

## 2018-2019 AFFILIATED CHARTER SCHOOL'S SELF-REFLECTION\*

School's Name:	Chatsworth Charter High	Date: 2/5/2019	
Principal's Name:	Timothy Guy, Ed. D.	Local District Instructional Director's Name:	Margaret Kim, Ed. D.
Charter Term:	2018 - 2023	Local District:	Northwest
Grades Served	9 - 12	Board District:	3
Current Enrollment	1720	Location Code:	8583

### SCHOOL GOVERNANCE 2017-18 OVERSIGHT SCORE 4) PLEASE LIST ANY AREAS FROM LAST YEAR'S OVERSIGHT THAT WERE LISTED UNDER AREAS FOR IMPROVEMENT AND ADDRESS

G1: Describe how the school is complying with all applicable California open meeting laws.

- In compliance with all applicable California open meeting laws, Chatsworth Charter High School's (CCHS) has ensured:
  - Monthly meetings are open to the public and run according to all rules of the charter proposal;
  - That all attendees, are not discriminated against, and have access to the meeting library;
  - Meeting times and place are posted on our website (school calendar) and marquee;
  - Meetings minutes posted and made public through various media;
  - Ensure that all votes are cast in public;
  - Times is set aside for public comment(s);
  - Established various sub-committees to explore concerns of the school community and report back to CCLC;
  - Established a Title 1 "Parent Involvement Policy";
  - Developed and adopted a Parent-Student-School Compact;
  - Developed and adopted a Title 1 Parent Involvement Budget (7E047);
  - Developed and adopted the School Plan for Student Achievement (SPSA) in consultation with our English Learners Advisory Committee (ELAC);
  - Developed and adopted a Title 1 Budget (7S046);
  - Reviewed, revised and approve budgets to align to the instructional needs of all students.

G2:

- List all school councils
  - Chatsworth Charter Leadership Council (CCLC)
 

Our Chatsworth Charter Leadership Council (CCLC) governs Chatsworth Charter High School. The council is composed of all stakeholders in the school: principal, teachers, students, parents, classified staff, and community members. The proportions for each group are 50% teachers and 50% non-teachers per district memorandum. The council meets the first Tuesday of every month in the school library at 6:30 p.m. CCLC establishes school policies and procedures, in compliance with all federal, state, local, LAUSD rules and regulations, for the school community.
  - School-Site Council (SSC)
 

The School Site Council made up of students, parents, classified staff, certificated staff, and the principal. The proportions for each group are set out in district memoranda and are currently 25% parents, 25% students, 44% certificated and classified staff, and 6% principal. The principal is the only automatic member of the council. Elections for student representatives, staff, and parents are held each spring for the following school year. Student representatives have an annual term of office and must be re-elected each year. Staff and parents are on a two-year rotating term that allows for the council to retain some if these groups for up to two years for continuity. A magnet parent must serve on the SSC. SSC approves budget proposals from categorical funds. It interviews and approves major changes in staffing. It reviews and

approves changes to the School Plan for Student Achievement (SPSA) and uses this plan together with district, state, and federal guidelines to review the school's academic and other policies to ensure student success. SSC meets about once a month during the school year. Meetings are open to the public and those not on the council may address the council during Public Comment sections that are set aside at each meeting.

- English Learner Advisory Council (ELAC)

The purpose of ELAC is to provide parents of English learner students with an opportunity to participate in the development, implementation, and evaluation of core and support programs for students who are learning English. ELAC members advise the school on the development of the School Plan for Student Achievement (SPSA), the school's needs assessment, and efforts to make parents aware of the importance of regular school attendance. Each school's ELAC Committee also can elect at least one member to the District English Learner Advisory Committee (DELAC), which advises the school district Board of Trustees on matters affecting English Learner students. ELAC members make recommendations to SSC for budgetary items and CCLC for programmatic concerns.

- Instructional Support Cabinet (ISC)

The ISC is composed of the Principal and Assistant Principals including the APSCS (Assistant Principal, School Counseling Services), Department Chairpersons, Dean, UTLA representative, Categorical Coordinator, Testing Coordinator, PSA/A-G Counselors, and other support staff. The Chatsworth Charter High ISC meets regularly to examine standardized test scores, diagnostic tests, grades analysis tables, subgroups updates, and other data to determine how proficient the school is in meeting the educational needs of students. In these meetings, department chairs, coordinators, and administrators share instructional strategies that have been effective in assisting all students in their learning.

- Please indicate the type (list name of waiver per Bulletin 6680.2) of 2018-2019 LAUSD/UTLA waivers (if applicable)
  - CCHS has no official LAUSD/UTLA waivers in place for the 2018 - 2019 school year.
- Please cite examples of how the school's local site governance is operating effectively, adhering to the charter and District policy, and identify any areas for growth.
  - Chatsworth Charter High's governance model maintains a system of checks and balances. In order to carry out its responsibilities, the CCLC works in consultation with parents, students, faculty, staff, administrators, the School Site Council, the Instructional Support Cabinet, English Learner Advisory Council and all federal and state mandated advisory councils. These councils will advise, make recommendations. Additionally, the CCLC will create any ad hoc committees or new standing committees as deemed necessary.
  - The CCLC will consider all points of view and will solicit the advice and counsel of parent organizations, other employee groups and all other interested parties in the decision-making process. The attainment of consensus will be a primary goal. Only if consensus cannot be reached will decisions be made by majority vote. Full and accurate minutes will be kept at all council meetings. Minutes will reflect all actions taken and all subjects discussed.
  - CCLC meetings will comply with the Brown Act and other laws regarding public meetings. In accordance with the Brown Act, all stakeholders will have the opportunity to attend CCLC meetings and comment on agenda items.
  - The agenda will be determined by the CCLC chair in consultation with the UTLA Chapter Chair, in accordance with Section XXVII of the collective bargaining agreement. The agenda will be available to all CCLC members in the Main Office and the school website for public viewing at least 72 hours prior to regular meetings, 24 hours prior to special meetings, and one hour prior to emergency meetings. Exceptions will be granted for agenda items dealing with emergency issues or other matters that arise after agendas are posted.
  - Regular CCLC meetings will take place monthly. In compliance with the Public Records Act, minutes for all meetings will be posted on the school website.
  - School Governance at the school site level will be in accordance with the provisions of this Self Reflection and will be consistent with all applicable state, federal laws and regulations and the

provisions of collective bargaining agreements (CBA). Any governance model in conflict with the above will be null and void unless the appropriate parties have agreed to a waiver or exemption.

- Chatsworth Charter High School will comply with the Brown Act and other laws governing public meetings.
  - Members of Chatsworth Charter High School governing council, any administrators, managers or employees, and any other committees of Chatsworth Charter High School will comply with Federal and State laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.
  - "The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605 (b)(5)(D)
  - Chatsworth Charter High School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Chatsworth Charter High
  - Elections for the faculty, classified, and student members of CCLC will be held in April of the semester prior to service. Elections for the parent/community members will be conducted on Parent-Teacher Conferencing Night (PHBAO) for the current school year.
- In terms of areas of growth, Chatsworth Charter High School, through its various councils and committees, will:
    - Evaluate and assess the impact of instruction on student learning using qualitative, quantitative, and anecdotal student data;
    - Improve proficiency rates for all students, focusing on underperforming subgroups, on all assessments as measured by federal, state and district metrics;
    - Further increase parent and community involvement and presence in our school programs;
    - Increase ways to promote our school's academic and extra-curricular programs.

**Student Achievement and Educational PERFORMANCE (2017-18 Oversight Score 4) Please list any areas from last year's oversight that were listed under areas for improvement and address:**

A7: STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7:

Long Term English Learners (LTEL) - (Secondary Schools):

- The school's percentage of LTEs is higher than the District average.
- In 2016-2017, the LTEL percentage was 11 percentage points compared to the District average of 8.3 percentage points.

A1 – A4:

- Describe the academic achievement and progress of all students in 2017-2018 as measured by the CAASPP Smarter Balanced tests, including the performance trends of all student subgroups as they align with the annual goals, targets, and outcomes of the school's LCAP (Local Control Accountability Plan). For renewing schools, provide this information in the renewal petition also.

An analysis of the data for **English/Language Arts** as measured by the CAASPP Smarter Balanced Summative Assessments (Performance Task and Computer Adaptive) 2017 – 2018 for all students revealed a significant decline of 41.34 percentage points (-60.6 points/25.9 points below standard) in student scores as compared to student scores 34.6 points above in 2016 – 2017 school year. While the overall median student scores of "Similar Schools" and "Resident School" declined, CCHS student scores overall declined by double digits. All individual student subgroup scores, as identified by CDE Accountability System (Dashboard) declined as well. According to CDE Dashboard our:

- African-American student combined scores "Met/Exceeds" declined by 44.74 percentage points (142.6 points/85.3 points below standard) from 70.83 percentage points in 2016 – 2017 to 26.09 percentage points in 2017 - 2018. The percent of student scores of "Not Met" increased from 8.33 percentage points in 2016 – 2017 to 43.48 percentage points in 2017 – 2018.
- Filipino-American student combined scores "Met/Exceeds" declined 9.3 percentage points (31.9 points but remained 21.7 points above standard) from 78.57 percentage points in 2016 -2017 to 69.23 percentage points in 2017 - 2018. The percent of student scores of "Not Met" increased from 7.14 percentage points in 2016 – 2017 to 19.23 percentage points in 2017 – 2018.

- English Learner student combined scores “Met/Exceeds” declined by 2.68 percentage points (122.8 points/82.5 points below standard) from 10.00 percentage points in 2016 – 2017 to 7.32 percentage points in 2017 – 2018. The percent of student scores of “Not Met” increased from 50 percentage points in 2016 - 2017 to 78.05 percentage points in 2017 – 2018.
- Socioeconomically Disadvantaged student combined scores “Met/ Exceeds” declined by 24.93 percentage points (59.5 points/36.2 points below standard) from 61.95 percentage points in 2016 – 2017 to 37.02 percentage points in 2017 – 2018. The percent of student scores of “Not Met /Nearly Met” increased from 12.79/25.25 percentage points in 2016 – 2017 to 33.22/29.76 percentage points in 2017 – 2018 respectively.
- Latino-American student combined “Met/Exceeds” scores declined 24.87 percentage points (60.7 points/47.5 points below standard) from 58.08 percentage points in 2016 – 2017 to 33.21 percentage points in 2017 – 2018. The percent of student scores of “Not Met and “Nearly Met” increased from 13.46 percentage points/28.46 percentage points in 2016 – 2017 to 35.07 percentage points/31.72 percentage points in 2017 – 2018 respectively.
- Students with Disabilities student combined scores “Met/Exceeds” declined by 19.87 percentage points (81.8 points/138 points below standard) from 23.64 percentage points in 2016 – 2017 to 3.77 percentage points in 2016 – 2017. The percent of student scores of “Not Met increased from 34.55 percentage points in 2016 – 2017 to 71.58 percentage points in 2017 – 2018.
- Asian-American student combined scores “Met/Exceeds” declined 25.51 percentage points (57.6 points but remained 32.3 points above standard) from 84.21 percentage points in 2016 – 2017 to 58.70 percentage points in 2017 – 2018. The percent of student scores of “Not Met/Nearly Met” increased from 2.63/13.16 percentage points in 2016 – 2017 to 19.57/21.74 percentage points in 2017 – 2018 respectively.
- European-American student combined scores “Met/Exceeds declined by 18.04 percentage points (26 points but remained 32.6 points above standard) from 74.71 percentage points in 2016 – 2017 to 56.67 percentage points in 2017 – 2018. The percent of student scores of “Not Met/Nearly Met” increased from 9.30/16.09 percentage points in 2016 – 2017 to 16.67/26.67 percentage points in 2017 – 2018 respectively.
- No CDE data available for our Homeless, Foster Youth, Two or More Races, and American Indian/Native Alaskan students.

Based on our 2018 – 2019 LCAP Goal #2, *Proficiency for All*, CCHS did not meet the goal/target of increasing 2 percentage points on ELA and Math SBAC scores for all students and subgroups. Chatsworth Charter High School implemented the “Actual Actions and Services,” by providing the support staff: PSA Counselor, A – G Counselor, Homeless Liaison, Counselor Assistant, Bridge Coordinator, TSP Coordinator, Title III Coach, Class-Size Reduction teachers in ELA and mathematics, additional academic counselors, instructional assistants and programs for students and teachers: Professional Development X-Time, funding for conference attendance fees and speaker fees, Winter Plus/Spring Plus, Summer School, Performance Assessment Student Support (PASS), Saturday School, Boys & Girls Club Tutoring, After School Tutoring (aligning tutoring with classroom pacing), Extended Learning Through Alternative Education (ELTAE), Individual Instruction Lab (IILab) AB288 (Dual Enrollment), concurrent college courses to meet the needs of our students and staff. We will continue to offer these services to our faculty and students and look to add to this list to increase student achievement

An analysis of the data for **mathematics** as measured by the CAASPP Smarter Balanced Summative Assessments (Performance Task and Computer Adaptive) 2017 – 2018 for all students revealed a significant decline of 7.81 percentage points (-19.1 points/72.2 points below standard) in student scores as compared to student scores 35.55 percentage points above 2016 – 2017 school year. While the overall median student scores of “Similar Schools” and “Resident School” declined, CCHS student scores overall declined significantly.

All individual student subgroup scores, as identified by CDE Accountability System (Dashboard) declined as well. According to CDE Dashboard our:

- African-American student combined scores “Met/Exceeds” declined by 17.93 percentage points (109.2points/50.2 points below standard) from 30.43 percentage points in 2016 – 2017 to 12.50 percentage points in 2017 - 2018. The percent of student scores of “Not Met” increased from 34.78 percentage points in 2016 – 2017 to 58.33 percentage points in 2017 – 2018.
- Filipino-American student combined scores “Met/Exceeds” declined 7.69 percentage points (34.7 points but increased 11.3 points above standard) from 50.00 percentage points in 2016 -2017 to 42.31 percentage points in 2017 - 2018. The percent of student scores of “Not Met/Nearly Met” increased from 35.71/34.29 percentage points in 2016 – 2017 to 38.46/19.23 percentage points in 2017 – 2018 respectively.
- English Learner student combined scores “Met/Exceeds” increased by 15.00 percentage points (23.2

points/143.6 points below standard) from 00.00 percentage points in 2016 – 2017 to 15.00 percentage points in 2017 - 2018. The percent of student scores of “Not Met/Nearly Met” decreased from 76.47/25.53 percentage points in 2016 - 2017 to 75.00/10.00 percentage points in 2017 – 2018 respectively.

- Socioeconomically Disadvantaged student combined scores “Met/ Exceeds” declined by 7.39 percentage points (15.7 points/83.0 points below standard) from 31.27 percentage points in 2016 – 2017 to 23.88 percentage points in 2017 – 2018. The percent of student scores of “Not Met/Nearly Met” increased from 43.64/25.09 percentage points in 2016 – 2017 to 49.48/26.64 percentage in 2017 – 2018 respectively.
  - Latino-American student combined “Met/Exceeds” scores declined 5.12 percentage points (14.0 points/96.1 points below standard) from 24.22 percentage points in 2016 – 2017 to 19.10 percentage points in 2017 – 2018. The percent of student scores of “Not Met/Nearly Met” increased from 49.61/26.17 percentage points in 2016 – 2017 to 55.43/25.47 percentage points in 2017 – 2018 respectively.
  - Students with Disabilities student combined scores “Met/Exceeds” declined by 6.23 percentage points (37.6 points/177.7 points below standard) from 10.00 percentage points in 2016 – 2017 to 3.77 percentage points in 2016 – 2017. The percent of student scores of “Not Met/Nearly Met” increased from 82.00/8.00 percentage points in 2016 – 2017 to 84.91/11.32 percentage points in 2017 – 2018 respectfully.
  - Asian-American student combined scores “Met/Exceeds” declined by 22.62 percentage points (40.4 points but remained 9.5 points above standard) from 73.68 percentage points in 2016 – 2017 to 51.06 percentage points in 2017 – 2018. The percent of student scores of “Not Met/Nearly Met” increased from 7.89/13.16 percentage points in 2016 – 2017 to 23.40/25.53 percentage points in 2017 – 2018 respectively.
  - European-American student combined scores “Met/Exceeds increased by 2.94 percentage points (20.4 points but remained 1.8 points above standard) from 47.06 percentage points in 2016 – 2017 to 50.00 percentage points in 2017 – 2018. The percent of student scores of “Not Met” decreased from 9.30/27.06 percentage points in 2016 – 2017 to 21.67 percentage points in 2017 – 2018.
  - No CDE data available for our Homeless, Foster Youth, Two or More Races, and American Indian/Native Alaskan students.
- Describe any strategic changes the school has implemented this year, or is considering, to more effectively meet the needs of all students based on the school’s 2017-2018 CAASPP results.
    - For the 2018 – 2019 school year CCHS continues social emotional learning education with a new program, The Quaglia Institute. Our student engagement includes, student voice and student aspirations from the Quaglia Institutes in collaboration with Lawrence Middle School and Chatsworth Park Elementary School. Student voice is a program to focus the conversation between faculty, staff, and students to support their perceptions of class time instruction. The Aspirations program is designed to strengthen the connection the between the efforts of students with their passions. Additionally, we have increased the number of AB288 (Dual) and concurrent courses with Pierce College. CCHS works monthly with LDNW and counselors to identify Tier 2 and 3 students (seniors and juniors) to determine alternative and/or additional school experiences to meet A – G requirements. The alignment of after school tutoring and pacing plans for core curriculum courses have become a priority on campus. Classroom teachers have aligned pacing among such as courses and are working on the aligning tutoring. To meet the District’s College and Career Readiness requirement the school is focusing on strengthening the academy structure on campus and furthering the alignment of the career technical education programs. Administrators and counselors have proctored the SBAC in the past. For SBAC testing the teachers of the eleventh-grade students will now proctor the exam. Practice for SBAC will be implemented in the advisory periods for students to gain more experience prior to the summative assessment. Finally, we have instituted LAUSD Mastery Learning and Grading professional development for teachers and administrators. Mastery Learning and Grading offers students and teachers an alternative to the restrictions and limitations of traditional instruction and grading. Teachers and students focus on clear and concise learning goals which honor the various learning styles in the classroom. This allows more students to succeed academically and ultimately take responsibility for their own learning. We have twenty-four teachers who have either completed or in the process of completing the training. Additional Professional Development opportunities will be facilitated by the District. Teachers using Mastery Learning and Grading will be evaluated at the end of Spring.

A5 – A7: Based on the data provided by the California Department of Education (CDE) for 2017-2018, describe:

- Your Reclassification rate:
  - The reclassification rate for CCHS for 2017-2018 was 17 percentage points (35 students) which did not meet the Districts 20 percentage points (42 students) rate.
- Percent of At-Risk English Learners:
  - At CCHS our At-Risk English Learners was 11 percentage points (90 students) for the 2017-2018 academic school year. At-Risk students have been identified as missing 3 or more A-G courses.
- Percent of Long-Term English Learners (LTELs), compared with the District's rate:
  - CCHS has 39 percentage points (69 students) of Long-Term English Learners (LTELs) compared to the local Northwest District rate of 14 percentage points (1,763 students).
- What strategic changes, if any, has the school implemented to further support English Learners? (If applicable, please include Local District initiatives, recommendations, and plans in this area.)
  - The following strategies have occurred at CCHS to implement and further support our English Learners. CCHS was provided a Title II Instructional Coach once a week to support and work alongside ELD teachers to develop and maintain a comprehensive ELD program. Conduct demonstration lessons and provide feedback for teachers on instructional strategies using designated and Integrated English Language Development (ELD) and standards-based content area instruction. CCHS has also provided after school and Saturday intervention and support services to target EL student groups based on identified needs. EL students are placed in cohorts by ELD level as much as possible to maximize our resources such as a bilingual paraprofessional in core subject areas and electives.
- Describe the school's progress in implementing the District's new English Learner Master Plan.
  - During the summer prior to starting the 2017-2018 school year the EL Designee attended the Master Plan Institute which provided up to date information and materials needed to implement the District's new English Learner Master Plan at CCHS. At CCHS, we are shifting how we view and teach our students of English from a deficit mind set to an assets-based approach. In doing so effective first teaching for ELs include but are not limited to differentiating, culturally and linguistic activities, flexibility in grouping of students for instructional purposes by ELD levels. Our staff attends weekly professional learning and development meetings on a variety of topics which include but are not limited to research based best practices that are practical and effective in providing support for ELs every day.

A8: Describe the results of the school's standards based internal assessment tool in ELA and Math, and progress toward demonstrating "growth in student achievement" in ELA and Math. The school may provide other assessment instruments for which the school can demonstrate validity/reliability. Data analysis results should be provided only for grade levels and student subgroups in grades K, 1, 2, 9 and 10 (the grade levels which are not administered the CAASPP).

- What tools are used to collect data, and how often?
  - Chatsworth Charter High School uses a variety of internal assessments to determine the effectiveness of the instructional programs. We rely on several external tools to acquire student data. These include but are not limited to:
    - LAUSD My Data (Bi-monthly)
    - LAUSD Focus Dashboard (Bi-monthly)
    - LAUSD Parent, Student, Teacher Survey (Annually)
    - UCLA MDTP Algebra and Geometry Readiness Assessments (Annually)
    - LAUSD ELPAC (EL Reclassification Report) (Monthly)
    - PSAT Results (Annually)
    - SBAC Interim and Summative Assessments (2017 -18) (Annually)

- CDE: Testing and Accountability and/or Data and Statistics (Dashboard) (Bi-monthly)
- How is data analyzed to influence instruction (district created and/or school created and/or CDE Interim Assessment)?
  - Data is collected a minimum of every five weeks analyzed (mark reporting) and shared with core department chairs and SLC Academy lead teachers to take back to their respective constituents for further discussion regarding next steps in the instructional program. In addition to the many on-going formative and summative assessments (i.e. standardized tests and teacher generated) support staff (administrators, coordinator, and supervisors) determine effectiveness of the instructional program and budgeting by analyzing the data and the needs of our students.
- The school is expected to summarize by grade level and additionally disaggregate by subgroups for grades K, 1, 2, 9 and 10. Refer to the school's charter petition Elements 1, 2, and 3.
- Data collected from the UCLA MDTP Algebra Readiness (2017) Results concluded that the average score is 16.48 (36.63 percentage points). Results did not provide data for the disaggregated subgroups. The average score for:
  - Data Analysis, Probability, Statistics is 31.59 percentage points;
  - Decimals, their Operations & Applications, Percent is 42.04 percentage points;
  - Exponents & Square Roots: Scientific Notation is 36.33 percentage points;
  - Fractions & their Applications is 8 percentage points;
  - Geometric Measurements & Coordinate Geometry is 32.46 percentage points;
  - Integers is 44.01 percentage points;
  - Literals & Equations 40.24 percentage points.
- Data collected from the UCLA MDTP Geometry Readiness (2017) Results concluded that the average score is 13.25 (29.44 percentage points). Results did not provide data for the disaggregated subgroups. The average score for:
  - Data Analysis & Probability & Statistics is 11 percentage points;
  - Exponents & Square Roots; Scientific Notation is 23 percentage points;
  - Functions and their Representations is 5 percentage points;
  - Geometry is 8 percentage points;
  - Linear Equations & Inequalities is 14 percentage points;
  - Polynomials and Quadratic Equations is 15 percentage points.
- Data collected from the SBAC Interim Assessment Block for 9<sup>th</sup> Grade English Language Arts (2017-2018) revealed the following results:
  - For the Interim Assessment Blocks, freshmen, 1 of 152 female students and 5 of 179 male students taking English received above standard achievement level. Subgroups for the females are distributed as follows; one student is in the European American subgroup. Subgroups for the males are distributed as follows; three Asians, one Filipino, and one Hispanic. (see Table 1.1 a, b)
- Data collected from the SBAC Interim Assessment Block for 10<sup>th</sup> Grade English Language Arts (2017-2018) revealed the following results:
  - For the Interim Assessment Blocks, sophomores, 12 of 179 female and 16 of 214 male, students taking English received above standard achievement level. Subgroups for the females are distributed as follows; two African American, two Asians, and eight Hispanic. Subgroups for the males are distributed as follows; two Asians, two Filipino, five European American, seven Hispanics. (see Table 1.1 a, b)
- Data collected from the SBAC Interim Assessment Block for 9<sup>th</sup> Grade Mathematics (2017-2018) revealed the

following results:

- For the Interim Assessment Blocks, freshmen, 31 of 152 female and 42 of 179 male, students taking Math received above standard achievement level. Subgroups for the females are distributed as follows; three African American, eight Asians, two Filipino, four European American, twelve Hispanics, one Multi-Race and one Pacific Islander. Subgroups for the males are distributed as follows; two Asians, two Filipino, five European American, seven Hispanics. (see Table 1.1 a, b)
- Data collected from the SBAC Interim Assessment Block for 10<sup>th</sup> Mathematics (2017-2018) revealed the following results:
  - For the Interim Assessment Blocks, sophomores, 71 of 179 female and 74 of 214 male, students taking Math received above standard achievement level. Subgroups for the females are distributed as follows; three African American, thirteen Asians, three Filipino, fourteen European American, and thirty-seven Hispanics. Subgroups for the males are distributed as follows; one African American, six Asians, nine Filipino, eighteen European American, and forty Hispanics. (see Table 1.1 a, b)
- Data collected from the Fall 2017 and Spring 2018 Mark Reporting for ELA and mathematics grades nine and ten revealed the following:
  - The number of 9<sup>th</sup> and 10<sup>th</sup> graders who received D's and Fails, is different per gender, Females at a rate of 26%, Males 38%. For the cohort of 9<sup>th</sup> and 10<sup>th</sup> graders overall English rates 25% and math at 39%. For 9<sup>th</sup> grade the rate of students receiving D's and Fails is at 26% in English and 29% for Math. For 10<sup>th</sup> grade the rate of students receiving D's and Fails is at 26% in English and 50% for Math. Most students take 9<sup>th</sup> grade Algebra and 10<sup>th</sup> grade Geometry, the difference in math scores is drastic and shows significant decline, 26% to 50%. As a cohort group the students receiving special education 35% have D's and Fails. The special education percentages show difficulties among the transition between 9<sup>th</sup> to 10<sup>th</sup> grade with 32%, 9<sup>th</sup> grade versus 39%, 10<sup>th</sup> grade. As for the English Learners the cohort group is at a rate of 46% D's and Fails. The values are more closely related, 9<sup>th</sup> grade at 46% and 10<sup>th</sup> grade at 44%.
  - For ethnic analysis the cohort group shows 24% European American, 37% Hispanic, 28% Filipino, 15% Asian, and 25% African American received D's and Fails. The numbers for 9<sup>th</sup> grade for the five major subgroups are 24%, 32%, 25%, 5%, 27% respectfully. The 10<sup>th</sup> grade values are 25%, 44%, 31%, 27%, and 23%. The values decrease during the 10<sup>th</sup> grade. Students in the Hispanic and Asian categories see significant change in the negative, 12% drop and 21% drop.
- Based on the three data sets, UCLA MDPT Algebra and Geometry Readiness Assessment, SBA Interim Assessments, and Fall 2017/Spring 2018 Mark Reporting, the focus of Chatsworth Charter High School's 9<sup>th</sup> and 10<sup>th</sup> grade students requires additional support in English Language Arts and mathematics as follows:
  - The first step is to make students aware of all interventions that are available on campus. We can do this through a campaign throughout the school and year.
    - Meeting with counselors during their Individual Graduation Progress check (IGP) and called in as needed to verify students are enrolled in an intervention program;
    - Telephone messages home to parents/guardians informing them of support programs from both the A - G Counselor and BlackBoard Connect;
    - Sending student leaders to Advisory classes on Tuesdays to remind 9<sup>th</sup> and 10<sup>th</sup> grades of the programs available to them;
    - Using the different student clubs and organizations to promote these programs during their club meetings;
    - Posting banners and flyers around campus and in classrooms as a reminder to students.
  - Second, we will reiterate to our teachers that students learn best from them. Therefore, effective first teaching, using all research-based instructional strategies, that are relevant and meet the academic and socioemotional needs of the students. In addition, we are providing professional development in programs such as the Quaglia Institute's Student Voice and Aspiration information. Also, we are involving more teachers in Mastery Learning and Grading.
  - Third, administrators, we will be providing additional resources to teachers who require them for those sub-groups that are continuing to underperform.



- Finally, we will be enlisting the assistance of parents/guardians, who are vital for the success of their student. Through the Parent Portal on Schoology, PTSA, Booster Club, Parent/Teacher conferences, Coffee with the Principal, Back-to School Night, PHBAO (Parent Conferencing Night) and Carnival of Knowledge, we will be promoting parental involvement.

A9: **HIGH SCHOOLS ONLY:** Describe your most recent 4-Year Cohort Graduation Rate as recorded on the CDE website. How does the 4-Year Cohort Graduation Rate compare with the District's rate?

- For the 2017 – 2018 school year Chatsworth Charter High School 4-year cohort graduation rate was 92.8 percentage points, a 2.7 percentage points above 2016 – 2017. This compares to LAUSD at 76.7 percentage points. Additionally, all ethnic/racial subgroups identified on the CDE website performed above similar subgroups pertaining to the LAUSD graduation rate.
  - African-American: LAUSD 75.4 percentage points CCHS 90.9 percentage points
  - Asian-American: LAUSD 90.4 percentage points CCHS 97.5 percentage points
  - Latino-American: LAUSD 76.1 percentage points CCHS 92.5 percentage points
  - Euro-American: LAUSD 74.4 percentage points CCHS 90.9 percentage points

A10-A19: After reviewing the school's ratings on the California School Dashboard, what have you identified as areas of strength for the school and areas identified for improvement?

Based on the indicators on the 2017 – 2018 California Dashboard, CCHS Strengths include "Highest Performance" (**Blue**),

- For all eight subgroups in the area of student suspensions at 0%.

Next Level (**Green**)

- Graduation Rate at 92.8%, an increase of 2.7%.

CCHS areas identified for improvement, (**Orange**)

- English Language Arts has a decline of 60.6 points:
  - English Learners (**Red**)
  - Hispanics (**Red**)
  - Students with Disabilities (**Red**)
  - Socio-economically Disadvantaged (**Orange**)
- Mathematics has a decline of 19.1 points:
  - English Learners (**Red**)
  - Students with Disabilities (**Red**)
  - Hispanics (**Orange**)
  - Socioeconomically Disadvantaged (**Orange**)
  - White (**Yellow**)

**ORGANIZATIONAL MANAGEMENT AND OPERATIONS (2017-18 Oversight Score 4) Please list any areas from last year's oversight that were listed under areas for improvement and address**

O1: Please reflect on where the school is in its implementation of the key features of the educational program of the charter, the effectiveness of their implementation, and their impact on student achievement.

- Chatsworth Charter High School continues to offer relevant and coherent professional development opportunities within the fourteen days as provided through the Collective Bargaining Agreement. Most professional development opportunities are developed by and for teachers focused on best practices in a variety of areas including the implementation of the Common Core, NGSS, SBAC, IAB, and new mathematics, English/Language Arts, and history textbooks. Also, the charter has allowed us to build upon our Small Learning Communities/Academy successes. We have added various electives to the pathways to further enhance our students' educational experiences and better focus on interest areas of concentration. Moreover, it has allowed us to add a CTE component through the Linked Learning Program that includes internships (paid/unpaid) with local businesses. Additionally, we have collaborated with Pierce College to offer college course AB288, during and after the school day to allow student to earn college credit, certificate, and high school credit toward graduation.

02: Please describe how parents and stakeholders are provided with meaningful opportunities for involvement in your school program. What systems or processes does your school utilize to handle concerns from parents, students, and any other stakeholder groups?

- Chatsworth Charter High School views parents as equal partners in the education of their children. To that end, parents are involved in our school through membership on different school-site and charter leadership committees, booster club, PTSA, and volunteerism. Parents, students, and other interested parties have various ways to voice their concerns to me beside the traditional manner (telephone and email). The last Wednesday of each month parents and interested community members are invited to "Coffee with the Principal." Additionally, the principal attends the monthly PTSA meeting(s) to update parents on current issues at our school, and to answering any concerns that they may have. Also, parents, students, and interested community members are always invited and welcomed to attend the Chatsworth Charter Leadership Council and School-Site Council meetings to voice their concerns and/or listen. Finally, my door is opened to all stakeholders who come in with or without an appointment to discuss any issue that they may have regarding our school.
- We encourage all students, teachers and parents to complete the LAUSD School Experience Survey every year. Students and teachers respond to questions related to school climate and culture. Parents rate our performance on various issues related to parent engagement and the results of the survey are available to the public online. This survey helps us evaluate our progress towards the parent engagement goals of the LCFF and the LCAP. On the 2017-2018 survey, 96% parents indicated teachers treat them with respect, 85% indicated they feel welcome to participate at this school, 68% indicated the school encourages them to participate in organized groups, 65% indicated they can easily find information about parent workshops, and 81% indicated the school provides interpretation or translation when needed.
- Building parent capacity to partner with our school and improve student achievement is a priority for us. We provide English as a Second Language (ESL) classes for parents and we have contracted with the Parent Engagement Academy to provide a series of workshops for parents in a range of topics that include A-G requirements, the college system, social emotional learning, California Dashboard, the LCFF and LCAP, the CAASPP, school decision making committees, and the importance of attendance.
- We have a fully staffed Parent Center and we make extensive efforts to increase parent participation in our Parent/Teacher/Student Association, Booster Club, Parent Workshops and ESL classes for parents. Parents and other community members can visit the Parent Center to get assistance from our Parent Liaison and to voice their concerns during the monthly coffee with the principal meetings.
- Opportunities for parents, students, teachers, and other community members to partner with our school include the following:
  - **School Site Council (SSC):** The SSC is comprised of parents, students and staff. This council meets the first Tuesday of the month at 6:00 pm in the school library; responsible for revising the Single Plan for Student Achievement and approves proposed expenditures of the categorical funds.
  - **Chatsworth Charter Leadership Council (CCLC):** The CCLC is comprised of parents, students and staff. This Council meets immediately following the SSC meeting and is responsible for approving all school policies.
  - **English Learners Advisory Committee (ELAC):** This Committee meets once a month and it makes

recommendations to the SSC.

- **Coffee with the Principal:** Parents can meet and engage in discussions with the principal, staff, other parents and community members.
- **PTSA/Booster Club:** Sponsors a wide range of student and parent activities
- **Parent Center:** Provides opportunities to volunteer at Chatsworth HS and information about workshops for parents.

03: How do the school's resources provide informational transparency to school stakeholders?

- Chatsworth Charter High School resources provide informational transparency to school stakeholders by:
  - **Teachers-** Informational meetings are conducted during and after school. At these meetings, administrators and administrative designees keep the teachers and staff updated on topics that are currently being presented to the school. Administrators also send out memos to teachers regarding all important matters. Teachers and Coordinators are also provided with a portal on the school's website to share documents and dates of all school business. Schoology is a platform that all teachers are using that provides parents with agendas, grades and another opportunity to contact the teacher. Students receive notifications when the teacher has added an assignment and/or grade.
  - **Parents-** Parents are members of our school leadership councils. All parent organizations work closely with our school staff. Parents are also informed of important school issues through our Blackboard/ConnectEd and the Parent Portal of Schoology. Translations are made by a member of our staff for our non-native English speaking parents at all meetings. Voice messages are also available through Blackboard in Spanish and English. All written communications to parents are translated into Spanish as well; other languages are always available upon request.
  - **Community-** Our community members also serve on the Leadership Council, School-Site Council, and English Learners Advisory Committee, PTSA, and Booster Club. Community members can also attend our annual Carnival of Knowledge to learn more about our school and the outstanding programs we have available. Notifications of meetings and important dates are also posted on the school marquee and for all the community to see. The community also has access to the school website.
  - **Students-** The school Web site is the primary source for students to have access to important information. Students also have the CCN News and Math-In-Motion available to them through the school Web site. In addition, students can access their grades and assignments through Schoology. Students in the leadership class serve on the Leadership Councils and have a voice and vote for all matters going through school official business. As a charter school, all students are informed, surveyed, and asked to vote on all new issues.

04: Describe the school's admissions/lottery practices.

- Chatsworth Charter High School's admission policy is in accordance with state and LAUSD policy. We will accept all applicants who apply through the charter enrollment process as long as there is space available. We will always give preference to our resident student(s). Due to the size of our campus and recent decline in enrollment, we have invited all students applying for admission to the charter school to enroll.
- Chatsworth Charter High School's lottery applications will be made available each year on the last Monday in January. Chatsworth Charter High School will accept completed application, delivered in person or received by mail or delivery service, through close of business on fourth Friday in March. On the Wednesday following the close of the application period, CCHS will conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery will be posted on CCHS website and made readily available in the school's Attendance Office.
- Chatsworth Charter High School shall hold its lottery in the Main Office in the Administration Building or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the assistant principal and UTLA chapter chair will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publicly record the results in real time.
- Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided five school days to accept the offered seat.
- Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification via telephone and/or email,

and will have five school days to accept the offered seat.

- Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

*2/5/2019, Date*

\*This form needs be completed using Microsoft Word and all questions must be answered and submitted in an unlocked version of this document 5 days prior to the oversight visit.

