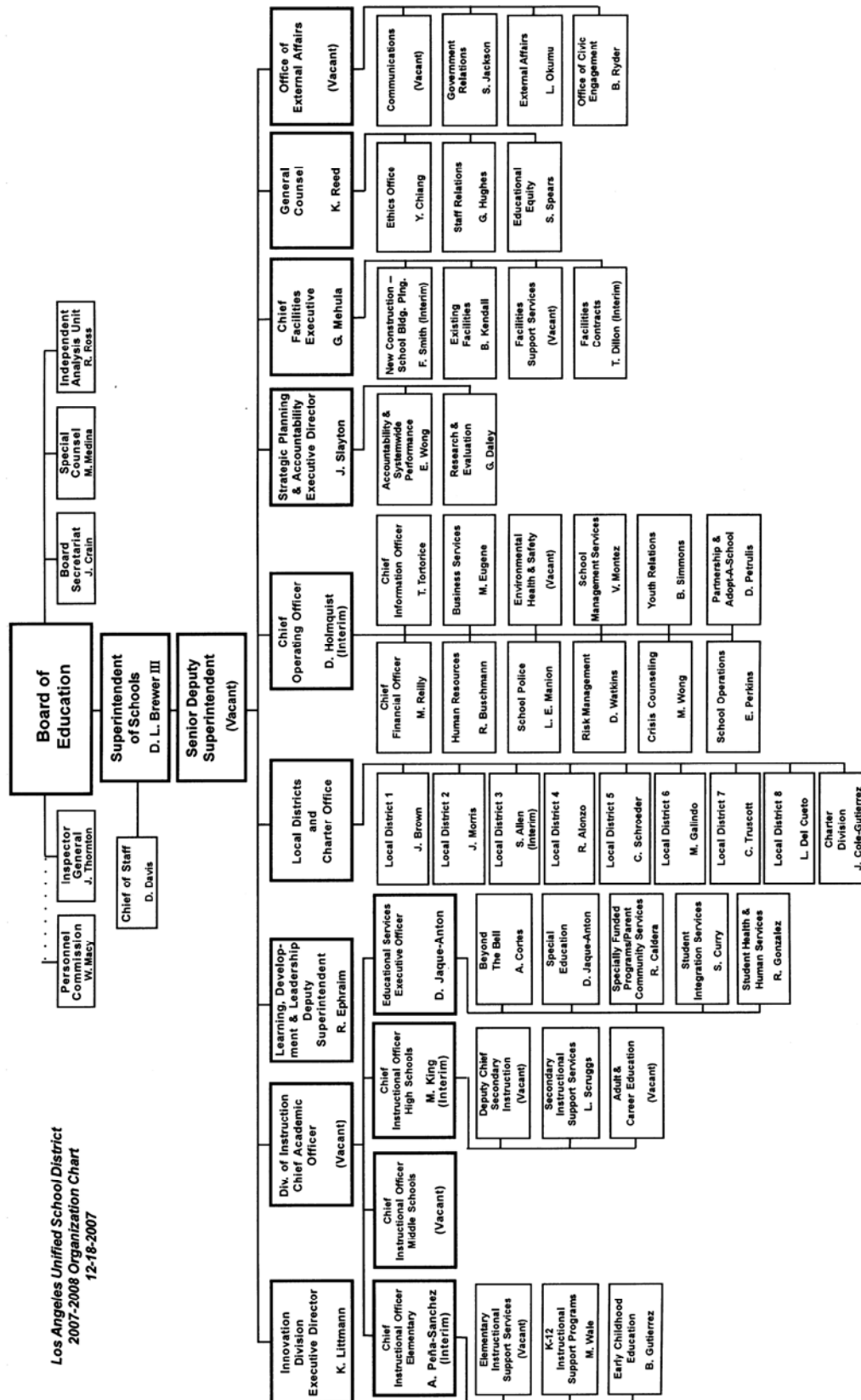
Estudiantes que hacen planes a **L**argo plazo y

- Contribuyen su tiempo, energía y talentos para mejorar la calidad de vida y su comunidad
- Establecen metas que valen la pena en lo personal, académico, y en sus carreras
- Continúan los deseos a aprendizaje para toda la vida

Ciudadanos **R**espetuosos quienes

- Aprenden de varias culturas, lenguajes, y aprecian las diferencias de los demás individuos
- Demuestran integridad personal y asumen responsabilidad por sus decisiones y acciones
- Respetan y conservan el medio ambiente

Los Angeles Unified School District Organizational Chart



Small Learning Communities

Academy of Art and Technology (AOAT)

AOAT, a California Partnership Academy, is a small learning community that focuses on an art-centered, technology-based education. AOAT's curriculum focuses on skills that are critical for student success during high school and after graduation, including communication, teamwork, problem solving, critical thinking, and time management.

Students are educated and trained in graphic design, web design and illustration: all aspects of the arts profession. AOAT has developed partnerships with various higher education institutes as well as organization and businesses. Our partners include but are not limited to the following: California States University, Northridge; Art Center School of Design; Art in Education Aid Council; Museum of Modern Art; General Motors; and, Continental Art Supplies.

Grade 9	Grade 11
Health & Life Skills	Digital Imaging
English 9	American Literature/Contemporary Composition
ICS	United States History
	Chemistry
Grade 10	Grade 12
Painting	Digital Imaging Production
English 9	Government and Economics
World History	World Literature/Exposition Composition
Biology	

Advancement Via Individual Determination (AVID)

AVID is an academic support program for grades 9-12 that identifies middle range students with academic potential and prepares them for college eligibility and success, including enrollment in honors and AP classes.

Most students come from socioeconomically disadvantaged households and will be first generation college enrollees. At 75.2%, the majority of the students are Hispanic or other minorities. Females comprise 73.6% of the AVID student population. The AVID program provides students with after school tutorial sessions twice a week in addition to the tutoring that takes place during the AVID elective classes.

The program essentials are

- To provide academic instruction and other support to AVID students and prepare them for eligibility to four-year colleges and universities
- To give AVID students college level entry skills
- To increase the “coping skills” of AVID program participants
- To motivate AVID program students to seek a college education
- To increase AVID program participants’ levels of college and career awareness

Grade 9	Grade 11
AVID 1AB	AVID 3 AB
English 9AB (AVID/Honors)	AP Eng Language or Honors American Literature/ Contemporary Composition
ICS	AP US History
Grade 10	Grade 12
AVID 2 AB	AVID Senior Seminar
English 9AB (AVID/Honors)	AP Literature or Advanced Composition
World History AB (AVID/Honors)	AP US Government
Biology AB	

Character, Academics, and Vision (CAV) House

CAV House provides a personalized learning environment for Cavaliers. In its third year, the program began as a freshmen academy to assist students with the transition from middle school to high school. It has now expanded into a four-year pathway with the aim of preparing students for academic, social, and personal success. We provide all our students with meaningful, rigorous, and relevant standards-based coursework that integrates AVID strategies and the Six Pillars of Character. Our students will develop the necessary skills to help them throughout high school, as well as with their educational and career choices beyond high school.

CAV House offers students the following personalized services and programs:

- Summer Bridge Transition Program
- Attendance Support
- Academic Counseling
- After School Tutoring
- Campus Information and Events
- Support from Parent Center
- Career and College Workshops

Grade 9	Grade 11
English 9AB (Honors Available)	Am Lit/Contemp Comp (Honors Available)
Life Skills and Health	US History (Honors Available)
Grade 10	Grade 12
English 10AB (Honors Available)	World Lit/Expo Comp (Honors Available)
World History (Honors Available)	Prin of Am Dem/Economics (Honors Available)

Humanities Magnet

A humanities education focuses on humankind: our development, our culture, our diversity, and our commonality. With an exposure to a wide range of study, students develop an overall appreciation for learning along with the skills necessary for life after graduation. A Humanities education provides a strong foundation for any field one pursues in college.

Over the course of four years, students examine the following themes:

- Existentialism
- Platonic Idealism
- Conceptions of Race
- Marxism vs. Capitalism
- Freudian ideas of the unconscious
- Postmodernism
- Romanticism
- Multiple Intelligences
- Overcoming ethno-centricism
- Transcendentalism
- Gender identity
- Darwin and evolution

Cleveland's interdisciplinary classes, called CORE classes, blur the distinctions between disciplines so that students experience continuity in their education. The four primary classes that we interweave are: history, philosophy, art, and literature.

As one of the most successful and longest running Integration Programs in Los Angeles, Cleveland Humanities Magnet fosters the development of an informed, reflective, and diverse community of learners. Its curriculum serves as a model for other Humanitas programs throughout LAUSD. In collaboration with Urban Education Partnership, hundreds of teachers have come to Cleveland to attend Teacher Training Institutes where they learn to develop thematic, interdisciplinary, and writing-based curricula.

Grade 9	Grade 11
Honors English 9	Honors Am Lit/Contemp Comp
Honors Geography	Honors Humanities
	AP US History
Grade 10	Grade 12
Honors English 10	Honors Art History
Honors World History	Honors Prin of Am Dem/Economics
	AP English Literature

Interdisciplinary Studies

Interdisciplinary Studies is a humanitas program established to provide residential students with high quality instruction in which the curriculum is interdisciplinary, thematic and writing-based. A quality humanitas program offers an academically enriched curriculum that encourages students to view the world as an interdisciplinary whole, and make connections between their courses.

Interdisciplinary Studies brings students, teachers, and parents into a small school community with the intent of developing academic skills and personalizing the educational experience. Students take a specific set of courses with teachers who collaborate to develop interdisciplinary themes and activities that will capture the interest and curiosity of students. Academic subjects are enriched by studies in art history, computer graphics, photography and film. Teacher-teams meet regularly to assess student progress and coordinate program activities. Interdisciplinary Studies offers unique activities and field trips that foster unity and enable students to extend their learning beyond the classroom.

- Interdisciplinary Studies has operated a successful Humanitas program since 1996.
- Interdisciplinary Studies serves the residential school population. There are no restrictions or requirements placed on admission. We have various levels: sheltered, regular, and honors. The majority of our ninth graders are far below basic and below basic.
- Interdisciplinary Studies has teamed with the Cleveland High School Humanitas Magnet to offer Teacher Training Centers for the Urban Education Partnership twice a year for the purpose of training newly formed Humanitas teams in the development and implementation of themed units.

Grade 9	Grade 11
English 9 (Honors Available)	Am Lit/Contemp Comp (Honors Available)
ICS (Honors Available)	US History (Honors Available)
Health and Life Skills	
Grade 10	Grade 12
English 10 (Honors Available)	World Lit/Expo Comp (Honors Available)
World History (Honors Available)	Prin of Am Dem/Econ (Honors Available)
Digital Images	Photography and Ceramics

Media Academy

In an ever-changing world, media communication is one of the most powerful means of influencing the minds and hearts of people around the world. The Media Academy makes our future filmmakers aware of this power, and their responsibility to use it thoughtfully. As future professionals in the entertainment industry, our students learn technical, intellectual and artistic skills. More importantly, the curriculum develops their vision, integrity, and character. Media Academy students will become artists and craftspeople who lead the way for the future with imagination, compassion, and courage.

Classes and programs:

- Film Production
- Documentary Film Production
- Television Production and Live Broadcast – KCAV TV
- Editing with Final Cut Pro
- Drawing
- Traditional & 3D Animation
- Special Effects
- Comic Book Art
- Digital Photography
- Photoshop
- Web Design
- Computer Graphics
- Claymation
- Marketing for the Film Industry
- Teen International Media Exchange (TIME): Video collaborations with Scotland (via the web); and Korea and Belize (in country). TIME organized the first International Youth Media Summit (IYMS) in 2006 with 86 participants from 26 countries

Grade 9	Grade 11
Digital Imaging 1 (10 week Rotation)	<i>Electives Choices</i>
(Armature, Animation, Filmmaking & Photoshop)	Digital Imagery 1
	Graphic Design
	Illustrator
	Drawing 1, 2, 3
	AP Studio Art
	K-CAV Live News
	2D & 3D Animation
	APPLE Certification Final Cut Pro Course
Grade 10	Grade 12
Digital Image 2, 3or	Documentary Filmmaking & Production or
Intermediate, Advanced Filmmaking or Videomaking	Radio & TV Broadcasting or
Intermediate/Advanced Animation or 2D & 3D Animation	Web Design or
	Film Production or
	Digital Imaging Production and/or Web Design
	APPLE Certification Final Cut Pro Course

School for Advanced Studies

The School for Advanced Studies provides state identified highly gifted, gifted, and high achieving students with a rigorous program to help students achieve their maximum potential. The Advanced Studies curriculum meets the high school graduation requirements and prepares students academically to meet the a-g University of California and California State University entrance requirements. Students develop the skills and knowledge needed to succeed in the finest colleges and universities in the country.

Cleveland's SAS students have been accepted to all of the University of California campuses and to many prestigious universities, including Harvard, Columbia, Yale, Johns Hopkins, Northwestern, Smith and USC.

Cleveland High School's highly regarded SAS Program provides

- A differentiated high-standard curriculum engaging students in academic challenges designed to meet individual intellectual needs.
- Carefully selected highly qualified faculty implementing a variety of instructional models.
- Knowledgeable counselors directing individualized academic support.
- An administration experienced in coordinating gifted programs.
- Access to college courses offered on the Cleveland campus through an established relationship with Pierce Community College.
- Informational meetings and workshops for parents.

Grade 9	Grade 11
Honors English 9	AP Eng Lang or Honors Am Lit/Cont Comp
Honors Music Appreciation	AP US History
Honors Biology	
Grade 10	Grade 12
Honors English 10	AP Eng Lit or Honors World Lit/Expo Comp
AP World History or H World History	AP Government and Honors Economics
AP Biology or H Chemistry	

Teacher Survey

A survey was given to teachers on October 16, 2007. It was a series of 16 statements in five categories: vision and leadership; curriculum; instruction; assessment and accountability; and student support services. The teachers were asked to rank the statements using a 1–4 format: 1-strongly disagree; 2-disagree; 3-agree; and 4-strongly agree. A total of 150 teachers responded to the survey.

		Strongly Disagree	Disagree	Agree	Strongly Agree
VISION/LEADERSHIP					
	Diversity is celebrated and supported by students, teachers, and staff.	1%	6%	49%	44%
	I have high expectations for my students.	0%	1%	24%	75%
	Overall, I feel supported by the administration and other staff.	5%	15%	50%	31%
	I have confidence in how leadership is selected.	6%	17%	53%	24%
	I have the opportunity to participate in leadership roles.	1%	12%	58%	29%
	The school always finds a way to get needed resources.	0%	18%	56%	26%
CURRICULUM					
	I assume responsibility for the learning of students through a distinctive and focused curriculum.	1%	0%	33%	66%
	My students participate in a rigorous, challenging, relevant, and standards-based curriculum.	1%	2%	33%	64%
	The educational program at Cleveland prepares students to complete the A-G college entrance requirements.	1%	3%	38%	58%
INSTRUCTION					
	I use a variety of strategies and resources to teach, including technology.	1%	3%	33%	64%
	I understand the subject(s) I teach, and use the California state standards to guide me in what to teach.	1%	3%	26%	71%
ASSESSMENT AND ACCOUNTABILITY					
	I use a variety of techniques to evaluate student learning.	1%	1%	39%	59%
	I use student achievement data to make decisions and initiate activities that focus on all students achieving content standards.	1%	9%	49%	42%
STUDENT SUPPORT SERVICES					
	Cleveland High School is a safe, secure, and clean environment.	0%	11%	56%	34%
	Parents or guardians are invited to participate in school activities.	0%	6%	55%	40%
	Facilities-related problems in my classroom(s) are dealt with promptly.	4%	16%	51%	29%

BUDGETARY INFORMATION (SINGLE PLAN FOR STUDENT ACHIEVEMENT)

SOURCE OF FUNDING 2007-2008	AMOUNT
Attendance Incentive	\$16,970
Bilingual	\$459,681
California Partnership Academies Grant	\$74,138
CAP Funds	\$2,304
Careers in Technical Education Grant	\$40,000
Donations	\$10,513
Gifted	\$27,405
Magnet (IMA and Curricular Trips)	\$138,678
Modified Consent Decree (Special Education)	\$29,300
Perkins Grant	\$140,000
PHBAO (Predominately Hispanic/Black/Asian/Other) Class Size Reductions	\$808,020
Residential IMA (Instructional Materiel Account)	\$116,668
Regional Occupation Program (ROP)	\$398,208
Rodriguez Consent Decree	\$55,455
SB 813 (10 th grade counseling)	\$17,333
School Determined Needs	\$20,910
School Library Improvement Block Grant	\$341,198
Special Education	\$14,145
Title I	\$1,295,132
Title III	\$12,020
Tutoring (Beyond the Bell)	\$33,000
TOTAL	\$4,051,078

Cleveland High

1	9	6	4	7	3	3	1	9	3	1	8	6	4

**Los Angeles Unified School District
Single Plan for Student Achievement
Assurances, Budgets, and Justifications**

2007 - 2008

School	Grover Cleveland Senior High	Local District	1	Principal	Robert L. Marks
School Address	8140 Vanalden Avenue	City	Reseda	Telephone	(818) 885 - 2300
The budgets, justifications, and the school's Single Plan for student Achievement (SPSA) update have been reviewed by the Local District and recommended for approval to Specially Funded Programs.					
Typed Name of Local District Superintendent		Jean Brown			
Signature of Local District Superintendent		<i>Jean Brown</i>			
Date approved by District Board of Education		Date 6-15-07			

Check each applicable box

Programs

☒ Compensatory Education	The Board of Education has delegated to the general superintendent and the local district superintendents responsibility for budget and program decisions related to SB1X and Title I schools, which includes schools in corrective action and restructuring. Plans must be approved by the local district superintendent before implementation.
☒ Title I Schoolwide Program (SWP)	
☐ Title I Targeted Assistance School (TAS)	
☒ English Learners	
☒ School and Library Improvement Block Grant	
☒ School-Based Coordinated Program (SBCP)	

Rev. 02/06/07 (vaf)

1

**Los Angeles Unified School District
Single Plan for Student Achievement**

School Name: Grover Cleveland Senior High 2007-2008 Local District: 1

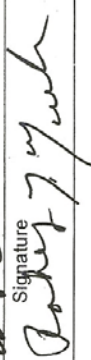
ASSURANCES

The signatures below verify that the school site council:

- Sought and considered all recommendations from the following groups or committees before adopting this plan and budget.

☒	Compensatory Education Advisory Committee	☒	Chapter Chair/Designee
☒	English Learner Advisory Committee	☐	Other (list)

- Reviewed annually and updated the Single Plan including centralized services and proposed expenditures of funds allocated to the school through the consolidated application.

School Site Council	Typed name of chairperson Annette Curi	Signature 	Date 4/30/07
Principal	Typed name of principal Robert L. Marks	Signature 	Date 4/30/07

The signatures below verify that stakeholders have had the opportunity to provide recommendations during the budget-planning process.
The signatures do not necessarily indicate approval of the spending plan.

Compensatory Education Advisory Committee (CEAC)	Typed name of chairperson Albert Oros	Signature 	Date 4/30/07
English Learners Advisory Committee (ELAC)	Typed name of chairperson Maria Luz Hernandez	Signature 	Date 4/30/07
Chapter Chair or Chapter Chair's Designee	Typed name of teacher Ricky Kupferer	Signature 	Date 4/30/07
Other (list)	Typed name	Signature	Date
Other (list)	Typed name	Signature	Date

Grover Cleveland Senior High

Categorical Funding Allocated to This School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education (7S539)	Amount:	\$	44,047
Purpose: To help educationally disadvantaged students succeed in the regular program.			
Economic Impact Aid/ Limited English Proficient (7S536)	Amount:	\$	232,521
Purpose: To develop fluency in English and academic proficiency of English Learners.			
Other State Funds (list & describe): EIA/SCE Supplemental (7N539)	Amount	\$	176,188
Purpose: To help educationally disadvantaged students succeed in the regular program.			
Other State Funds (list & describe): EIA/LEP Supplemental (7N536)	Amount	\$	99,981
Purpose: To develop fluency in English and academic proficiency of English Learners.			
School and Library Improvement Block Grant (14222)	Amount:	\$	73,568
Purpose: To improve school response to educational, personal and career needs of all students; to provide support for school libraries.			

Federal Programs

Elementary and Secondary Education Act:			
Title I: Schoolwide Program (7S046)	Amount:	\$	893,895
Purpose: To upgrade the entire educational program of the school.			
Title I Parent Involvement Allocation (7E046)	Amount:	\$	20,728
Purpose: To promote family literacy, parenting skills, and parent involvement activities.			
Title III: English Language Development (7S176)	Amount:	\$	11,520
Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English learners.			
Total amount of state and federal categorical funds allocated to this school:		\$	1,552,448

Grover Cleveland Senior High

Revised Feb 2008

Categorical Funding Allocated to This School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education (7S539)	Amount:	\$	53,116
Purpose: To help educationally disadvantaged students succeed in the regular program.			
Economic Impact Aid/ Limited English Proficient (7S536)	Amount:	\$	249,636
Purpose: To develop fluency in English and academic proficiency of English Learners.			
Other State Funds (list & describe): EIA/SCE Supplemental (7N539)	Amount	\$	168,415
Purpose: To help educationally disadvantaged students succeed in the regular program.			
Other State Funds (list & describe): EIA/LEP Supplemental (7N536)	Amount	\$	97,542
Purpose: To develop fluency in English and academic proficiency of English Learners.			
School and Library Improvement Block Grant (14222)	Amount:	\$	97,961
Purpose: To improve school response to educational, personal and career needs of all students; to provide support for school libraries.			

Federal Programs

Elementary and Secondary Education Act:			
Title I: Schoolwide Program (7S046)	Amount:	\$	930,169
Purpose: To upgrade the entire educational program of the school.			
Title I Parent Involvement Allocation (7E046)	Amount:	\$	25,910
Purpose: To promote family literacy, parenting skills, and parent involvement activities.			
Title III: English Language Development (7S176)	Amount:	\$	11,520
Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English learners.			
Total amount of state and federal categorical funds allocated to this school:		\$	1,634,269

LOS ANGELES UNIFIED SCHOOL DISTRICT
ALLOCATION OF SELECTED SCHOOL RESOURCES
2007-2008

School: CLEVELAND SH
Fund Center: 1859001
School District: 1

PROGRAM	ELIGIBLE PARTICIPANTS	RATE	ALLOCATION	6.5% PFV ** (Item 430098)	AMOUNT AVAILABLE FOR BUDGETING

CATEGORICALLY FUNDED PROGRAMS

<u><COMPENSATORY EDUCATION></u>					
TITLE I – Percentage Schools (7S046)	67.99%		893,895	58,103	
10% Set aside for 2006-07 Watch List Schools – (7S046) Item 430009			-		
PI School – 10% Prof Dev (70A56)			-		
Allocation Calculation	2,591	\$345	893,895		835,792
Parent Involvement (7E046)	2,591	\$8	20,728		
EIA/SCE (7S539)	2,591	\$17	44,047	2,863	41,184
EIA/SCE SUPP *** (7N539)	2,591	\$68	176,188	11,452	164,736
<u><BILINGUAL EDUCATION></u>					
A/LEP (7S536)					
Bilingual	768	\$272	208,896		
Redesignated	135	\$175	23,625		
TOTAL EIA/LEP			232,521	15,114	217,407
EIA/LEP SUPP *** (7N536)					
Bilingual	768	\$117	89,856		
Redesignated	135	\$75	10,125		
TOTAL EIA/LEP SUPP			99,981	6,499	93,482
<u><EIA EDUC DISADVANTAGED></u>					
Program 7M083					
Continuation Schools-40% to 74.99%			-	-	-
TITLE III (7S176)	768	\$15	11,520		11,520
GENERAL PROGRAM RESOURCES					
<u><SCHOOL & LIBRARY IMPROVEMENT></u>					
Program 14222					
Elementary	-	-	-	-	-
Middle School	-	-	-	-	-
Senior High	3,872	\$19	73,568	4,782	68,786
TOTAL SLI			73,568	4,782	68,786

*These preliminary allocations are based on the most current fiscal information and are subject to change. ** Potential Funding Variance. *** Supplemental

Grover Cleveland Senior High

LOS ANGELES UNIFIED SCHOOL DISTRICT
ALLOCATION OF SELECTED SCHOOL RESOURCES
2007-2008

School: CLEVELAND SH
Fund Center: 1859001
Local District: 1

PROGRAM	ELIGIBLE PARTICIPANTS	RATE	ALLOCATION	6.5% PFV** (Item 430098)	AMOUNT AVAILABLE FOR BUDGETING

CATEGORICALLY FUNDED PROGRAMS

<u><COMPENSATORY EDUCATION></u>					
TITLE I – Percentage Schools (7S046)	67.99%		893,895	58,103	
Allocation Calculation	2,591	\$345	893,895		835,792
Parent Involvement (7E046)	2,591	\$8	20,728		
EIA/SCE (7S539)	2,591	\$17	44,047	2,863	41,184
EIA/SCE SUPP ** (7N539)	2,591	\$68	176,188	11,452	164,736
<u><BILINGUAL EDUCATION></u>					
EIA/LEP (7S536)					
Bilingual	768	\$272	208,896		
Redesignated	135	\$175	23,625		
TOTAL EIA/LEP			232,521	15,114	217,407
EIA/LEP SUPP *** (7N536)					
Bilingual	768	\$117	89,856		
Redesignated	135	\$75	10,125		
TOTAL EIA/LEP SUPP			99,981	6,499	93,482
<u><EIA EDUC DISADVANTAGED></u>					
TITLE III (7S176)	768	\$15	11,520		11,520

GENERAL PROGRAM RESOURCES

<u><SCHOOL & LIBRARY IMPROVEMENT></u>					
Program 14222 Senior High	3,872	\$19	73,568	4,782	68,786
TOTAL SLI			73,568	4,782	68,786

*These preliminary allocations are based on the most current fiscal information and are subject to change.

**Potential Funding Variance

***Supplemental

Grover Cleveland Senior High

**Title I (7S046)
Justification
Fiscal Year 2007-2008**

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$893,895
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

Identify the program to be implemented during the 2007-2008 school year.

☐ TAS

☒ SWP

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits)		
1105	Day to day substitute coverage (80 days) to allow time for teachers to participate in professional development and planning, mentoring and participation in activities directly related to the program.	\$19,520 FTE = 0.00	I – 111
1501	School Psychologist (2 days) will counsel students individually and in groups concerning academic problems (under-achieving students, potential drop outs, and social skills development) and provide behavioral intervention consultation.	\$38,345 FTE = 0.40	U – 5/2/2006
1601	Nurse two (2) days provides supplemental health services to all students, which may include health counseling, referral, follow-up on preventative health concerns, school and community health-related information groups and projects.	\$33,601 FTE = 0.40	I – 116
1903	Categorical Program Advisor Z-time allows the coordinator twenty (20) days summer preparation time to plan and monitor expenditures, order supplies and instructional materials, design staff development, and complete inventories.	\$7,553 FTE = 0.00	I – 124
1903	Categorical Program Advisor (Title I Coordinator) will provide direct services to students which could include conducting professional development activities, conducting program and student evaluation activities, and coordinating and providing parent involvement activities.	\$93,178 FTE = 1.00	I – 124
	Coordinator Differential	\$1,569 FTE = 0.00	Program Description Page
	Teacher Differential will provide assist in coordinating after school and Saturday intervention classes.	\$1,418 FTE = 0.0	I-109

Grover Cleveland Senior High

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
2000	Classified Personnel Salaries (includes benefits) <i>Parent Resource Liaison</i> (8 hour/B Basis) will provide support to the school's Parent Center by providing information to parents and the public, and coordinating, organizing and participating in various parent workshops, orientations and training programs (including workshops on effective parenting, basic computer skills, and community meetings).	\$39,966 FTE = 1.00	U – 10/3/2006
2101	<i>Education Aide II</i> (6 hour)	\$29,047 FTE = 0.75	Program Description Page
2101	8 <i>Educational Resource Aides</i> (6 hour) will support and extend the focus of the instructional program, under the direction of a highly qualified teacher, will assist in maintaining a safe and nurturing environment, and strengthen and support school-community relations by communicating with parents and families, and assisting in supervising in-house intervention programs.	\$257,496 FTE = 3.75	U – 6/3/2004
2301	<i>Clerk</i>	\$38,580 FTE = 1.00	Program Description Page
	<i>Education Aide III (AVID Tutor)</i> (3 hour) will assist AVID students access their rigorous, standards-based college-preparatory curriculum by tutoring individuals and small groups of at-risk or economically disadvantaged students, under the direct supervision of a highly qualified teacher.	\$26,988 FTE = 1.125	U – 4/30/2007
4000	Books, Materials, Supplies		
4490	<i>Other equipment</i> provides for, but will not be limited to the purchase of: 20 new laptop computers (≈ \$23,500); 10 LCD projectors (≈ \$6,500) for teachers and students and replacement of broken or non-functioning laptops and projectors (originally funded by Title I funds); 7 Apple iMac G5 17" (≈ \$15,000) desktop computers to replace 6 year-old computers originally funded with Title I funds (housed in room A9); and three 30 laptop carts (≈ \$150,000) to allow students and teachers access to word processing applications, Internet-based writing, research and publishing tools, present completed projects and to purchase software to allow students and teachers to create supplemental lessons and projects to provide differentiated instruction through all modalities of learning.	\$195,000	SPSA Equipment Update 2007/8

Grover Cleveland Senior High

Title I (7S046)
Justification
Fiscal Year 2007-2008
(continued)

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
4501	<i>General supplies</i> provides supplemental materials and supplies which will assist teachers to close the learning gap for all students, but particularly our under-performing sub-groups and English/ Language Arts and Mathematics classes. These materials will include, but not be limited to paper for copying student and teacher-created supplemental materials, ~ 50 classroom printers and replacement ink for publishing supplemental projects, and various consumable supplies to enrich supplemental technology- and print-based research projects.	\$8,031	I – 116
4503	<i>Custodial Supplies</i>	\$500	Program Description Page
5000	Services and Other Operating Expenses		
5110	<i>Instructional Service Contract(s)</i> will utilize professional services to enrich and supplement the instructional program by contracting the services of recognized authors of adolescent literature, and/or other topics of interest and concern to adolescents.	\$5,000	I – 125
5110	<i>Staff Conference Attendance</i> provides for staff development at conferences and workshops, admission fees, as well as participation in activities directly related to the improvement of standards-based instruction, SDAIE techniques, and differentiated instruction, especially in the core areas of English/Language Arts and Mathematics, and the other curricular areas assessed by the California Standards Tests. Conferences may include, but not be limited to: ASCD, AVID, CAEA, NCTM, NCTE, CUE, NAF and National Title I Conferences.	\$40,000	I – 109, 111, 125
	Pending Distribution		
	Funding Variance	\$58,103	
Allocation		\$893,895	

Grover Cleveland Senior High

EIA-SCE (7S539)
Budget Justification
Fiscal Year 2007-2008

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$44,047
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
4000	Books, Materials, Supplies		
4310	<i>Instructional materials</i> and supplies provide supplemental materials. These materials will include, but not be limited to, supplemental workbooks, atlases and other print and research materials (e.g. VHS tapes, CDs and DVDs) for classroom use in all classes.	\$1,554	I – 116 & 117
5000	Services and Other Operating Expenses		
5604	<i>Rental of Equipment</i> - Rental of Konica 7085 (S/N 56GE11784 housed in ISIS Office) for 12 months to provide photocopying of supplemental materials for all teachers and intervention classes.	\$11,928	I – 116
5606	<i>Maintenance Equipment</i> - of 3 Duplo 31Ss (S/Ns 981063579 and 10961969 both housed in J1C, and 11164060 housed in the Teacher's Workroom), 3 Duplo 330Ls (S/Ns 31262707 housed in H31, 31262727 housed in the ISIS Office, and 31262711 housed in the Teacher's Workroom), 2 Konica 1216s (S/Ns 26LE04947 housed in H16 and 26LE05605 housed in the H3/4 Workroom), 1 Konica 2223s (S/N for 35EE12367 housed in H31) and Konica BizHub 250 (S/N 31116255) housed in the Library [for student use], 2 Konica 7045s (S/N 55YE06051 housed in the Teacher's Workroom and 55YE06026 housed in J1C), 2 Konica 7255s (S/N 56SE09805 and 56SE09900 housed in the Teacher's Workroom), 1 Konica 7085 (S/N 56GE11784 housed in ISIS Office) and 1 Toshiba ES350 (S/N CP1548036 housed in the Parent Center) for 12 months to provide photocopying of supplemental materials for all teachers and intervention classes.	\$27,702	I – 116
	Pending Distribution		
	Funding Variance	\$2,863	
Allocation		\$44,047	

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Grover Cleveland Senior High

EIA/SCE-Supplemental (7N539)
Budget Justification
Fiscal Year 2007-2008

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$176,188
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits) <i>Teacher Z-Time</i> will provide 20 teachers (English, mathematics, science and social studies) 27 hours each in after school and/or Saturday (being out of their regular assignment) test preparation classes to help prepare under-performing students for the CAHSEE and CSTs.	\$34,150	I – 109
4000	Books, Materials, Supplies <i>Instructional materials</i> and supplies provide supplemental materials (including, but not be limited to, supplemental books and workbooks, atlases and other print and electronic research materials) for classroom use with all classes, but particularly with the school's under-performing sub-groups in English/Language Arts and Mathematics classes, and materials and workbooks for after school and Saturday intervention programs.	\$43,107	I – 116
4310			
4501	<i>General supplies</i> provides supplemental materials and supplies which will assist teachers to close the learning gap for all students, but particularly our under-performing sub-groups in English/ Language Arts and Mathematics classes. These materials will include, but not be limited to paper for copying student and teacher-created supplemental materials, replacement ink for publishing supplemental projects, and various consumable supplies to enrich supplemental technology- and print-based research projects.	\$87,479	I – 116
	Pending Distribution		
	Potential Funding Variance (6.5%)	\$11,452	
Allocation		\$176,188	

Grover Cleveland Senior High

**Title I Parent Involvement
7E046 Budget and Justification
Fiscal Year 2007-2008**

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$20,728
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

ITEM NUMBER	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI- FUNDED)	NUMBER OF POSITIONS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
4000	Books, Materials, Supplies				
4017	<i>Instructional Material</i> are supplies and materials necessary to maintain the Parent Center, for monthly CEAC meetings and parent and community training sessions (e.g. educational CDs, educational DVDs and video tapes, a networkable laser printer for Parent Center computers).	\$1,478			I – 114
	<i>General supplies</i> are supplies and materials necessary to maintain the Parent Center, and for monthly CEAC meetings (e.g. copying supplies and stationary supplies for Parent Center and trainings; paper goods for meetings and trainings; educational toys, games and other supplies for children of parents and students attending meetings).	\$8,500			I – 114, 115
4054	<i>Compensatory Education Advisory Committee Expense</i>	\$5,000			
5000	Services and Other Operating Expenses				
5004	<i>Independent Contract</i> with the Parent Institute for Quality Education will provide classes for Parents of Title I students in techniques to assist their children with school work and how to become more effective when dealing with adolescents and the pressures they feel in a large urban high school.	\$5,000			I – 114

Grover Cleveland Senior High

**Title I Parent Involvement
7E046 Budget and Justification
Fiscal Year 2007-2008
(continued)**

ITEM NUMBER	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI- FUNDED)	NUMBER OF POSITIONS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
5006	<i>Parent Conference Attendance</i> funds will provide for parents' professional development by attending local and national Title I conferences and workshops.	\$750			I - 114
Allocation		\$20,728			
Title I Parent Involvement Title I schools must implement activities for parents that support the instructional program. Using the Title I parent involvement budget worksheet (7E046), schools will develop a budget justification for the allocation. Questions should be directed to the Parent Community Services Branch (PCSB) or the local district.					

Grover Cleveland Senior High

**PARENT INVOLVEMENT PROGRAM
BUDGET PLANNING SHEET FOR 2007-2008**

SCHOOL NAME:

ORGANIZATION CODE:

ITEM NO.	RESOURCES	COMPENSATORY ED. TITLE I (7E046)		COMPENSATORY ED. EIA/SCE (7S539)		LEP (7S536)		SCHOOL AND LIBRARY IMPROVEMENT (14222)	
		QTY	Amount	QTY	Amount	QTY	Amount	QTY	Amount
2228	Clerical relief								
2234	Custodial Relief								
5006	Parent Conference Attendance (Limited to a Maximum of \$750.00 per funding source)		\$750						
2267	Professional Expert								
2266	Community Representative Pay								
	Rate \$								
2246	Student Aide								
4017	Instructional Material (Support parent activities only)		\$1,478				\$2,320		
4054	School Advisory Committee or School Site Council Expenses (operating expenses and refreshments)		\$5,000						
4044	Audio Visual Equipment								
	Translation Equipment								
5001	Contracted Instructional Services: Parent Institute for Quality Education		\$5,000						
	Outside companies that are LAUSD approved to train parents in the curricular areas.								
5004	Independent Contract (Professional Services) Organizations and services that train parents in their roles & responsibilities regarding councils and committees.								
5016	Parent Training Allowance (Reimbursement for child care, mileage, meals)								
TOTAL BUDGET			\$ 20,728		\$ 176,188		\$ 232,521		\$ 73,568

This is not a budget. However, this planning sheet allows for parent-involvement budgeting at a glance. School and Library Improvement (SLI) funds must be used to budget for school site council expenses. Schools receiving EIA-LEP funds should allocate one (1) percent of the funds to implement training for parents

Please present this page for programmatic and fiscal review.

These funds are not intended for facility rentals. They are meant to be for supplemental services for parents.

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**2007-08 Title I and Economic Impact Aid-State Compensatory Education (EIA-SCE) Program(s)
Justification Page**

<i>The items identified below are being purchased to facilitate the compliant implementation of the Title I/EIA-SCE program.</i>		
Funding Source(s)		Description of Goods/Services to Enhance the School Organization and Support Structures
7S046	7S539	
✓		Categorical Program Adviser Differential Performs program-related activities outside the regular six-hour work day.
✓		Clerk * Provides support to the categorical program school staff in the areas of parental involvement, intervention, and professional development.
✓		Educational Aide II Performs clerical tasks related to categorical programs and assists in communication with parents. May not provide direct teaching assistance to students. In addition, may not perform the responsibilities of any classified position nor be used for supervision task. May purchase no more than five positions from EIA-SCE, Title I, School and Library Improvement combined.
✓		Custodial Supplies Supplies used as the direct result of parental and intervention activities beyond the school day.

* A school may purchase a total of two (2) positions from the combination of clerk/office technician/senior office technician positions. If more than two (2) are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support.

Grover Cleveland Senior High

2007-08 Title I Parental Involvement Program Justification Page

The items identified below are being purchased to facilitate the compliant implementation of the Title I program.

Funding Source(s)	Description of Goods/Services to Support the School, Family and Community Partnerships
7E046	
✓	Compensatory Education Advisory Committee (CEAC) Expense Funds for local school advisory committee operating expenses. Expense may include refreshments but not meals. Expenses may be funded with Title I or EIA-SCE for the CEAC.

School Name

**TITLE III: LANGUAGE INSTRUCTOR FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS
BUDGET PLANNING WORKSHEET FOR 2007-2008 (7S176)**

BUDGET AREA	BUDGET ITEM	AMOUNT	DESCRIPTION OF TITLE III SERVICES/ACTIVITIES (Please describe and justify how each checked budget item supports the school's English Learner Program.)
1000-Certificated Salaries (include benefits)	☒ Teacher Relief Z/X ☒ Day to Day Substitute ☐ District Sponsored Training Rate 1 or 2 ☐ Professional Expert ☐ Administrator Z/X ☐ Teacher Assistant Relief	\$8221 FTE=0.00 \$2440 FTE=0.00	• <i>Teacher X Time</i> will allow highly qualified teachers opportunities to plan and present intervention activities outside their regular assignment in Saturday and/or after school interventions programs for ELLs who have not made adequate academic progress in core academic subjects. • <i>Day to day Substitutes</i> will provide for ELD teachers to observe classrooms and attend professional development led by demonstration teachers and/or support providers.
2000-Classified Salaries (include benefits)	☐ Clerical Relief ☒ Clerical Overtime ☐ Custodial Overtime ☐ District Sponsored Training Rate 3 ☐ Professional Expert	\$300	• <i>Clerical Overtime</i> will help support the implementation of intervention activities after school and/or Saturdays and will assist ELD teachers in making home contacts.
4000-Books & Supplies	☒ Instructional Material ☐ Reprographics	\$559	• <i>Instructional materials</i> and supplies will provide supplemental materials to support the implementation of after school and/or Saturday intervention for EL students. These materials include, but not limited to, supplemental books and workbooks, visuals aids, computer software, learning games and audio-visual equipment.
5000-Services and Other Operating Expenses	☐ Contracts ☐ Parent Training Allowance ☐ School Advisory Council Expense		Services and other operating expenses to support specific Title III professional development activities

<u>M. W. Kappeler</u> UTSL Chairperson	<u>4/30/07</u> Date	<u>Robert L. Wark</u> Principal	<u>4/30/07</u> Date
<u>Maria del Perdomo</u> English Learner Advisory Committee Chairperson	<u>4/30/07</u> Date	Local District EL Program Coordinator	Date

Please return two signed copies of this Budget Justification page to your Local District EL Program Coordinator by November 2, 2007.

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Grover Cleveland Senior High School

Bilingual (EIA-LEP + District) (7S536)
Budget Justification
Fiscal Year 2007-2008

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$232,521
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits)		
1103	<i>Teacher X Time</i> (60 hrs) will allow highly qualified teachers opportunities to teach outside their regular assignment in after school interventions and tutoring programs for ELLs who have not made adequate progress.	\$3,794 FTE=0.00	I=122

* Please specify the plan that is being referenced with the following:

- I – (Initial Single Plan for Student Achievement)
- U – (Single Plan for Student Achievement Update)
- PI – (Program Improvement Update)

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Grover Cleveland Senior High School

Bilingual (EIA-LEP + District) (7S536)
Budget Justification
Fiscal Year 2007-2008
(Continued)

1105	<i>Day to day substitutes</i> will allow teachers to attend professional development activities, conferences, observe peers, improve SDAIE techniques and differentiating strategies, and other activities that relate to the ELL program.	\$2,440 FTE=0.00 (10 days)	I=111
1903	<i>Categorical Program Advisor</i> (Bilingual Coordinator) to provide direct services related to the program such as staff development, developing intervention services for ELs, monitoring program expenditures, conducting program/student evaluation activities, coordinating parent involvement activities to ensure the compliant functioning of the advisory committee, and other duties that assures compliant program implementation.	\$ 93,178 FTE=1.00	I-121
1903	<i>Coordinator Differential</i>	\$1,569 FTE= 1.00	Program Description Page
2000	Classified Personnel Salaries (includes benefits)		
2301	<i>Office Technician</i> (8 Hrs)	\$41,738 FTE=1.00	Program Description Page
2302	<i>Office Personnel Overtime</i>	\$2,400 FTE=0.00	Program Description Page

* Please specify the plan that is being referenced with the following:

- I – (Initial Single Plan for Student Achievement)
- U – (Single Plan for Student Achievement Update)
- PI – (Program Improvement Update)

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Grover Cleveland Senior High School

Bilingual (EIA-LEP + District) (7S536)**Budget Justification****Fiscal Year 2007-2008****(Continued)**

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
4000	Books, Materials, Supplies		
4310	<i>Instructional materials</i> will be purchased for ELLs and LEP students in sheltered content classes, including, but not limited to, admission on curricular trips, supplemental textbooks and workbooks, visual aids, leveled readers, learning games, computer software, manipulatives, realia, and audio-visual equipment to enhance instructional delivery and provide for opportunities for hands-on learning experiences.	\$11,700	I=122
4490	<i>Other equipment</i> provides for, but will not be limited to, laptops for ELD teacher and student use, LCD projectors, Smart Boards, and Software to assist in creating supplemental lessons and enhance the presentation of projects in order to provide various modalities of learning for the purpose of increasing student achievement.	\$46,310	2007-08 SPSA Equipment Update
4501	<i>General supplies</i> provide supplemental materials that will assist teacher and coordinating staff in closing the learning gap for ELLs. These materials may include, but not be limited to, paper for copying student and teacher-created supplemental materials, classroom printers and ink for publishing those materials, various other consumable supplies to enrich technology- and print-based research projects, and office supplies to assure compliant program implementation.	\$100	I=122
4502	<i>Advisory committee expenses</i>	\$2,320	Program Description Page
5000	Services and Other Operating Expenses		

* Please specify the plan that is being referenced with the following:

I – (Initial Single Plan for Student Achievement)

U – (Single Plan for Student Achievement Update)

PI – (Program Improvement Update)

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Grover Cleveland Senior High School

5202	<i>Staff Conference Attendance</i> funds will allow teachers to attend national and regional conferences and workshops as a part of their professional development, and pay for registration fees. Conference venues may include, but not be limited to: CATESOL, CAFE, ASCD and NABE.	\$10,308	I=109
5606	<i>Maintenance of Equipment</i> – Contract will provide maintenance for a Konica 2330 (S/N 35GE01717 housed in the Bilingual Office) that will be used to copy supplemental materials for students in the ELD program and students in sheltered content areas classes.	\$1,250	I=116
5804	<i>Curricular trips</i> will provide extracurricular experiences and opportunities for increased student achievement by allowing ELLs to apply learning gained in real-world situations. Venues may include, but not be limited to: Getty Museum	\$300	I=122
6000	Capital Outlay (Equipment items costing over \$25,000; central-office approval is required)		
7000	Other Outgoing Pending Distribution Funding Variance	\$15,114	
Allocation		\$232,521.00	

Bilingual (EIA-LEP + District) Schools must allocate five percent of the initial EL budget for (1) professional development activities and (2) an additional five percent for appropriate supplemental instructional materials to support compliant implementation of the District's *Master Plan* and its *Instructional Programs School Guide for ELs*.

* Please specify the plan that is being referenced with the following:

- I – (Initial Single Plan for Student Achievement)
- U – (Single Plan for Student Achievement Update)
- PI – (Program Improvement Update)

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Grover Cleveland Senior High School

EIA/LEP-Supplemental (7N536)**Budget Justification****Fiscal Year 2007-2008**

Name of District: Los Angeles Unified School District	Date: April 30, 2007
CDS Code: 1964733	2007-08 Allocation: \$99,981
Name of School: Grover Cleveland Senior High	School CDS Code: 1931864
School Contact Person: Nidia Castro	Phone: (818) 885-2300
Local District: 1	Fax: (818) 727-0964

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
1000	Certificated Personnel Salaries (includes benefits)		
1103	<i>Teacher Z Time</i> will allow highly qualified teachers opportunities to teach outside their regular assignment in after school interventions and tutoring programs for ELLs who have not made adequate progress.	\$7,589 FTE=0.00	I=122
1105	<i>Day to day substitutes</i> will allow teachers to attend professional development activities, conferences, observe peers, improve SDAIE techniques and differentiating strategies, and other activities that relate to the ELL program.	\$6,100 FTE=0.00 (25 days)	I=111
1107	3 <i>Bilingual teacher assistants</i> , under the supervision of highly qualified teachers, will help provide reinforcement and primary language support to ELLs while helping provide equal access to grade level content.	\$35,361 FTE=3.00	I=121
1501	<i>School Psychologist</i> will counsel ELLs individually and in groups concerning academic problems (under-achieving students, potential drop outs, and social skills development) and provide behavioral intervention consultation.	\$19,177 FTE=0.20	U=5/10/2006
2000	Classified Personnel Salaries (includes benefits)		

* Please specify the plan that is being referenced with the following:

- I – (Initial Single Plan for Student Achievement)
- U – (Single Plan for Student Achievement Update)
- PI – (Program Improvement Update)

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Grover Cleveland Senior High School

Bilingual (EIA-LEP + District) (7S536)
Budget Justification
Fiscal Year 2007-2008
(Continued)

OBJECT CODE	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
4000	Books, Materials, Supplies		
4310	<i>Instructional materials</i> will be purchased for ELLs and LEP students in sheltered content classes, including, but not limited to, admission on curricular trips, supplemental textbooks and workbooks, visual aids, leveled readers, learning games, computer software, manipulatives, realia, and audio-visual equipment to enhance instructional delivery and provide for opportunities for hands-on learning experiences.	\$20,000	I=122
4501	<i>General supplies</i> provide supplemental materials that will assist teacher and coordinating staff in closing the learning gap for ELLs. These materials may include, but not be limited to, paper for copying student and teacher-created supplemental materials, classroom printers and ink for publishing those materials, various other consumable supplies to enrich technology- and print-based research projects, and office supplies to assure compliant program implementation.	\$583	I=122
5000	Services and Other Operating Expenses		
5202	<i>Staff Conference Attendance</i> funds will allow teachers to attend national and regional conferences and workshops as a part of their professional development, and pay for registration fees. Conference venues may include, but not be limited to: CATESOL, CAFE, ASCD and NABE.	\$1,660	I=109

* Please specify the plan that is being referenced with the following:

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- I – (Initial Single Plan for Student Achievement)
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5804	<i>Curricular trips</i> will provide extracurricular experiences and opportunities for increased student achievement by allowing ELLs to apply learning gained in real-world situations. Venues may include, but not to be limited to: Getty Museum, LACMA, MoCA, A Noise Within Theater, Museum of Tolerance, IMAX Theater, Museum of Natural History and Western Heritage Museum, Bilingual Foundation for the Arts, Getty Museum	\$3000 (10 trips)	I=122
6000	Capital Outlay (Equipment items costing over \$25,000; central-office approval is required)		
7000	Other Outgoing Pending Distribution Funding Variance	\$6,499	
Allocation		\$99,981.00	

Bilingual (EIA-LEP + District) Schools must allocate five percent of the initial EL budget for (1) professional development activities and (2) an additional five percent for appropriate supplemental instructional materials to support compliant implementation of the District's *Master Plan* and its *Instructional Programs School Guide for ELs*.

* Please specify the plan that is being referenced with the following:

- I – (Initial Single Plan for Student Achievement)
- U – (Single Plan for Student Achievement Update)
- PI – (Program Improvement Update)

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**2007-08 Economic Impact Aid-Limited English Proficient (EIA-LEP) and
Title III Program(s) Justification Page**

<i>The items identified below are being purchased to facilitate the compliant implementation of the EIA-LEP /Title III program(s).</i>		
Funding Source(s)		Description of Goods/Services to Implement the ELD Program
7S176	7S536	
	✓	Categorical Program Adviser Differential Performs program-related activities outside the regular six-hour day
	✓	Clerk Provides support to the EL categorical program school staff.
✓	✓	Clerical Relief and Overtime Performs short-term clerical help and for overtime payments directly attributable to the EL program.
	✓	English Learner Advisory Committee Expenses Funds must be used to support operating expenses including refreshments and supplies.

Single Plan for Student Achievement Update and Justification for Equipment Purchased/Leased through Categorical Programs

Check all that apply:

☐ Budget Development ☒ SWP

☒ Budget Adjustment ☐ TAS

State Code 19-64733

1	9	3	1	8	6	4

School Cleveland SH Local District 1 School Year 2007-08 School Code

Directions: Complete this page when funds have been budgeted for equipment which is \$500 or more per item. List the need of the equipment based on data and describe how the equipment will be utilized to close the achievement gap for the identified subgroup(s). Identify the funding source(s) as Title I, EIA-SCE, EIA-LEP, or SI/SLI. **Except for leased equipment**, all items on this page must be added to the school's *Inventory for Equipment Purchased through Categorical Programs*. Refer to Reference Guide Number 2177.1 dated March 15, 2006 for further information. **This page must be attached when submitting a Budget Adjustment Request form or with the Assurances and Justifications.**

Specific data used for Key Finding(s):		Targeted Subgroup(s):	Action Plan(s) (Check appropriate action plan(s) as needed.)	Position of Person(s) Responsible for Reporting and Monitoring Implementation	Cost or Amount of Lease	Funding Source
Itemized Equipment (Type/Model)	Number of Units	Key Finding(s)	Describe how the use of the equipment will close the achievement gap for the identified subgroup(s)	Outcomes/ Evidence		
IBM Thinkpads	20	Although the school has met its AYP, the EL subgroup proficiency rate is only 26.2 in English Language Arts and 43.9 in Mathematics.	EL Students	EL Coordinator Administrators	~\$29,375	EIA-LEP
Smartboards	5				~\$10,000	
Epson S4 LCD Projectors	10				~\$6,935	

If applicable, identify the findings from the process which led to SPISA update.

☐ PI Year 1 Identification
☐ PI Year 2 NCLB Review
☐ PI Year 3 Identification
☐ PI Year 4/5 Restructure
☐ School Assistance Intervention Team (SAIT)
☐ WASC Accreditation

Single Plan for Student Achievement Update 2007-2008

Title I Program

☐ TAS ☒ SWP

School Grover Cleveland Senior High Local District 1 State Code 19-64733 School Code

1	9	3	1	8	6	4

1. Specific data used for Key Finding(s):		2. Targeted Subgroup(s): Economically Disadvantaged	3. Action Plan(s) (Check appropriate action plan(s) as needed.)	
			☐ English/Language Arts ☒ Mathematics ☐ English Language Development	☐ School, Family, and Community Partnerships ☒ School Organization and Support Structures
4. Key Finding(s)	The school's AVID program was found to be out of compliance with reference to Essential No. 8 which requires a sufficient number of tutors in the AVID elective class to facilitate student access to rigorous college preparatory curriculum.	The school will hire 3 3-hour Education Aide III (AVID tutors) at a cost of \$8,996, for a total of \$26,988, to lead the tutorial sessions twice weekly during the AVID tutorial classes; thereby the program will meet the 1:7 tutor to student ratio and the program will continue to be certified.	Cost(s) \$8,996 per position \$26,988 total	8. Monitoring 3 annual visits from LACOE On-going monitoring by AVID teacher Annual certification of AVID program
5.	Strategies/Activities (include Proposed Expenditures)	Funding Source(s)	Means of Evaluating Progress towards Proficiency	Monitoring
6.	Title I	7S046	Annual AVID certification (Essential No.8)	3 annual visits from LACOE On-going monitoring by AVID teacher Annual certification of AVID program

The School Site Council revised the Single Plan for Student Achievement with the advice and review of applicable school advisory committees.

Robert J. Tuck 4/30/07 4/30/07
Principal Date Date

Albert Oroz 4/30/07 4/30/07
CEAC Chairperson Date Date

*Local District Superintendent/Designee

Date

*Required for Program Improvement schools only.

Single Plan for Student Achievement Update and Justification for Equipment Purchased/Leased through Categorical Programs

Check all that apply:

☐ Budget Development ☒ SWP

☐ Budget Adjustment ☐ TAS

State Code 19-64733

1	9	3	1	8	6	4

School Cleveland Senior High Local District 1 School Year 2007/8 School Code

Directions: Complete this page when funds have been budgeted for equipment which is \$500 or more per item. List the need of the equipment based on data and describe how the equipment will be utilized to close the achievement gap for the identified subgroup(s). Identify the funding source(s) as Title I, EIA-SCE, EIA-LEP, or SI/SLI. **Except for leased equipment**, all items on this page must be added to the school's *Inventory for Equipment Purchased through Categorical Programs*. Refer to Reference Guide Number 2177.1 dated March 15, 2006 for further information. **This page must be attached when submitting a Budget Adjustment Request form or with the Assurances and Justifications.**

Specific data used for Key Finding(s):			Targeted Subgroup(s):		Action Plan(s) (Check appropriate action plan(s) as needed.)		Funding Source
Itemized Equipment (Type/Model)	Number of Units	Key Finding(s)	Describe how the use of the equipment will close the achievement gap for the identified subgroup(s)	Outcomes/Evidence	Position of Person(s) Responsible for Reporting and Monitoring Implementation	Cost or Amount of Lease	
IMB Think Pads	20	Though the school has met its AYP, our under-performing sub-groups could be more successful on CST, CAHSEE and periodic assessments.	Continue replacing 4-6 year-old laptops which will allow teachers to supplement and differentiate students' instruction through the use of the most recent versions of word processing, spreadsheet and presentation software, CDs and other writing and research tools, and layout and web-creation software.	Increased scores and/or passing rates on CST, CAHSEE and periodic assessments.	Title I Coordinator, Principal, Testing Coordinator, English and Math Department chairs.	≈ \$23,500	Title I
Epson S4 LCD Projectors	10	Same as above	New LCD projectors will allow more students and teachers the ability to supplement standards-based instruction through presentation of student- and teacher-created materials and projects.	See above	See above	≈ \$6,500	Title I
Apple iMac 17" G5	7	Same as above	Same as laptop description above	See above	See above	≈ 15,000	Title I
3 30-computer ThinkPad carts	90	Same as above	Same as laptop description above	See above	See above	≈ \$150,000	Title I

LIST OF STANDARDS-BASED LOCAL BOARD ADOPTED TEXTBOOKS

SUBJECT	TITLE	PUBLICATION DATE
English Language-Arts		
English 9	Prentice Hall Literature: Timeless Voices, Timeless Themes, The American Experience (Gold)	2005
English 10	Prentice Hall Literature: Timeless Voices, Timeless Themes, The American Experience (Platinum)	2005
American Literature and Composition	Prentice Hall Literature: Timeless Voices, Timeless Themes, The American Experience	2002
Advanced Composition	Warriner's English Composition and Grammar, Complete Course	1988
CAHSEE Prep	CAHSEE Success – English-Language Arts	2002
DRWC	CA Read 180 Stage A	2002
	CA Read 180 Stage B	2002
	CA Read 180 Stage C	2002
AP English Language	Various CollegeBoard approved novels and texts	2001
AP English Literature	Various CollegeBoard approved novels and texts	NA
English Learners		
Level 1	High Point, Level A	2000
Level 2	High Point, Level B	2000
Level 3	High Point, Level C	2000
Level 4	High Point, The Basics	2002
Health	Holt Lifetime Health	2004
Mathematics		
Algebra 1	Prentice Hall Algebra 1	2001
Geometry	Geometry	2000
Algebra 2	Algebra and Trigonometry, Structure and Method, Book 2	2000
AP Calculus	Calculus: Single Variable	2003
Mathematical Analysis	Precalculus with Limits: A Graphing Approach	2005
AP Probability/Statistics	The Practice of Statistics	2003

SUBJECT	TITLE	PUBLICATION DATE
Science		
ICS	Integrated Coordinated Science for the 21 st Century	2004
Biology	Holt Biology	2007
Marine Biology	Life on an Ocean Planet	2006
AP Biology	Biology	2005
Chemistry	Holt Chemistry	2007
AP Chemistry	Chemistry	2007
Physics	Holt Physics	2007
AP Physics	College Physics	2006
Physiology	Essentials of Human Anatomy & Physiology	2006
Social Studies		
World History	Glencoe World History: Modern Times	2006
AP World History	Traditions & Encounters: A Global Perspective on the Past, 3 rd Ed	2006
United States History	The American Vision: Modern Times	2006
AP United States History	The American Pageant: A History of the Republic, 13 th Ed.	2006
American Government	Magruder's American Government	2006
AP US Government	American Government: Institution and Policies, 10 th Ed.	2006
Economics	Economics: Principles & Practices	2005
AP Economics	Economics: Principles, Problems, and Policies	2005
World Language		
French	C'est a toi! Level 1	2002
	C'est a toi! Level 2	2002
	C'est a toi! Level 3	2002
AP French Language	AP French: Preparing for the Language Examination	1996
Spanish for Native Speakers	Nuevas Vistas: Holt Advanced Spanish, Curso Uno	2006
	Nuevas Vistas: Holt Advanced Spanish, Curso Dos	2003
Spanish	Realidades, Level 1	2004
	Realidades, Level 2	2004
	Realidades, Level 3	2004
AP Spanish Language	AP Spanish: Preparing for the Language Examination	1996
AP Spanish Literature	Abriendo Puertas: Antologia de Literatura en Español, Tomo I	2003
	Abriendo Puertas: Antologia de Literatura en Español, Tomo II	2003

Criteria Chart	A list of requirements that represent a clear guide for students to produce work that meets the standard(s).
CST	California Standards Test. State-mandated achievement test, given yearly. Yields data on both individual student scores and school strengths/weaknesses.
CSU	California State University system.
CSUN	California State University, Northridge.
CTE	Career Technical Education.
CWC	Careers with Children. Vocational training for students interested in careers involving children; this ROP course offers certification for day care workers.
DOTS	District Office of Transition Services. Special Education students receive information on college, career, and school to work programs.
DPA	Diploma Project Advisor. Works with the attendance office to identify at-risk students and provide support services to reduce the likelihood of students dropping out of school.
DRWC	Developing Readers and Writers Course. English elective that is set in a two-hour block to provide literacy intervention using the Read 180 program.
DSS	Decision Support System. District databank that provides accountability reports on student achievement and student outcomes.
EAP	Early Assessment Program. Test developed by the CSU system to evaluate college readiness of 11 th grade students.
EL	English Learner. Students who are currently in the ELD program or who have transitioned out of the ELD program but have not redesignated. The latter population qualifies for sheltered classes.
ELA	English-Language Arts.