

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

**Chatsworth
Charter High School**

10027 Lurline Ave
Chatsworth, CA 91311
LAUSD

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I. Introduction

Chatsworth Charter High School (CCHS), Home of the Chancellors, is located north of the Santa Monica Mountains, 33 miles northwest of downtown Los Angeles, in the northern west portion of the San Fernando Valley and Los Angeles County. As a Los Angeles Unified School District Affiliated Charter since 2013-14, Chatsworth Charter High School fosters support and shares in the community's value of social and academic success for all. The local neighborhood consists of a public library with recently updated facilities and technology, large and small industrial warehousing, manufacturing facilities, office center, social services locations and county courthouse. The housing in the area includes varying sizes of apartment complexes, condominiums, and single-family dwellings. Businesses include domestic and internationally owned companies that employ community members from various socioeconomic groups.

Open since 1963, Chatsworth Charter High School is on thirty-eight acres, centrally located in the Chatsworth. The area, once covered with orange and lemon groves, has grown over the decades from farmland to industrial production including military research in the mid to late 20th century, to a quiet suburban area. The preparation and opportunities for students at Chatsworth Charter High School to be successful is fostered by all faculty and staff. With dedication, collaboration and rigorous instruction, Chatsworth Chancellors have attained many successes; City Titles in Sports, Academic Decathlon awards, Shakespeare Festival accolades, Media Production contest triumphs, and Scholarships for both academics and extracurricular to major Ivy League, public and private Universities. To facilitate a continued growth, stakeholder groups meet monthly to best accommodate parent, faculty, staff, students and other members. Stakeholder groups include: English Learner Advisory Committee, School Site Council, School Leadership Team, Instructional Leadership Team, Parent Teacher Student Association, Booster Club, Latino Parent Association, African-American Parent Association, All Valley African-American Association, and others which support band, drama, teams and student clubs.

Other stakeholder groups include business and community partners with: American Red Cross, California State University Northridge, Chatsworth Chamber of Commerce, Urban Education Partnership, UCLA Reprise Theater, Dekker Design, Kaiser Permanente Hospital, Ludwick Family Foundation, Holy Cross Hospital, STAR Student Poll Worker Program, Pierce College School of Nursing, Mission Valley Community College, Sunrise Assisted Living, CAC Fabrication, Rotary Club, Kiwanis Club, Huntington Learning Center, CPR for Life, Earthbound Center and West Valley Occupational Center.

Chatsworth Charter High School, a four-year comprehensive high school and a Title I school, includes students from local public and private feeder schools, the immediate enrollment area, and neighboring communities. Students at Chatsworth take six classes daily and the year is divided into two semesters. Chatsworth Charter High School services the area in and around the campus, which includes more than 20 elementary and middle schools. Along with neighborhood students, many families support exchange students from European, Asian, African and American countries; trusting the faculty and staff to deliver an education , which engages and inspires students.

The school library includes computers for students to research and complete assignments. Additionally, the campus has a closed-circuit television studio for Chatsworth Charter News (CCN), Math in Motion video series and other presentations for Students and Faculty; these programs are now on the schools' website. The Multipurpose room (MPR) includes media presentation accompaniments, sound and lighting equipment and a stage for theater production. Additionally, the MPR is often used to film student projects, hold Academy wide parent-student-teacher conferences, team banquets, facilitate large group meetings, handle debates, seminars, services and other functions for all community members. The school also has a fabrication machine shop used to design and manufacture student materials in sheet metal and other pliable materials. Additionally, the Chatsworth Charter High School band, piano and choir classrooms have separate practice facilities. With the addition of four new computer labs in the last five years, the delivery and engagement of students with technology in curriculum and instruction has increased. Additionally, 11 tablet/laptop technology carts are also available for full class instruction. Chatsworth Charter High School includes a complement of athletic facilities that include a stadium for track-n-field, football and soccer; two separate practice fields, a baseball field and softball field. Included on campus is gymnasium building containing a large and small gym; areas for cheer, basketball and volleyball; wrestling room, fitness center, and locker rooms. Lastly, open space outside incorporates courts for handball, volleyball, tennis, and basketball.

Chatsworth Charter High School has been steadfast in the expansion of programs available to support student achievement. Chatsworth's three critical goal areas, defined in the 2015 self-study report, call for focused, aligned, and coherent instructional programs. This included the investment in resources, which provided students the opportunity to be graduates who are college and career ready. The questions Chatsworth considered are:

1. What are the ways we have re-calibrated our instructional program to better support raising students' proficiency, narrowing the achievement gap and increase AP enrollment and success?
2. What must be done to increase the on-track students entering their senior year?
3. How do we know if these changes, strategies, and investments have had the intended impact on our students?
4. How are we implementing accountability on the learning progressions students engage in to build to college and career readiness for all?
5. What strategies have we put in place to build the capacity of our staff to provide college and career prep focused support to students and parents?
6. How can we assess whether rigor has increased in a class and schoolwide?
7. What strategies have we put in place individually and in grade level or course level teams to intervene when students are struggling?
8. How has the increased focus on "Social Emotional Learning" (SEL) impacted the way we interact with our students and/or changed the culture and climate of the campus?

For the Mid-Cycle progress report, Chatsworth Charter High School identified important areas (listed above) and addressed the school's path for growth. Chatsworth Charter High School has invested in a new instructional program and curriculum in Math (2015), English (2017) and Social Studies (2018). Chatsworth Charter High School has also invested in the modernization of two laboratory science classrooms. These new standards and facilities have positively impacted instructional practices; common core and next generation science standards (NGSS). In the college readiness data as reported by proficiency level, data indicates more are students receiving a higher percentage of college readiness (SBAC).

Chatsworth has improved the AP pass rate from 34% to 46%, although the participation rate has decreased over the same period from 20% to 18%; 18 students. Humanities courses still see the largest number of students relative to STEM courses. The school is considering and implementing strategies to accommodate more students to take AP courses; i.e. which period to offer a course, encouraging students to enroll, how to support them, and how many courses are to be available during a given period. Additionally, Chatsworth stakeholders continue to address the need for teachers to attend AP training, increase the rigor required in AP classes and encourage additional staff to teach AP.

The three critical goals from the self-study continue to be of the highest importance for all stakeholders. As a result, Chatsworth Charter High School staff continues to provide collaborative time and instructional strategies working towards improving academic practices. As more students complete the A-G requirements, faculty and staff are identifying practices for developing a detailed post-secondary plan. Chatsworth Charter High School stakeholders remain motivated as a team to continue learning and growing. The increased data metrics are an indication which both validates the positive direction of Chatsworth Charter High School and indicates the need for continued growth.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Goal 1

Chatsworth Charter High School (CCHS) remains focussed on its goal to *close the student outcomes achievement gap between significant subgroups* (i.e., Asian, Filipino and white students, and their African American and Hispanic counterparts). Based on relevant data for CCHS, significant subgroups still require targeted and strategic support and intervention to address this goal. CCHS will close the achievement gap by 2 percentage points every year among significant subgroups as measured by Smarter Balanced assessment and grades earned in core content courses. To attain this critical growth target CCHS will work to decrease the number of students among the underperforming groups, "standards not met and nearly met", to the next proficiency level by 10% and the number of students with "standards met to exceeds standards" by 2%.

With current achievement gap levels, specifically among the Hispanic subgroup, adjustments in some areas within the action plan have been warranted. In addition, Chatsworth Charter High School has added important programs and strategies to increase the achievement levels of the underperforming subgroups by about 10% every year for the next three years. One such program is the Saturday School/credit recovery that allows students to attend after failing a core content area class. Students are incentivized to attend and the teachers recruited for this are their best staff.

Chatsworth Charter High School will continue to provide supplemental, or intervention instruction within the student schedule to fill in students' learning gaps as quickly as possible and return them to core instruction. Instruction should typically be delivered at least three times per week in small-group settings in addition to the regular classroom schedule. Specifically, this would mean either having two blocks of instruction in either literacy or numeracy or taking supplemental instruction during Saturday School. Chatsworth Charter High School staff will also explore the feasibility of a seven-period schedule, or adding a zero-period, so intervention programs can be offered in the same way it is currently offered to at-risk English Learners, especially in mathematics.

Chatsworth Charter High School will assign a counselor and/or coordinator to regularly monitor progress of at-risk students towards intended student outcomes. The counselor and/or coordinator will also provide additional intervention programs, advice on how to access critical resources, and to provide teachers with formative assessment results such as those from the TransMath assessment and the SBAC Interim Assessment Blocks. The cycle from formative assessment to instruction enables the teacher to observe students' responses to targeted interventions and to proceed with instruction supported by ongoing performance data.

Professional development efforts will re-focus on the attainment of this goal as well. To deepen understanding of racial factors in academic performance and discover new strategies for closing the achievement gap Chatsworth Charter High School will implement a program called, "Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools," (CCAR). This research-based program is designed to narrow achievement gap through a series of professional development lessons. The workshops are designed to help administrators and teachers understand the African American and Hispanic-Latino students' frame of reference when communicating in academic contexts. Specifically, these workshops help educators understand why performance inequity persists and learn how their curriculum can promote true academic parity. CCAR lessons include discussion prompts, language, and tools that support discussion, activities and checklists for administrators and teachers. This professional learning can be offered during 3-4 workshops over the course of a school year.

One strategy to be incorporated at Chatsworth Charter High School, as a result of a coherent professional learning plan, is purposeful grouping. Through purposeful grouping, specific roles and responsibilities will be assigned to students according to their strengths, as defined in Gardner's multiple-intelligence theory (i.e. kinesthetic,

inter/intrapersonal, etc.). Moreover, students will be grouped strategically for a variety of educational purposes. As teachers become aware of trends in multiple intelligence that exist among African American and Hispanic-Latino American students, teachers will make the appropriate adjustments and differentiate as needed.

A monitoring system that incentivizes attendance will encourage, if not ensure, increased participation by these at-risk groups. Weekly communications with the Black Student Union and the Spanish Club to promote tutoring and encourage academic growth may also increase the number of African American and Hispanic students utilizing on-campus tutoring services.

An established communication system will continue to provide regular and frequent communications to parents of at-risk students' regarding their progress. These updates can be delivered through platforms such as PASSport and Schoology and/or Blackboard for Teachers. These communications would foster deeper parent and family engagement throughout the year as well. Other ways to improve school-to-home communication include PHABAO promotions which should begin no later than late September for those same groups with reminders sent out on a bi-weekly basis. It has also helpful to create a promotion on the weekly school news channel to increase student interest and awareness.

Moreover, a Parent Engagement Academy with approximately 60 parents just started last week. The purpose of this initiative is to prepare parents to help their child navigate the path to college and career with success. This effort targets students in grades 9-11. Moving forward, and in order to increase parent participation, marketing efforts will include phone calls, school website, and flyers sent home with students. Further, it will be critical for the ILT and site administrators to dedicate the time and resources for this particular effort.

Chatsworth Charter High School staff will continue the work of the EL Community of Practice in collaborating and developing strategies that accelerate language and literacy skills. This includes the use of Constructive Conversation in both designated and integrated ELD classes, data dialogue, test preparation, foundational skills development, and other strategies.

Critical Goal 2

For its second goal, Chatsworth Charter High School will *improve the proficiency rates in all subject areas for all subgroups*. Based on student achievement data, including California Dashboard for Chatsworth Charter High School, it is clear that there continues to be a need to provide strategic support and intervention focus improving proficiency rates on state standardized tests for significant subgroups. The growth target for each subgroup is to improve their proficiency rate by 2 percentage points each calendar year. The Chatsworth faculty and staff have been able to implement most aspects of the action plan. Refinements to the original action plan include the following:

Chatsworth Charter High School currently provides the ability for faculty to observe classes. However, to improve on this process and establish an institutionalized peer observation program, next steps should include ways to improve the structure for visiting classes, debriefing with colleagues, and taking action based on the evidence and established goals. In order for this process to become a routine part of the professional learning experience for Chatsworth Charter High School staff, teachers will need dedicated time to observe and collaborate as well as the opportunity to routinely practice group norms that foster trust and accountability. The ILT team has laid the groundwork for much of this effort already. They have created a process for choosing courses and teachers to visit, invited teachers to participate (with a positive faculty response that has resulted in more regular classroom visits), and has recommended that all visits occur on a regular schedule (staff has predetermined dates and periods for visits). Additionally, some work has been done to create a survey/observation document that will make the collection, analysis and monitoring data more effective. Some field testing of the document has occurred in order to gather feedback and make any necessary modifications. To build on this work, ILT should focus their time and attention on completing the observation tool, communicating the established visitation schedule, and making the process of visit, debrief, and act a positive part of the Chatsworth Charter High School professional learning culture and practice.

CCS will increase parent awareness through the use of PASSport--the district platform to keep parents up to date on grades and assignments--and through the Parent Engagement Institute. Plans are now being made for the year of 2018-2019 to hold monthly workshops for stakeholders to understand and grow knowledge in specific areas of student achievement. The Title I coordinator will play a key role in coordinating and supporting the ongoing efforts related to classroom instruction, tutoring, and parent engagement to support learners.

Critical Goal 3

A third goal of Chatsworth Charter High School is *to improve student success in AP courses and exams* by increasing the pass rates on AP exams and the overall success of students in the AP program. Although Chatsworth Charter High School has successfully increased participation in AP programs and exams, there is still a need to increase the school-wide pass rate in all subject areas by 2 percentage points per year.

Over the last three years, great strides have been made increasing student awareness about AP-related information. AP course requirements, summer assignments, course content, available support, Spring AP meetings, and student workshops are now on the radar of Chatsworth Charter High School students. To further increase numbers in AP, an SAS Summer Bridge Program has been created. The pilot program began with AP Calculus and will expand to other subjects. This program is designed to support students that might not traditionally move to calculus their senior year. To increase numbers in other AP classes, an AP Potential workshop needs to be formulated to educate students about AP and Pre-AP curriculum.

To improve the overall passing rate on AP exam, there is a need to increase assistance to Honors and AP students. The school has provided buses to improve attendance to

the free AP Readiness provided by the collaboration between LAUSD and UCLA and increased the frequency of offerings to twice monthly (STEM and Humanities). A collaboration between teachers of Honors and AP courses will be encouraged to continue and increase. To improve student success on AP exams, Chatsworth Charter High School should continue to promote and support the assistance to AP teachers to emphasize best instructional practices and build the necessary skills to increase passing rates.

An outreach AP Potential meeting with parents and students in the spring semester has shown to be effective in recruiting additional student participation. Letters are sent to each student to invite all students and parents to a meeting to explain the benefits of AP enrollment as well as identification of programs at CCHS to help students find success in AP and Honors courses.

Efforts will be made to provide more opportunities for teachers to develop and master strategies to better prepare students who want to transition from the Honors classes to the AP classes. CCHS will continue the work that has started to align curriculum among the pre-AP courses to the AP courses to provide a smoother transition for students entering into the AP programs.

Chatsworth Charter High School plans to increase the number of available courses students can take throughout the day in AP classes. To this end, staff will renew collaboration with department chairs to support as many teachers as possible to be eligible to teach AP with the completion of GATE hours, increase the number of teachers applying for College Board's AP Fellows Program and support AP Redesign Scholarships to provide additional possibilities for faculty to attend AP Summer Institutes for training. Overall, CCHS will persist in providing opportunities for training and to expand the numbers of AP teachers and courses.

III. Commendations and Recommendations

It should be noted that Chatsworth Charter High School has had many significant program and structural changes since the original WASC visitation in 2015. In addition to the administrative staff listed above added to support instruction, there has been a high turnover in instructional staff as well due to recent retirements. In response to concerns regarding instructional minutes, Chatsworth Charter High School changed their schedule from the 8 period block schedule in place during the original visit to a traditional 6 period bell schedule. As a result the professional development schedule was altered to include 14 sessions split between the school and district objectives. Finally, the Arts and Media Academy and the Digital Academy were combined to form a new academy, titled the Game, Arts, Media Entertainment Academy. These programmatic and structural changes and the professional learning demands that each placed on administration and staff may have impacted the resources that Chatsworth Charter High School was able to direct toward implementation of the action plan.

Commendations:

Chatsworth has made varying degrees of progress on all the recommendations from the original full WASC visitation. They have structures in place to support struggling student learners including tutoring options such as Boys and Girls Club, College Bound credit recovery options such as Edgenuity coursework, II Lab, PASS program and Winter/Spring Plus programs. Additionally, they have completed or initiated plans for professional learning around the focus areas of Social Emotional Learning, the research based instructional strategy model Constructive Conversations, Expository Reading and Writing Course training, Proficiency for All data analysis, and Bridging the Achievement Gap. They have added key administrative and instructional staff with the specific objective of monitoring student progress toward graduation, student attendance and college readiness:

- A-G Diploma Program Counselor
- Pupil Services and Attendance Counselor
- Bilingual School Psychologist
- IT Support Technician/Specialist

It is evident that Chatsworth Charter High School has made significant progress and continues its work to close the achievement gap between significant subgroups. Based on student achievement data, including California Dashboard, Chatsworth Charter High School finds their significant subgroups continue to need strategic support and intervention focusing on improving proficiency rates on state standardized tests as well as decreasing the percentage of D/Fs.

Chatsworth Charter High School has successfully increased participation in AP coursework and AP exams. Over the past three years, the passing rate on AP exams school-wide has remained steady. Moving forward, Chatsworth Charter High School is excited about creating and improving interventions and supports to help those willing to challenge themselves with a more rigorous curriculum. They have planned more AP teacher training and increased collaboration among AP teachers to share best practices and improve alignment between curriculum, instruction and assessment in each AP course.

Recommendations:

The Visiting Committee believes that the further implementation and refinement of the programs that have already begun as a result of the recommendations of the WASC committee will continue to guide the school towards improved achievement for all students. The Mid-Cycle report identifies many strategies and programs that Chatsworth Charter High School has implemented in the time since the original Self-Study review. It is evident that it has been challenging for staff and administration to maintain a clear focus on successful implementation and to monitor programs effectiveness in addressing the three critical goal areas.

Chatsworth's three critical goal areas, defined in the 2015 self-study report, call for focused, aligned, and coherent instructional programs. To increase the likelihood of success in achieving all three critical goal areas, the Visiting Committee recommends

that Chatsworth Charter High School provide a clear focus on the instructional objectives that provide the foundation for all three goal areas - effective use of formative common assessments, targeted instruction and intervention to support struggling students and best practices around grading that support a growth mindset and student self-efficacy. Throughout the Self Study Report, Chatsworth staff has identified the need for improved formative assessment practices that will allow teachers to identify specific student learning gaps in order to provide targeted remediation and to allow students to demonstrate mastery of standards and monitor their own learning. A professional learning and collaborative team focus on standards based learning, or mastery learning and grading as identified on page 52 of the Mid-Cycle Report, would allow Chatsworth Charter High School staff to concentrate on and sustain their efforts toward improving instructional agility and increasing student achievement.

Chatsworth Charter High School has demonstrated the commitment and capacity to continue their progress in reaching their school-wide goals. However, to achieve significant growth in this area, the Visiting Committee also recommends that Chatsworth Charter High School identify and reserve time for professional learning and meaningful team collaboration around this central focus area that is consistent, regular and focused on improved instruction to meet identified student needs.