

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

CHATSWORTH CHS (1858301)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President
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Scott M. Schmerelson
Nick Melvoin
Kelly Gonez
Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: CHATSWORTH CHS (1858301)

Local District: NW

CDS Code	County		District					School					
	1	9	6	4	7	3	3	1	9	3	1	7	0

For additional information on our school programs contact the following:

Principal: GUY, TIMOTHY D

E-mail address: tguy@lausd.net

SPSA Designee: SOLARES, NOE

Position: ADVSR, CTEGORCL PGM

E-mail address: ncs8787@lausd.net

School Address: 10027 LURLINE AVE, CHATSWORTH, CA 91311

School Telephone Number: 8186783400

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan for Student Achievement (SPSA) and recommend this plan for implementation.

MARGARET KIM



06/17/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Superintendent or designee	MARGARET KIM <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		06/17/2019 <i>Signed Date</i>
Local District EL Compliance Coordinator	MERCY MOMARY <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/30/2019 <i>Signed Date</i>
Local District PACE Administrator	GONSALO GARAY <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/30/2019 <i>Signed Date</i>
Local District Title I Coordinator	LAUREN SOLL <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/28/2019 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/21/2019	Fermin Menacho

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

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

03/05/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Vahan Minassian



04/04/2019

Typed name of SSC chairperson

E-Signature of
SSC chairperson

Date

GUY, TIMOTHY D



04/04/2019

Typed name of school principal

E-Signature of
School principal

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	822,465	0	0
<input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	0
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	12,309	0	0
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	0
Total amount of categorical funds allocated to this school:	\$			834,774

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

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

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

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

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

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

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

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

District Core Program for All Students:

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

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

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

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Chatsworth Charter will cultivate an environment where everyone is encouraged to honor and share cultural backgrounds to promote growth, responsibility, and an appreciation of our diversity. Students will acquire the skills, confidence, and adopt a growth mindset necessary to be lifelong learners and positive contributors in their communities.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Chatsworth Charter High School, CCHS, supports and guides all students to be college prepared and career ready at graduation. All stakeholders of CCHS are committed to providing every student with the opportunity to reach their maximum educational potential in a clean, safe, respectful, and nurturing environment.

School Profile Description

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

1. Describe your school's geographical, demographic, educational and economic community base:
The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

History and Background

Community

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. As a Los Angeles Unified School District Affiliated Charter since 2013-14, Chatsworth Charter High School fosters support and shares the community value of social and academic success for all. The community consists of a public library with recent updated facilities and technology, large and small industrial warehousing and manufacturing facilities, an office center, social services locations and county courthouse and varying sizes of apartment complexes, condominiums, and single-family homes. Business types include Domestic and Internationally owned companies that employ and encourage all community members from every socioeconomic group. The Chatsworth neighborhood council comprised of all stakeholders in the area, encourages this wonderful community to shine brighter.

Open since 1963, Chatsworth Charter High School is on thirty-eight acres of central Chatsworth once covered with orange and lemon groves. Chatsworth Charter High School has been able to grow with and support the community. Over the years students have accomplished and persevered through many moments to achieve their goals. The preparation and opportunities for student to shine are fostered from all Faculty and Staff. With dedication, collaboration and rigorous instruction, Chatsworth Chancellors have attained many successes, such as City Titles in Sports, Academic Decathlon awards, Shakespeare Festival accolades, Media Production contest triumphs, and Scholarships for both academics and extracurriculars to major Ivy league, Public and Private Universities. With the education and foundational skills students graduate with from Chatsworth, Chancellors have gone on to build Businesses, star in Motion Picture films, play on Professional Championship sports team, go to the Olympics, support families and support their community. To grow and sustain our success our stakeholder groups meet monthly to best accommodate Parent, Faculty, Staff, Students and other members. 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 that support band, drama, teams and student clubs. The community shines brighter when Chancellors succeed.

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, immediate enrollment area, neighboring communities and students desiring an informative, engaging and competitive education. The Parents and Students desire academic rigor and quality instruction from the school they attend. All stakeholder groups come together to meet the needs of the community and successfully provide the skill set to the students to be college and career ready. Students at Chatsworth take six classes daily and the year is divided into two semesters. The immediate area in and around Chatsworth includes more than 20 elementary and middle schools. Chatsworth Charter High School is privileged to service them and others. The percentage of families applying and eligible for free or reduced lunches has been increasing by an average of two percentage points a year for the past twelve years.

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

Chatsworth Charter High School is a comprehensive high school with grades nine through twelve. It is configured into four Small Learning Communities: Humanitas Academy of Education and Human Services, G.A.M.E academy(Gaming, Arts, Media and Entertainment), Medical and Health Science Careers Academy, and the Freshman Academy.

Academies:

All academies provide a strategy to cohort and monitor gains of students as they complete and go beyond the graduation requirements. Each academy prepares students to achieve the student learning outcomes. An Academy consists of a cohort of students, counselor, and several teachers from all departments, collaborating on a common themed curriculum.

The Gaming Arts & Media Entertainment (GAME) provides opportunities for practical real-world applications in game design and creative media ventures through performance, collaboration, and production in artistic and technological fields. Whether its designing, choreographing, producing film, art, computer programming and digital imaging; Chatsworth Charter High School GAME academy provides resources for Students to become well-prepared for college and careers in an array of media. Graduates will emerge as strong community citizens who are collaborative workers and self-directed individuals in an ever-changing, technological society. Teachers prepare students to be critical thinkers, effective communicator and problem-solvers while students improve their ability to analyze and evaluate information, use technology, apply research techniques and create unique solutions to real world problems. GAME is a link learning program that strives to support students understanding and practice of skills needed for careers in the Arts, media and entertainment fields.

The Humanitas Academy of Education and Human Services is a collaborative environment where students engage in interdisciplinary project-based learning. Students connect to the classroom and local community through real life experiences, hands on learning, community partnerships and peer interaction. Humanitas teachers empower students by providing those opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. Student will gain skills needed to become collaborative workers and self-directed community citizens. Humanitas Academy graduates are critical thinkers who have a strong sense of identity, value learning and see opportunities for personal growth. In the Humanities the students work towards becoming proficient effective communicators of solutions to issues and news that effect the community growth for all.

The Medical Careers and Sciences Academy provides a rigorous curriculum that uniquely prepares students to be community citizens who are college and career ready. Students are exposed to a broad range of medical careers. A thoughtfully designed curriculum, guest speakers, job shadowing, student research, and field trips provide the students the opportunity to make informed choices regarding a career in the medical profession. Medical academy students are self-directed to better their environment and neighbors collaboratively. Work study program through the local hospital collaboration; students learn on the job skills for several positions around the hospital. Becoming an effective communicator helps Medical academy students exceed proficiency. Through Link Learning, students train and practice the skills necessary for hospital careers.

The Freshman Academy provides classes for all freshmen with a consistent cohort of teachers. The Academy has two counselors to meet the needs of the student's college and career planning. The supportive environment created in these classes helps students build the solid foundation for success in their education. The students experience a collaborative environment and staff engagement with standards based curriculum, social emotional learning strategies and foundational knowledge of the learning outcome skills. To prepare students for the pathway choice they enroll in for the future, freshmen academy builds knowledge and capacity for the skills needed to become effective communicators in a collaborative work environment. Every year a group of upper classmates participate in Link Crew which is a group to help the students adjust to the schedule, curriculum, and demands of becoming successful at high school. This action encourages responsible citizenship by making a connection with students and a system of community.

3. Indicate student enrollment figures:

Chatsworth Charter High School students come from our attendance area and from other parts of the San Fernando Valley, the greater Los Angeles area, and a few from outside the district. Our enrollment has been declining for the last nine years due to a variety of factors that contributed to waning enrollment at CCHS, including highly regarded charter schools nearby, a declining number of school-aged children in the community and to the opening of new high schools in the area. Chatsworth Charter High School enrollment-drop is illustrated below:

Enrollment History

School Year	Number of Students
2010-2011	2,955
2011-2012	2,726
2012-2013	2,482
2013-2014	2,327
2014-2015	2,200
2015-2016	1,996
2016-2017	1,921
2017-2018	1,851
2018-2019	1,706

Statistics extracted from Focus Reporting and Dashboard Spring 2019

Enrollment by Grade

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2010-2011	658	737	780	780	2,955
2011-2012	664	626	673	763	2,726
2012-2013	565	632	601	684	2,482
2013-2014	592	545	583	607	2,327
2014-2015	539	578	521	562	2,200
2015-2016	507	524	479	486	1,996
2016-2017	495	497	462	467	1,921
2017-2018	469	471	460	461	1,851
2018-2019	435	507	341	423	1,706

Statistics extracted from Focus Reporting and Dashboard Spring 2019

Language Classification FEBRUARY 2018-2019

ENGLISH ONLY	41.6%
INITIALLY FLUENT ENGLISH PROFICIENCY	11.3%
LIMITED ENGLISH PROFICIENCY	11.8%
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	35.3%
UNKNOWN	0.1%
Overall	100.0%

Statistics extracted from Focus Reporting and Dashboard Spring 2019

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

Chatsworth Charter High School current Title I status is school-wide, which allows all students to receive Title I services. Chatsworth Charter High School was first classified as a Title I school nine years ago, during the 2008-2009 school year when only 52% of the families qualified for the federal free or reduced lunch program. In 2015- 2016 academic year the percent of families qualifying for such program increased to 65%. For the 2017-2018, the poverty indicator is at 69.4%. The current percentage of students qualifying for a free or reduced meal is 65.9%. Extracted from the Title I ranking report provided by LDNW.

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

Students at Chatsworth Charter High School listed thirty one different languages as their home language. These are the languages spoken at home by our students:

Ethnicity FEBRUARY 2018-2019	
AMERICAN INDIAN/ALASKA NATIVE	1
ASIAN	143
BLACK	101
HISPANIC	1,097
WHITE	252
FILIPINO	85
PACIFIC ISLANDER	5
TWO OR MORE	22
Overall	1,706

Language Classification FEBRUARY 2018-2019	
ENGLISH ONLY	41.6%
INITIALLY FLUENT ENGLISH PROFICIENCY	11.3%
LIMITED ENGLISH PROFICIENCY	11.8%
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	35.3%
UNKNOWN	0.1%
Overall	100.0%

Statistics extracted from Focus Reporting and Dashboard Spring 2019

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

Chatsworth Charter High School utilizes all the means of communication available to share individual student performance results with parents. Our teachers are using Schoology to post students' academic progress in real time. Teachers, parents and students are using Schoology to communicate with each other. In addition, individual student academic results are distributed through letters via mail for example; progress report grades every five weeks and a final report at the end of each semester. In some cases phone calls are made to selected parents by teachers or counselors when academic concerns arise due to low performance in course classes' tests or state assessments results. School meetings are also employed as grounds for sharing personal student academic results where parents are informed of their student's academic progress and/or graduation progress. Individual student academic assessment results are also discussed in parent-counselor meetings when students are not making adequate academic gains or when students are academically at risk of not meeting educational goals.

CCHS parents are provided with different support options in English and in Spanish to help with the interpretations of individual academic results from school, District, and State assessments. Various parent-meeting are conducted throughout the year such as PHBAO, Back to School Night, Parent-Counselor, Parent-Teacher, Coffee with Principal, School Site Council, etc. to share academic results with parents in a way they can understand. In some cases, individual conferences are arranged with counselor or teachers when a more thorough explanation is needed.

CCHS contracted the Parent Engagement Academy to provide a series of workshops to build parent capacity in topics that include: the CA School Dashboard, the A-G requirements, and helping parents understand the college system.

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

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

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

Other important characteristics of the school:

Linked Learning

In an effort to offer students a quality education and meaningful career pathways, two Small Learning Academies, Medical and GAME, adopted the Linked Learning career pathways approach.

California Partnership Academy(CPA)

The Engineering and Design Tech Academy utilizes CPA to offer machine shop as a career pathway for students in the academy. Another CPA pathway is Culinary Arts which is open to all students from all the academies as an elective course.

Career Technology Incentive Grant(CTIG)

Students in the Humanitas Academy have the option to expand their knowledge in the field of humanities by participating in the Careers for Children pathway.

Future Academic Programs

- Chatsworth Charter High School is in a planning stage to bring in the near future a Dual Language program with an emphasis in Korean.
- CCHS has formally submitted on February 5, 2017 an application for an Engineering & Technology Theme STEAM Magnet to begin serving ninth grade students first then expand to other grades each year after that. If approved, the new magnet program at CCHS will open for the 2020-2021 school year.
- The CCHS Game Academy is planning to partner with the University of California Irvine and ConstructGaming to start an eSport team and become the first District high school to officially add eSports to the school athletics program. eSports will be implemented like a tradition athletic team allowing students to compete in a new way. This eSports gaming program will build 21st century critical skills and make better players with research-based evaluation and training.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

CCHS is proud of the 2015 Self-Study Report, which truly revealed the strengths and weakness of our academic programs. The six-year WASC accreditation validates CCHS' ongoing commitment to provide every student with a high-quality education.

The Visiting Committee saw the action plan as user friendly and attainable with current existing resources. The committee further commented that "It is believed that strong leadership, teacher buy in, and a laser-like focus toward continued improvement will lead CCHS to success."

2015 Visiting Team Comments & Recommendations:

1. Professional development on the effective creation of CCSS aligned common collaborative formative assessments is needed.
2. Develop CCSS aligned common best practices and analyze assessment data to identify instructional program strengths and weaknesses as well as identify specific remediation needs.
3. There is a need for all staff to evaluate and assess the impact of instruction on student learning.
4. Professional development is needed to assist teachers to gather, analyze, and use assessment results to target instruction based on student needs.
5. Develop and implement a clear discipline matrix that is shared with all stakeholders

COMPREHENSIVE NEEDS ASSESSMENT

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

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

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>The comprehensive needs assessment was discussed at our SSC meetings. CPA reported that teachers were requesting laptops, Promethean boards, LCD projectors and chromebook carts. For the 2019-2020 budget, the SSC approved the lease of Promethean boards in order to provide one board to our core subject teachers. SSC agreed that class reduction was necessary for student achievement and approved to maintain the same number of class reduction teachers in our 2019-2020 7S046 budget. The importance of Mastery Learning and Grading was discussed; SSC approved to provide Staff Training rate from our 7S046 fund to pay for our teachers to participate in the Mastery Learning training.</p> <p>The School Experience Survey results were presented and the need to increase opportunities for parent participation was discussed. SSC was informed about the success of the parent workshops provided by the Parent Engagement Academy. SSC approved to provide funding from the 7E046 budget to pay for the parent workshops. Parents also requested that opportunities for parent involvement be available on Saturdays; a recommendation was made to add parent workshops on Saturdays.</p> <p>ELAC's needs assessment and data regarding EL reclassification was presented. SSC accepted and approved ELAC's recommendation to approve the 2019-2020 categorical budgets and the 2019-2020 SPSA.</p> <p>SSC approved the proposed 2019-2020 Categorical Budget and SPSA on March 5, 2019</p>	09/04/2018, 02/05/2019, 10/02/2018, 03/05/2019, 12/04/2018, 01/08/2019
<input checked="" type="checkbox"/> Departments	<p>Department chairs indicated that they needed more time for common plannings. Title I is purchasing Promethean ActivPanels for core subject teachers: department chairs indicated that they wanted the teachers to have a say as to where in the classroom the panels would be mounted. They also said there was a need for more Chrome-books.</p> <p>2/12/19 Reviewed the CA School Dashboard data. Our English Learners had the biggest drop of 90.9 point in the English Language Arts compared to a 55 point decline for English Only students. In Mathermathics, EL students are at 178 points below standard, but they decline only 13 points compared to 14.9 English only students.</p>	12/06/2018, 02/12/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>The ELAC committee was presented with EL data pertaining to reclassification and testing results from the RI, SBAC, and ELPAC. After discussing the areas of need and improvement the members completed a Comprehensive Needs Assessment and made their recommendations to the SSC regarding their approval of the 2019-2020 Categorical budgets and SPSA.</p> <p>12/5/18 Title III Coach discussed with ELAC parents the recommendations to support our students with Chromebooks for academic practices. 1/09/19 Discussed with ELAC parents the importance of after school tutoring to prepare students for reclassification. Parents had to make sure their children participate in the Bridge to Reclassification Program after school. 2/21/19 The importance of attendance and needs assessment were discusses with ELAC parents. Another recommendation suggested by the parents to improve student achievement was to hire one more teacher assistant to support our ELs in core classes.</p>	12/05/2018, 01/09/2019, 02/21/2019
<input checked="" type="checkbox"/> Small Learning Community (SLC)	<p>The Ninth grade academy discussed the availability of resources for supplies and purchases that were not allowed out of Title I funds. Teachers indicated that there was need to update the classroom technology.</p>	02/19/2019

<input checked="" type="checkbox"/> Other: Instructional Leadership Team	Reviewed 10 week grades and discussed ways to motivate students attendance. There is a need a parent night to provide general information to parents. Need to provide more parent involvement opportunities.	10/08/2018
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Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

The California Dashboard reports that our graduation rate for 2018 was 92.8%. This a 2.7% increase from the previous year, 90.2%. The California Dashboard lists six subgroups for our school: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. All subgroups increased their graduation rate with the Students with Disabilities being the group with the biggest improvement, 12.1%. Chatsworth Charter High School is closing the achievement gap: It is interesting to note that Latino and Socially Disadvantage students had a higher graduation rate than White students.

2018 CALIFORNIA SCHOOL DASHBOARD PERFORMANCE DATA – GRADUATION RATE – SCHOOLWIDE AND BY SUBGROUPS

All Students: Green
 92.8% students graduated
 Increased 2.7%

English Learners: Yellow
 75.6% students graduated
 Increased 1.8%

Socioeconomically Disadvantaged Students: Green
 93.1% students graduated
 Increased 3.4%

Students with Disabilities: Green
 88.9% students graduated
 Increased 12.1%

Asian Students: Blue
 97.5% students graduated
 Increased 5.8%

Hispanic Students: Green
 92.5% students graduated
 Increased 1.1%

White Students: Green
 90.9% students graduated
 Increased 8.6%

2018 CALIFORNIA SCHOOL DASHBOARD PERFORMANCE DATA – COLLEGE AND CAREER INDICATOR – SCHOOLWIDE AND BY SUBGROUPS

All Students: Yellow
 51.9% students prepared
 Maintained -0.4%

English Learners: Orange
 22.2% students prepared
 Maintained -0.7%

Socioeconomically Disadvantaged Students: Orange
 47.7% students prepared
 Decreased 3.7%

Students with Disabilities: Yellow
 16.7% students prepared
 Increased 2.2%

Asian Students: Blue
 77.5% students prepared
 Increased 2.5%

Hispanic Students: Orange
 41.9% students prepared
 Decreased 6.6%

White Students: Green
 63.6% students prepared
 Increased 7.2%

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Although English learners improved their graduation rate by almost 2%, it was the group with the lowest graduation rate at 75.6%. We have new students who enroll at our school that are identified as English learners. These students are at lower ELD levels and it is more difficult for them to acquire a new language and meet the graduation requirements simultaneously. The school needs to provide more differentiated support to its English Learners so they can complete A-G requirements within four years.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

The school provides plenty of opportunities for credit recovery: Saturday School, Winter Plus, Spring Plus, Performance Assessment Student Support (PASS), Individual Instruction Lab (IILab), Extended Learning Through Alternative Education (ELTAE), Concurrent College classes (AB288 Dual Enrollment), Community College classes on campus, after school credit recovery classes at Stoney Point HS, and summer school. Students who were in danger of not meeting the graduation requirements were allowed to enroll at alternative schools such as Aggeler High School, Stoney Point HS, and City of Angels. The school has purchased CSR teachers in core subjects as one method for providing differentiated support for all students.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school's instructional coaches will be implementing a new strategy to provide focused instruction related to skills and port for English Learners and other at-risk students

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

Improve the overall graduation rate reported by the California Dashboard by 2% from 92.8% 2018, to 94.8% 2020, in order to maintain our school performance in the Green on the Graduation Rate Indicator Five-by-Five colored table.

CCHS will increase the graduation rate of English Learners by 5 points, from 75.6 to 80.6, in order to improve the English Learner subgroup performance, move from Yellow to Green on the Graduation Rate Indicator Five-by-Five Colored Table.

For the Class of 2020, CCHS will increase the percentage of English Learners who are prepared for college and career, as measured by the College/Career Indicator on the CA Dashboard, will increase at least 5 percentage points, from 22.2% to 27.2%, i.e., from the "Orange" to the "Yellow" Performance Level.

Teachers with English learners will teach the California ELD Standards in tandem with the California Math Standards during integrated Math instruction. Integrated ELD lessons will enable students to access the content of core classes through the use of Constructive Conversation skills place mats. Additionally, teachers will employ Depth of Knowledge strategies such as visualization and chunking so students can increase metacognition.

For the Class of 2020, the percentage of Socioeconomically Disadvantaged students who are prepared for college and career, as measured by the College/Career Indicator on the CA Dashboard, will increase at least 5 percentage points, from 47.7% to 52.7%, i.e., from the "Orange" to the "Green" Performance Level.

For the Class of 2020, the percentage of Hispanic students who are prepared for college and career, as measured by the College/Career Indicator on the CA Dashboard, will increase at least 5 percentage points, from 41.9% to 46.9%, i.e., from the "Orange" to the "Yellow" Performance Level.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Categorical Program Advisor (CPA) will be funded to monitor the expenditure of Title I funds to include planning, organizing, administering, directing, and accounting for the operation of the Title I Program. The CPA, in collaboration with the assistant principal, will be responsible for: <ul style="list-style-type: none"> • planning, developing, implementing, monitoring and assessing academic programs for all at risk students • coordinating and planning demonstration lessons and best practices for all content areas • planning designing and implementing staff professional development CPA will also: <ul style="list-style-type: none"> • plan and coordinate parent activities. • gather, organize, interpret and disaggregate all sources of student performance data available • attend all School Site Council (SSC) and Chatsworth Charter Leadership Council (CCLC) meetings 	08/14/2019 06/30/2020	Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation. The over all graduation rate should increase by at least 2%
Title I will acquire a Secondary Counselor to reduce the counselor case load. The Secondary counselor will provide supplemental services for students, especially those at risk of not meeting graduation requirement, ELA proficiency, Math Proficiency, and 96% attendance. The secondary counselor will: <ul style="list-style-type: none"> • assure suitable student matriculation in A-G and other required classes • assist in the collection and analysis of data relative to attendance behavior and student academic achievement • communicate with parent, teachers, administrators and students about issues affecting student graduation • meet with students individually to develop a four year graduation plan • monitor student graduation progress 	08/14/2019 06/30/2020	Principal, APSCS, Categorical Program Advisor will be monitor the success of the program by looking at the progress of students who are on track to graduate by the Spring of the graduation year.
College Counselor (not paid with Title I funds) will provide training during Professional Development(PD) for all teachers and other support staff, throughout the school year, on issues affecting CCHS graduation rate; especially the issues affecting the subgroups with the lower graduation rates. The training will include the following: <ul style="list-style-type: none"> • Teacher PD on A-G graduation requirements, college and career readiness and UC and CSU requirements • Building capacity on accessing student data from CA School Dashboard, Parent Portal, SBAC, A-G on track, and CAASPP • How to communicate with parents more effectively • How to use data to identify at risk students in their classes, identify and support their academic needs and to assist them on completing their A-G graduation requirements. 	08/14/2019 03/31/2020	Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of A-G requirements posted in the classroom in a area that would be visible to all students.
CPA Differential will be funded to allow time to perform Title I related responsibilities such as planing professional development and creating data reports for teachers for instructional planning and facilitating parent workshops.	08/14/2019 06/30/2020	Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	30401810	N/A	117361	122,487	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	110151 - COUNS SEC C1T 26/10 (6 Hrs / 5 Days)	30401818	N/A	110151	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,550	0.00	100

Focus Area: Effective Classroom Instruction *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Administrators, Instructional Coaches (funded by non-Title I funds), CPA and TSP coordinator will ensure that the teaching strategies listed below are implemented in the classroom with their support in facilitating lesson delivery or assisting teachers with their planning to support all struggling students at risk, from all underachieving subgroups who are failing any A-G courses, but prioritizing graduating seniors. The focus will include:</p> <ul style="list-style-type: none"> • Improving and implementing strategic and data driven lessons. For example, if a Mathematics Interim Assessment results review identified Concepts and Procedures as an area in which students showed deficiency, a lesson plan addressing this topic should be implemented. • Developing and using strategies that are research based on meeting academic subgroups needs in all course subjects, but especially in Language Arts and with EL students. Example, constructive conversations by the TSP advisor. • Developing engaging lessons that are meaningful and relevant to student interest • Implementing inclusive lessons by using differentiated instructions • Enhancing instruction by incorporating technology • Developing and implementing alternative assessments to accommodate multiple student learning styles, for example adding based project assessments. 	<p>08/14/2019 06/30/2020</p>	<p>Administrators , Instructional Coach, CPA and TSP coordinator will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation.</p>
<p>In order to close the achievement gap and increase the graduation rate, will acquire one Class-Size-Reduction Social Science, one CSR Science, and one CSR Math teacher (Math teacher funded in Mathematics Goal), to lower teacher-student ratio and increase integrated and differentiated instruction, academic focus and rigor. Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. It has been proven that students learn faster and perform better in smaller classes as a result of more individual attention, increased participation, and better communication between the instructor and students.</p>	<p>08/14/2019 06/30/2020</p>	<p>During departments meetings, teachers will review, analyze and compare Interim assessments and the 5, 10 and 15 progress reports to evaluate the effectiveness of lower class size. Assistant Principal and CPA will maintain sign ins, agendas and the documented analysis of the grades made by the teachers.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To assure a 100% graduation rate for our EL population, teachers will use a comprehensive approach to teaching core subjects which integrates ELD Standards into Designated and Integrated instruction. Specifically, teachers will use the following strategies:</p> <ol style="list-style-type: none"> 1. Cooperative Learning. Teachers require students work with classmates to use the language in all domains, listening, speaking, reading and writing, frequently and robustly. 2. Mentor texts/model problems. Teachers provide students with exemplars and ask students to reflect on what makes the samples effective. Students can use models to write their responses. 3. Model lessons. Teachers work with the Title III coach to develop lessons that promote the culture of students learning from one another. 4. Opportunity to practice high-stakes state examinations. To prepare students for success on high-stakes tests, the staff of Chatsworth Charter High School, will use the IAB from CAASPP to prepare the eleventh graders for success on those exams. Additionally, instructional coaches will work ELD teachers to prepare the students for the ELPAC by reviewing with the students and teachers model questions. The Title III coach will also work to demonstrate what is required on the ELPAC to earn a score necessary for reclassification. 	<p>08/08/2019 06/05/2020 New</p>	<p>Assistant principal will make classroom visit to observe implementation of the strategies. ELD teachers and Title III coach will analyze the 5, 10, and 15 week progress reports to see the improvement of the students grades in core subjects.</p>
<p>CSR Sub-days (8 Days @ \$510, total \$4,080) will be funded for the CSR Science and Social Science teachers to provide benefited absence, such illness and/or personal necessity.</p>	<p>08/14/2019 06/06/2020 New</p>	<p>During departments meetings, teachers will review, analyze and compare Interim assessments and the 5, 10 and 15 progress reports to evaluate the effectiveness of lower class sizes. Assistant Principal and CPA will maintain sign-ins, agendas and the documented analysis of the grades made by the teachers.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30036077	N/A	13579	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	30434610	N/A	13643	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	2,992	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Provide additional support based on data analysis to give all students who are not on track to graduate, especially students in subgroups that have been identified as needing additional support (Special Education, and EL students) a fair opportunity to complete graduation requirements. Using this data, will develop strategic after school intervention programs and implement effective instructional strategies in the classroom. The following intervention support will be provided to all students struggling to complete A-G graduation requirements:</p> <ul style="list-style-type: none"> • CCHS will increase the number of opportunities for students to participate in programs such as after school tutoring, Saturday school, Winter Plus, Spring Plus, Summer School, Performance Assessment Student Support (PASS), Individual Instruction Lab (IILab), Extended Learning Through Alternative Education (ELTAE), Concurrent College classes (AB288 Dual Enrollment), Boys and Girls Club tutoring, and curricular field trips. • CCHS will increase and improve support services for our pupils by paying for additional personnel such as Pupil Services Counselor, A-G Counselor, additional Academic Counselors, Categorical Program Advisor, Bridge Coordinator, Targeted Student Population Advisor, Instructional Coach, Bilingual Teacher Assistants and Class Size Reduction Teachers in core subjects. 	<p>08/14/2019 06/30/2020</p>	<p>Administrators, Counselors, CPA, TSP, and school supportive staff with the assistance of teachers will analyze student data to identify student academic gains or setbacks. Periodic and at the end of the intervention programs Success-evaluations will be conducted by administrators counselors, CPA, TSP, and school supportive staff by using student grade reports, SBAC results, and on-track graduation reports. Also, administrators and CPA will supervise, monitor progress and evaluate Saturday School effectiveness. Both will work Saturday School to revise attendance, make classrooms visits to ensure Common Core effective instruction is being implemented, support teachers, call parents when necessary, and check grades every four weeks to evaluate student academic progress.</p>
<p>Funding will be provided to pay for five counselors to work two days (60 hours @\$85, rounded to \$5,200) to meet with at risk students and parents of at risk students, before school starts, to discuss their progress toward 100% graduation.</p>	<p>08/12/2019 08/16/2019</p>	<p>APSCS, CPA and counselors will monitor the effectiveness of the program by analyzing the number of parents and students that meet with the Counselors and the percentage of student who are on track to graduate.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	5,182		100

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : 100% Graduation*
***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CCHS will work with parents as equal partners in assisting all students, particularly Special Ed students and English learners, to move towards meeting our goal of 100% graduation. The Administration Team, counselors, Title I Coordinator, TSP coordinators and school parent representatives will provide parents with:</p> <ul style="list-style-type: none"> • A series of parent workshops covering A-G requirements, CA School Dashboard and financial aid for college • Parent workshops to help them register with the Parent Portal and access student information in Schoology • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, School Site Council, Chatsworth Charter Leadership Council, etc.) to share and discuss student data to develop plans to help under-performing students • Workshops to educate parents about CCHS SPSA goals, and WASC self-study report. • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students • We will contract with the Parent Engagement Academy to provide a series of workshops for parents with topics that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM careers, etc. 	<p>08/14/2019 06/30/2020</p>	<p>Principal, other administrators, Counselors, CPA, and TSP will collect meeting agendas, minutes, and sign-ins to check parent attendance. Parent participation logs will be in use by school staff to check effectiveness. Counselor will use MyData to check the students' progress towards our goal of 100% graduation.</p>
<p>CCHS will fund CPA X-time (55 hours at \$85, \$4,675) to facilitate a minimum of 18 workshops for parents (in English and Spanish) during evenings and on Saturdays. CPA will collaborate with the Parent Engagement Academy and the LA County mental health promoters to present 18 parent workshops. Seven workshops dedicated to academics with topics such as the CA School Dashboard, A-G requirements, the California college system, importance of attendance, etc. Eleven workshops will be about social/emotional issues that are barriers to students' academic success; topics to be discussed include child abuse, suicide prevention, alcohol and drug abuse, domestic violence prevention, mental health and stigma in the Latino community, stages of mourning and loss, symptoms of depression, and behavior related disorders. CPA will also meet with students and parents during the parent orientation before school year starts. CPA will also provide workshops for parents to learn how to register and navigate through the Parent Portal to monitor student's progress towards graduation.</p>	<p>08/14/2019 06/06/2020 New</p>	<p>CPA will maintain parent attendance sign-ins to all workshops. CPA will evaluate the effectiveness of the program by providing a pre-assessment and a post-assessment during every workshop. At the conclusion of each series of workshops, there will be a survey to evaluate the quality of the workshops. The Parent registration will also increase by at least 30% from 24% the Spring 2019 to 54% Spring 2020 to work towards our goal of 100% parent registration.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	4,675		100

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input checked="" type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

2018 California Dashboard Performance Data
 ELA- School Wide and by Subgroups

All Groups: Orange
 Distance from Standard: -25.9 points
 Declined: 60.6 points

English Learners: Red
 Distance from Standard: -122.8 points
 Declined: 82.5 points

Latino/Hispanic: Red
 Distance from Standard: -47.5 points
 Declined: 60.7 points

Students with Disabilities: Red
 Distance from standard: -138 points
 Declined: 49 points

Socioeconomically Disadvantage: Orange
 Distance from Standard: -36.2 points
 Declined: 59.5 points

Asian: Green
 Distance from Standard: 32.3 points
 Declined: 57.6 points

White: Green
 Distance from Standard: 32.6 points
 Declined: 26 points

In the CA School Dashboard our students are 25.9 points below standard with a declined of 60.6 points from the prior year. All subgroups experienced a significant decline, including Asian and White students who are 32 point above standard but declined 57 and 26 points respectively. The SBAC results indicate a significant drop in our student performance from the previous year. The percentage of students who met/exceeded the standards during the 2016-17 school year was 66%, compared to 41% in 2017-18. We have 25% points difference from one year to the next.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

The performance on the SBAC is our major concern. More consistency on the interim assessment is needed to adjust our lessons and differentiate our instruction. Our staff needs to stress to students the importance of doing well on the SBAC.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school needs to administer the interim assessments more consistently in order to evaluate the effectiveness of instruction and provide more staff development opportunities to improve instruction. In addition, as part of its new strategy described in 100% Graduation, the school will test English Learners separately in 2019-2020 in order to provide a lower-anxiety testing environment.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

All students will decrease the average Distance from Standard by at least 5 points from -25.9 to -20.9 points, in order to improve the performance of all students, move from Orange to yellow on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

The English Learner subgroup will decrease the average Distance from Standard on the Spring 2020 ELA SBAC assessments by at least 38 points, from -82.5 to -45, in order to improve the English Learner subgroup performance, move from Red to Yellow on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

The Students with Disabilities subgroup will decrease the average Distance from Standard on the Spring 2020 ELA SBAC assessments by at least 50 points, from -138 to -88, in order to improve the Students with Disabilities subgroup performance, move from Red to Orange on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

The Hispanic/Latino subgroup will decrease the average Distance from Standard on the Spring 2020 ELA SBAC assessments by at least 50 points, from -47 to +3, in order to improve the Hispanic/Latino subgroup performance, move from Red to Green on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

The Socioeconomically Disadvantaged subgroup will decrease the average Distance from Standard on the Spring 2020 ELA SBAC assessments by at least 40 points, from -36 to +4, in order to improve the Socioeconomically Disadvantaged subgroup performance, move from Red to Green on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

All students will increase the proficiency of all students by 29 percentage points on the SBAC assessments from 41% 2018, to 70% by 2020.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>If funds become available, staff training rate will be allocated to provide professional development to ELA/ELD teachers before the beginning of the school year and after the regular work day to support all students who are not meeting ELA/ELD proficiency. The training will focus on data analysis to support implementation of differentiated instruction and effective First Teaching (Tier I and Tier II Core Instruction).</p> <p>Model lessons. Teachers work with the Title III coach to develop lessons that promote the culture of students learning from one another.</p> <p>In response to the need identified by the SBAC scores Chatsworth Charter High School will:</p> <p>1. Conduct professional development workshops:</p> <p style="padding-left: 20px;">a) on the use of multimedia such as videos and other digital content in training students to develop listening and note-taking skills.</p> <p style="padding-left: 20px;">b) on the use of Constructive Conversation protocol and High Impact practices to improve overall academic achievement within the EL subgroup.</p> <p>2. Model lessons. Teachers work with the Title III coach to develop lessons that promote the culture of students learning from one another.</p>	<p>08/14/2019 06/05/2020</p>	<p>English Department Chair and Instructional Coach will review the 5, 10 and 15 progress reports to analyze the improvement of grades in the ELD and English classes.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>1) Use High Impact Practices including fostering academic interactions, using complex text, and fortifying complex output. Use constructive conversation skills to promote language acquisition to access content in the designated and integrated ELD lessons.</p> <p>2) Use graphic organizers, thinking maps, abbreviations, and symbols for note taking practices in reading, listening, and viewing. Use Constructive Conversation protocol during integrated ELD lessons for problem solving in mathematics, analyzing primary and secondary documents in social studies, and discussing inquiries in science,</p> <p>3) To prepare students for these high-stakes tests, the staff of Chatsworth Charter High School, will use the Interim Assessment Blocks (IAB) from CAASPP. Students will become familiar with technology with frequent opportunities to practice using the IABs. Additionally, the Title III coach will work with ELD teachers to prepare students for the ELPAC by reviewing model questions. The Title III coach will model ELPAC awareness activities to support reclassification.</p>	<p>08/14/2019 06/05/2020</p>	<p>The Principal, Assistant Principals, Department Chairs and Instructional Coach will review data from the California Dashboard and perform periodic classroom observations. Teachers can determine the level of contribution to academic outcomes through an increase in course grade, and learning target measures. ELD teachers and instructional coach will look for improvement in the 5, 10 and 15 progress reports.</p>
<p>Title I will fund 10 curricular trips @ \$410. (Rounded to \$4,100) to provide additional opportunities for students to complete the research for their projects and extend the instruction beyond the physical setup of a classroom and expose students to first-hand experience that curricular trips to museums, universities, and work places can provide. Curricular Trips will be provided to students in order to extend the curriculum for core content areas beyond the classroom. Trips will be aligned to the CCSS standards and will allow for teachers to plan for interdisciplinary projects for all grade levels.</p> <p>English Language Arts (5 buses) CCSS Research to Build and Present Knowledge Standard # 8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation Universities: Westmont College, Pepperdine University, UCLA, UCSB, UCI, UCR, Pepperdine, USC, Loyola Marymount, CSLB, CSUN, CSLA, Mount Saint Mary's, English Language Arts</p> <p>Social Studies (5 buses) CCSS Writing standard 8, Research to Build and Present knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. . Museums and libraries: Ronald Reagan Library, Chatsworth Library, Finanacial Park Jr. Achievement. Huntington Library and Museum, Gene Autry Museum , Japanese American Museum, Museum of Tolerance, William S. Hart Museum , Skirball Cultural Center, Natural History Museum. – Manzanar Center.</p>	<p>12/01/2019 03/30/2020</p>	<p>Principal, Assistant Principals, Department Chairs and Instructional Coach will ask teacher to provide student feedback to evaluate the effectiveness of the field trips in engaging the students and providing experiences that makes them understand concepts that were taught in the classroom. The teacher can determine the level of contribution to academic outcomes through an increase in course grade, and learning target measures. Effectiveness will also be assessed by student reflections of curricular trips and student work based on their experiences.</p>
<p>To assure reaching a proficiency in English language arts for our ELD population, the English language arts and English language development teachers at Chatsworth Charter High School will use the following strategies:</p> <ol style="list-style-type: none"> 1. Cooperative Learning. Teachers require students work with classmates to use the language in all domains, listening, speaking, reading and writing, frequently and robustly. 2. Mentor texts/model problems. Teachers provide students with exemplars and ask students to reflect on what makes the samples effective. Students can use models to write their responses. 3. Model lessons. Teachers work with the Title III coach to develop lessons that promote the culture of students learning from one another. 	<p>08/14/2019 06/05/2020</p>	<p>Assistant principal will make class observation to use the effective use of the strategies. ELD teachers and Tittle III coach will review the 5, 10 and 15 week progress reports to see an improvement in students grades.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	4,100		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Tutor Teacher X-time to pay math, English, science and social studies teachers to provide fall and spring semester intervention to students after school on Mondays, Wednesdays and Thursdays for an hour. Students will be provided with individualized assistance. Students will have an opportunity to get differentiated support and clarification on English language and literature content and concepts, as well as ask individual questions, get homework help, get help in completing assignments, etc. (\$25,517: 300 hours @ \$85.00) More hours will be added to Tutor Teacher X-time when the Second Allocation becomes available.	09/02/2019 06/05/2020	Categorical Program Advisor will monitor the attendance to tutoring by collecting the sign-in sheets. Assistant Principal, CPA, counselor and department chair will assess the effectiveness of the program by monitoring the grades of the students attending tutoring. Student sign-ins will be kept. Teachers will verify that each student attending tutoring improves their grades in the five, ten, and fifteen week progress reports.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	25,517		100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : English Language Arts*
 *Required if any Focus Area above is addressed.

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Five Chromebooks will be purchased from Arey Jones at \$290 each, rounded up to \$1,500 including taxes, to be used in the Parent Center to assist parent with registration in the Parent Portal. The Chromebooks will also be used with the existing Promethean ActivPanel to provide workshops for parents. The workshops will include: A-G requirements, Common Cores State Standards, ELA SBAC Data, ELA Standards, LCFF-LCAP, CAASPP, the CA Dashboard, and other similar topics.	09/02/2019 04/30/2020	The principal and CPA will monitor the effectiveness of the program. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA for data analysis to measure the effectiveness in meeting improved goal of 70% proficiency. Sign-ins will be kept on file. This will contribute to an increase of at least 30% of parent registration in the Parent Portal from 24% in the Spring 2019, to 54% in 2020 to make progress towards our goal of 100% parent registration.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Will contract with the Parent Engagement Academy (\$8,008; Vendor # 1000014539) to provide a series of workshops for parents with objectives that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc Parent Engagement Academy provides a parent engagement course, Families Acting towards Results (FACTOR), focusing on the social, emotional and physical development of children from low-income families. This course incorporates useful academic information and 21st century skills. Their research-based curriculum aims to improve students' academic achievement and parent engagement in K-12 schools.</p>	<p>09/10/2019 12/18/2019</p>	<p>The principal and CPA will monitor the effectiveness of the program. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA for data analysis to measure the effectiveness in meeting improved goal of 70% proficiency. Sign-ins will be kept on file. This will contribute to an increase of at least 30% of parent registration in the Parent Portal from 24% in the Spring 2019, to 54% in 2020 to make progress towards our goal of 100% parent registration.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	1,500		100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	50035 - PROF X INDEP CONTR	N/A	N/A	50035	8,008	0.00	100

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input checked="" type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

2018 California Dashboard Performance Data
 Mathematics- School Wide and by Subgroups

All Groups: Orange
 Distance from Standard: -72.2points
 Declined: 19.1 points

English Learners: Red
 Distance from Standard: -143.6 points
 Declined: 23.2 points

Latino/Hispanic: Orange
 Distance from Standard: -96.1 points
 Declined: 14 points

Students with Disabilities: Red
 Distance from standard: -177.7points
 Declined: 37.6 points

Socioeconomically Disadvantage: Orange
 Distance from Standard: -83 points
 Declined: 15.7 points

Asian: Green
 Distance from Standard: 9.5 points above standard
 Declined: 40.4points

White: Yellow
 Distance from Standard: -20.4 points
 Maintained: 1.8 points

Our students are 72 points bellow standard on the CA School Dashboard, that is 19.1 points decline from the previous years. With the exception the Asian subgroup, all groups are bellow standards, however, White students was the only subgroup that showed an improvement of 1.8 points. The SBAC proficiency level dropped from 36% the 2016-2017 school year to 28% 2017-2018.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

There is a need for more consistency in administering the interim assessments and using the results to drive instruction that meets the needs of all students, including at-risk students. Teachers also have been in the process of learning to implement a new math curriculum introduced in 2017-2018.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

After-school tutoring ans Saturday school have provided a measure of effective support to students struggling with math.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

We will persist in administering the interim assessments to evaluate the effectiveness of the instructions and will provide professional development opportunities for our teachers to improve instruction.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

All students will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 5 points, from -25.9 to -20.9, in order to improve the school performance, move from Orange to Green on the CA Dashboard Mathematics 5x5 Performance Table in 2020-2021

English Learners will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 15 points from -143 to -128 in order to improve the English Learners subgroup performance, move from Red to Orange on the CA Dashboard Mathematics 5x5 Performance Table in 2020-2021.

Students with disabilities will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 15 points, from -177 to -162, in order to improve the Students with disabilities subgroup performance, move from Red to Orange on the CA Dashboard Mathematics 5x5 Performance Table in 2020-2021

Hispanic/Latino students will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 15 points, from -96.1 to -81.1, in order to improve the Hispanic/Latino subgroup performance, move from Orange to Yellow on the CA Dashboard Mathematics 5x5 Performance Table in 2020-2021

Socioeconomically disadvantaged students will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 25 points, from -83 to -58, in order to improve the Socioeconomically disadvantaged subgroup performance, move from Orange to Green on the CA Dashboard Mathematics 5x5 Performance Table in 2020-2021

Will increase the math proficiency for all students by 30 percentage points on the SBAC assessments from 27% 2018 to 57% 2020.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide professional development for differentiated and integrated ELD instruction by 1) developing concrete and visual representations of academic language to make the instruction more accessible across all core subjects, particularly in mathematics. 2) using math manipulative such as algebra tiles to make math instruction accessible. 3) implementing Constructive Conversations protocol, scaffolding strategies and graphic organizers for problem solving. 4) creating exit tickets to help students become aware of their own learning and clarify for teachers areas requiring reteaching.	08/14/2019 06/05/2020	Assistant Principal in charge of Math, Department Chair, Instructional Coach, Title III Coach, and ELD Designee The above administrative and support staff will take the following steps to measure effectiveness: 1. Visit classes to observe evidence of differentiated and integrated ELD instruction. 2. Monitor the percentage of students meeting standards on the IABs, grades, and SBAC results. 3. Maintain agendas, sign-in sheets and minutes from each training meeting. 4. Analyze student exit tickets to determine next-steps.
Analyze SBAC Interim Assessment Block (IAB) results to give students feedback on how well they understand the information (math concepts and skills) and what they need to improve. IAB provide feedback to students and also help guide teachers to better design instruction. 1) provide teachers with class results of the IAB and summative SBAC. 2) analyze results of the IAB results. 3) plan reteaching of concepts and skills as identified by the assessment data. 4) implement extensive exposure to ICA, which is a dry-run of the SBAC. 5) train students with the interface of the SBAC as it appears on the Chromebook or desktop computer. 6) provide extensive modeling of the IABs through the use of different strategies, i.e. graphic organizers, tiles, thinking maps	08/14/2019 06/05/2020	Assistant Principal in charge of Math, Department Chair, and Instructional Coach The above administrative and support staff will take the following steps to measure effectiveness: 1. Classroom visits to observe evidence of modeling and reteaching cycle. 2. SBAC data analysis chats 3. Department meeting agendas and sign-in sheets will be kept to check participation.
Toshiba Contract; \$10,000 to pay for the maintenance contract for printers and photocopiers in school to allow teachers to have uninterrupted access to copiers so teachers can provide students with abundant copies of the graphic organizers and other printer instructional material.	08/14/2019 06/30/2020	The Categorical Program Advisor, Instructional Coach, and Assistant Principal will monitor correlation between the amount of copies made and student achievement. They will measure this by: 1. Noting which of the graphic organizers lead to the strongest improvement in students' scores. 2. Noting which of the graphic organizers students find the most helpful by asking on exit tickets. 3. Students will decrease the distance from standards in the SBAC tests by at least 5 points.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	10,000		100

Focus Area:

Effective Classroom Instruction

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math teachers will incorporate the five mathematical proficiency strands when developing and delivering their lessons. Effective instruction will include:</p> <ol style="list-style-type: none"> 1. Conceptual understanding- comprehension of mathematical concepts, operations, and relations. 2. Procedural fluency- skill in carrying out procedural flexibility, accurately, efficiently and appropriately. 3. Strategic competence- ability to formulate, represent, and solve mathematical problems. 4. Adaptive reasoning- a capacity for logical thought, reflection, explanation, and justification. 5. Productive disposition- habitual inclination to see math as sensible, useful and worthwhile. <p>Math teachers will:</p> <ul style="list-style-type: none"> • Teachers with English learners will teach the California ELD Standards in tandem with the California Math Standards during integrated math instruction • Develop protocols for standards-based projects to accelerate math literacy • Offer Specially Designated Academic Instruction that serves the needs of under-achieving students in math • Develop protocols for lesson study teams to observe best classroom practices through student work • Develop protocols for classroom observations. The protocols will be established based on student performance data to address the academic needs of all underachieving students. 	<p>08/14/2019 06/05/2020</p>	<p>The Principal, Assistant Principals, Math Department Chair, CPA, TSP and Title III coordinator will take the following steps to measure effectiveness:</p> <ol style="list-style-type: none"> 1. Classroom visits to observe evidence of differentiated and effective first teaching in action. 2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results. 3. Agendas, sign-in sheets and minutes from each Math department meeting will be kept to check participation
<p>In order to close the achievement gap and increase the graduation rate, will acquire one CSR Math teacher to lower teacher-student ratio and increase integrated and differentiated instruction, academic focus and rigor. Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. It has been proven that students learn faster and perform better in smaller classes as a result of more individual attention, increased participation, and better communication between the instructor and students.</p>	<p>08/14/2019 06/05/2020</p>	<p>During departments meetings, teachers will review, analyze and compare Interim assessments and the 5, 10 and 15 progress reports to evaluate the effectiveness of lower class sizes. Assistant Principal and CPA will maintain sign-ins, agendas and the documented analysis of the grades made by the teachers.</p>
<p>Four CSR Sub-days will be funded for the CRS Math Teacher to provide benefited absence, such illness and/or personal necessity.</p>	<p>08/14/2019 06/05/2020</p>	<p>During departments meetings, teachers will review, analyze and compare Interim assessments and the 5, 10 and 15 progress reports to evaluate the effectiveness of lower class sizes. Assistant Principal and CPA will maintain sign-ins, agendas and the documented analysis of the grades made by the teachers.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Supplemental resources such as technology will be purchased to build technology capacity to increase math mastery for students lacking math proficiency by transforming traditional classroom and instructional methods to an engaging digital content world that promotes strategic and differentiated instruction.</p> <p>The following supplemental technology resources will be funded: Will lease from STS Education 25 Promethean ActivPanel boards (at \$26,000 per year) to enhance effective integrated instruction delivery. The ActivPanels will be assigned to core subject teachers to bring 21st century technology in the classroom and improve student engagement by facilitating the interactive and collaborative use of classroom devices, digital curriculum & assessments for learning. The ActivPanels include software (ClassFlow) that enables teachers and students to collaborate with ease. The lease also includes professional development for teachers to learn how to use ClassFlow and to integrate the new technology into curriculum and instruction. The Active Panel boards transform linear traditional teaching into multidimensional teaching that improves math literacy by enabling the differentiated instruction needed to meet the Individual academic needs of students facing learning difficulties in math. They also increase math literacy sources by bringing the online to library to the classroom. Students become more engaged through an interactive lesson where multiple students can participate by completing tasks on the Active Panel board. Students can also project on the ActivPanel the work they are doing on their personal electronic devices.</p>	<p>08/14/2019 06/05/2020</p>	<p>Math department Chair, Instructional Coach, CPA and Assistant Principal will monitor the effectiveness of the use of the equipment in the classroom by looking at the fail rate in math classes and the interim assessments results in addition to classroom observations of the use of the equipment in the instruction.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50256 - RENTL/LEASE EQP-INST	N/A	N/A	50256	26,000		100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,496	0.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30424351	N/A	13644	117,632	1.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will provide after-school intervention for at-risk students in the core subjects, including math. (Funded on ELA Goal Page.) If and when the school receives a second allocation of funds, additional Tutor Teacher X-time will be allocated to pay teachers to provide more Math tutoring. Students will get individualized assistance in understanding math and developing problem-solving skills. Students also will have an opportunity to get clarification on content and concepts, ask individual questions, get homework help, get help in completing assignments, etc.</p> <p>In addition, the school will promote the free tutoring help provided by the Boys and Girls Club on campus for about two hours everyday after school.</p>	<p>08/14/2019 06/05/2020</p>	<p>Categorical Program Advisor will monitor the attendance to tutoring by collecting the sign-in sheets. Assistant Principal, CPA, counselor and department chair will assess the effectiveness of the program by monitoring the grades of the students attending tutoring. Student sign-ins will be kept. Teachers will verify that each student attending tutoring improves their grades in the five, ten, and fifteen week progress reports.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : Mathematics*
***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CCHS will work with parents as equal partners in assisting all students, particularly Special Ed students and English learners, to move towards meeting our goal of 57% proficiency on the mathematics SBAC assessment. The Administration Team, counselors, Title I Coordinator, TSP coordinators and school parent representatives will provide parents with:</p> <ul style="list-style-type: none"> • A series of parent workshops covering A-G requirements, CA School Dashboard and financial aid for college • Parent workshops to help them register with the Parent Portal and access student information in Schoology • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, School Site Council, Chatsworth Charter Leadership Council, etc.) to share and discuss student data to develop plans to help under-performing students • Workshops to educate parents about CCHS SPSA goals, and WASC self-study report. • A multiple and effective communication system by utilizing Connect-Ed, individual phone calls, letters, Schoology, Remind.com, emails, the school marquee, flyers, and the CCHS website to keep parents informed about upcoming important events • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students • We will contract with the Parent Engagement Academy to provide a series of workshops for parents with topics that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM careers, etc. 	<p>08/14/2019 06/05/2020</p>	<p>Administration Team, Title I, Title III, TSP coordinators and school parent representative will work together on developing the action plans and implementing, monitoring and evaluating them. Effectiveness of the actions will be measured by a parent survey at the end of school year, and parent sign-ins. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 57% proficiency in math.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

English Language Proficiency Assessments for California Results
 Number of Students: 175

- Level 4 - Well Developed
16%
- Level 3 - Moderately Developed
30.9%
- Level 2 - Somewhat Developed
18.9%
- Level 1 - Beginning Stage
34.3%

English Learners are in the Red on the CA Dashboard 5X5 Performance Table in 2020-2021 for ELA and Mathematics, they are in the Orange in College/Career indicator. English Learners is the most under-performing subgroup in our school. We have 175 English learners reported on the CA School Dashboard with 53% of the EL students being in ELD levels 1 and 2; their currently ELD level could explain the poor performance on various indicators.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Recent arrival of English learners in the lower ELD levels and a disproportionate number of EL students identified as students with Disabilities has impacted the performance on the SBAC assessments for math and ELA.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

The efforts of the Student Support and Progress Team (SSPT) had a major roll in reclassifying several students with Disabilities which brought the total number of reclassified students for the 2017-2018 year to 55 out of an EL population of 234. (MiSIS)

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

English Learners will decrease the average Distance from Standard on the Spring 2020 ELA SBAC assessments by at least 38 points, from -82.5 to -45, in order to improve the English Learner subgroup performance, move from Red to Yellow on the CA Dashboard ELA 5X5 Performance Table in 2020-2021.

English Learners will decrease the average Distance from Standard on the Spring 2020 Mathematics SBAC assessments by at least 15 points, from -143 to -128, in order to improve the English Learners subgroup performance, move from Red to Orange on the CA Dashboard Mathematics 5X5 Performance Table in 2020-2021.

Will increase the reclassification rate by 6 percentage points from 16.7% October 2018 to 22% October 2020 on MyData Dashboard.

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

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CCHS Instructional Leaders, but primarily the EL Instructional Coach jointly with the TSP coordinator, will plan and deliver PD for all teachers and support staff on issues affecting EL classification rates and finding solutions to help all ELs achieve reclassification. The PD will focus on, but not be limited to:</p> <ul style="list-style-type: none"> • Educating all teachers and supporting staff on the EL program; learning the English language acronyms, criteria for EL reclassification, identifying EL in their classes, etc. • Present data showing the grades, EL assessments results, Lexile reading levels of LE students. • training teachers and supportive staff on transitioning from CELT to ELPAC • Training teachers and supportive staff on how and where to obtain new EL material and how to use them effectively. • Introduce and implement the following approaches: "I do it," "We do it," "You do it together," and "You do it alone" sequence of activities • Show teachers how to plan for: Before, During, and After lesson planning to allow front-loading of key concepts and academic vocabulary before students are given group, literacy-based and procedural activities. • Instruct teachers how to use the model "Constructive Conversation" protocol to allow all students to participate in group discussions involving visuals, info-graphics, video, and complex written text 	<p>08/14/2019 06/05/2020</p>	<p>Administrators, CPA, TSP Coordinators, and EL Instructional Coach will analyze the 5, 10 and 15 week progress reports, ELA interim assessments, and EL assessments results to evaluate the PD actions' efficacy</p>
<p>To assure reaching the reclassification goal and decrease the average Distance from Standard on the Spring 2020 ELA SBAC by at least 38 points for our ELD population, the English language arts and English language development teachers at Chatsworth Charter High School will use the following strategies:</p> <ol style="list-style-type: none"> 1. Cooperative Learning. Teachers require students work with classmates to use the language in all domains, listening, speaking, reading and writing, frequently and robustly. 2. Mentor texts/model problems. Teachers provide students with exemplars and ask students to reflect on what makes the samples effective. Students can use models to write their responses. 3. Model lessons. Teachers work with the Title III coach to develop lessons that promote the culture of students learning from one another. 4. Opportunity to practice high-stakes state examinations. To prepare students for success on high-stakes tests, the staff of Chatsworth Charter High School, will use the IAB from CAASPP to prepare the eleventh graders for success on those exams. Additionally, the Title III coach will work the ELD teachers to prepare the students for the ELPAC by reviewing with the students and teachers model questions. The Title III coach will also work to demonstrate what is required on the ELPAC to earn a score necessary for reclassification. 	<p>08/14/2019 06/05/2020 New</p>	<p>Administrators, CPA, TSP Coordinators, and EL Instructional Coach will analyze the 5, 10 and 15 week progress reports, ELA interim assessments, and EL assessments results to evaluate the PD actions' efficacy</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To meet the needs of English learners, teachers will use a comprehensive approach to ELA instruction integrating the California ELD standards during designated ELD and integrated ELA classes. In order to help students attain higher scores on both the ELPAC and the SBAC, ELD and ELA Teachers will implement effective instructional practices that emphasize designated and integrated ELD instruction. To access core content and allow students to internalize the California ELD standards in tandem with the Common Core ELA standards, teachers will:</p> <ul style="list-style-type: none"> • Use teacher-led instruction that overtly demonstrates how to complete a task • Use systematic frontloading of key academic language in all content areas • Implement high impact practices taught in the context of real-life situations • Use the Constructive Conversation placemats which provides students with scaffolding to form academic conversations across content areas • Integrate foundational skills elements into the ELD lesson planning to address gaps in this area • Use sentence starters and paragraph frames to guide spoken and written responses • Integrate explicit teaching of grammatical structures as students learn the core content and as they analyze readings and write essays • Model of responses in academic discussions and academic writing • Provide students with multiple opportunities for revision and editing of formal written assignments as well as multiple options for written expressions for students with learning challenges • Continue the use of thinking maps and other semantic or visual organizers 	<p>08/14/2019 06/05/2020</p>	<p>Administrators, CPA, TSP Coordinators, and EL Instructional Coach will conduct informal classroom observations to verify that teaching techniques learned in the training are being implemented. EL Instructional Coach and ELD teachers will analyze the 5, 10 and 15 student progress reports to evaluate the improvement of students grades.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To assure reaching the school reclassification goal of 22% by 2020 and decrease the average Distance from Standard on the Spring 2020 ELA SBAC by at least 38 points for our ELD population, one hour of after school tutoring will be provided Monday through Thursday. Tutoring will be offered for Math, Science, Social Studies and English; for ELD 1 and 2 students, a separate tutoring session will be offered so they can get assistance with Math in Spanish; studies have showed that the concepts learned in students' primary language will transfer to the new acquired language.</p> <p>The Boys and Girls club will also be available for our ELD students for about two hours after school to assistance them in making progress towards achieve College/Career and Graduation Rate goals. The Boys and Girls clubs will offer the following programs:</p> <p>College Bound: College Bound is our results-driven program designed to encourage members ages 6-17 to think about and plan for education beyond high school graduation. We reach out to under-served students in order in increase college and career opportunities.</p> <p>Career Launch: Career Launch prepares teens for the world of careers and work. Through Career Launch club teens 13-18 years old embark on a journey to explore possible vocations, make sound educational decisions and find success in the world of work.</p> <p>SAT PREP: SAT prep is designed to help our juniors who will be taking their exams over the course of this year and into the beginning of their senior year; it consists of 6 two hours sessions.</p> <p>College Bound: The goal of the College Bound program is to ensure members receive the support needed to graduate high school on time and upon graduation, have a plan for the future. Whether the plan is to attend a 2 year, 4 year, public or private university or to graduate job ready, our program offers various resources to help members achieve their goals.</p> <p>Keystone: Keystone is the Boys & Girls Club Movement's ultimate teen program for youth ages 14-18. This unique program provides leadership development opportunities for youth to participate in activities, both in and out of the Club, in three focus areas: academic success, career preparation and community service. With the guidance of an adult advisor, Keystone Club aims to positively impact teens, their Club and local communities. Their active membership opens the door to unique opportunities including potential recognition for our annual Youth of the Year and invitations to the BGCA National Keystone Conference.</p>	<p>08/14/2019 06/05/2020</p>	<p>EL Instructional Coach and TSP Coordinator will evaluate the effectiveness of the program by documenting the improvement of the EL reclassification rate.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal ***Required** *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CCHS will work with parents as equal partners in assisting English learners to move towards meeting our goal of 22% reclassification rate, and improve our performance on the CA School Dashboard. In order to build parent capacity, CCHS will:</p> <ul style="list-style-type: none"> • Update parents about the EL progress during our ELAC meetings. • Contract with the Parent Engagement Academy to provide a series of workshops for parents with objectives that will include the English learner master plan, EL reclassification criteria and school decision making committees such as ELAC • Coordinate with LA county Mental Health promoters to provide free mental health workshops in Spanish for parents with EL student who may be traumatized by early child adverse experiences • Assist parents in registering in the Parent Portal to have access to their students progress 	<p>08/14/2019 06/05/2020</p>	<p>Administrators, CPA, EL Instructional Coach, EL designee will maintain attendance logs and monitor the progress of EL students towards reclassification.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to parent, community, and student engagement based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

The participation rate in the annual School Experience Survey by students was 83%, teachers 83%, staff 69% and parents 9%. The school considers it to be important to measure the participation rate because it is an indicator of parent engagement at the school.

Students responded to the following questions: my teachers grade me fairly 52%, my teaches work hard to help me with my school work 59%, teachers go out of their way to help students 48%, I work on projects with other students 76%, I try to put ideas in my own words 73%, I explain my thinking in writing 57%. The responses reflect the perception students have that they are putting more effort in the education process than teachers. This is a sharp contract with the complaints that we hear from teachers about students not making an effort to complete tasks and participate in class. Parents' response to "This school offers high quality instruction to my child" was 73%. Clearly, the adults have a different appreciation of who is working harder at school.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

The parent response rate to the School Experience Survey was very minimal, 9%. When parents say they are submitting the survey by mail or online, there is no way to verify that. There seems to be no incentive for parents to complete the survey. It is alarming that only 1% of the teachers agreed that the school leadership visited their classroom. There is a perception that when school leadership visits the classroom teachers are being evaluated.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

Goal #1: We met the goal for Staff Participation. We increased staff participation by 29 percentage points, from 50% to 69%. The student participation rate increased 53 percentage points, from 30% to 83%. Unfortunately, parent participation dropped by 6 percentage points. We had our staff complete the survey during our staff meetings. We distributed the parent survey to parents during the Advisory period and we made several calls to parents announcing the School Experience Survey and we added a link on our school website so that parents could have easier access to the Survey.

Goal #2 We decreased the number of referrals (3.1b) Attempted to Cause Physical Injury from a total 24 in the Fall 2017 to less than 21 in the Fall of 2018, but we did not meet the goal or decreasing the number of referrals (3.1b) to less than 20.

State the School's Measurable Objective(s) for 2019-20.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Will increase the parent participation in the School Experience Survey by at least 40 percentage points, from 9% to 49%.

Will increase the percentage of students with registered parents to the LAUSD Parent Portal by 30% points from 24% Spring 2019 to 54% Fall of 2020, in order to move towards our goal of 100% Parent Portal registration.

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

Focus Area: Student, Staff, Parent Engagement ***Required** *Parent And Community*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
CCHS will use Title I funds to pay for 50% of a 6-hour Parent Resource Assistant position to operate the parent center. Parent Resource Assistant will work with school administrators and Title I coordinator to plan and implement school events and activities that promote parent engagement and strengthen parent-school staff partnerships in order to improve students' achievement. Parent Resource Assistant will assist parents in registering in the Parent Portal and encourage parents to submit the SES during the following activities: <ul style="list-style-type: none"> • Parent orientation before the first day of school for incoming nine graders • Parent Teacher Student Association (PTSA) and the Booster Club meetings • Coffee with the Principal • Chatsworth Charter Leadership Council (CCLC), English Learner Advisory Committee (ELAC), and School Site Council (SSC) meetings • ESL classes for parents • "College Nights" for parents • Parent workshops Community Rep will also send flyers home and a Connect-Ed message to communicate to parents the importance of completing the SES and to be registered in the Parent Portal.					08/14/2019 06/06/2020	The principal and/or administrative designee will review daily sign-in sheets for parent meetings and Parent Center activity logs. Will also use the Focus and Reporting Dashboard to monitor the progress of parents registering in the Portal.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	1000	26957 - PRNT RSR ASST C1T/6 (6 Hrs / 5 Days)	30428330	N/A	26957	24,901	1.00	50	

Focus Area: Student, Staff, Parent Communication ***Required** *Parent And Community*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Administrators, counselors, coordinators, and school support staff will communicate general information about school programs and events via: <ul style="list-style-type: none"> • Connect-Ed messages • Letters mailed home • Phone calls • School website • Emails • Flyers • Marquee announcements Teachers will use Schoology to have a two way communication with students and with parents who are registered in the Parent portal.	08/14/2019 06/05/2020	Administrators and CPA will keep a log of messages and mailed sent home promoting our SES and Parent Portal registration. CPA will use Focus Reporting to monitor the progress of parent registration. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA for data analysis. These efforts should contribute to an increase of at least 30% of parent registration in the Parent Portal from 24% in the Spring 2019, to 54% in 2020 to make progress towards our goal of 100% parent registration.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Clerical X-time will be funded to support student achievement beyond the regular school day and to build parent capacity by making extensive efforts to increase parent participation in our Parent/Teacher/Student Association, Booster Club, Parent Workshops and ESL classes for parents. Clerical will work on unassigned days (50 hours at \$34.5, rounded up to \$2,000) to contact parents and other community members, send Blackboard Connect messages, prepare and send flyers for the parent workshops and ESL classes, coordinate with the Parent Engagement Academy representatives the payment for their services.</p>	<p>11/08/2019 03/31/2020 New</p>	<p>Administrators and CPA will keep a log of messages and mailed sent home promoting our SES and Parent Portal registration. CPA will use Focus Reporting to monitor the progress of parent registration. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA for data analysis. These efforts should contribute to an increase of at least 30% of parent registration in the Parent Portal from 24% in the Spring 2019, to 54% in 2020 to make progress towards our goal of 100% parent registration.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	2,000		100

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

According to MyData,there was a dramatic drop in the attendance rate from the prior year due to the UTLA strike. For the 2017-2018 we had a 70.2% attendance proficiency rate compare to 14.1%, this year, this represents a 56.1% drop in our attendance proficiency rate. Unfortunately, our chronic absenteeism went up 24.9% from the previous year.

On the other hand, the CA School Dashboard shows that all subgroups in our school are in the blue on the 2020-201 CA Dashboard Suspension Rate Indicator 5X5 Performance Table. The CA School Dashboard shows that our school has a very low percentage rate of suspensions will all subgroups being in the blue on the CA Dashboard Suspension 5X5 color Table in 2020-2021. MyData records shows that during the Fall of 2017 we had 134 discipline referrals, compared to 68 during the same period in 2018. This is a dramatic reduction of discipline referrals. There may between the reduction of referrals reported on MyData and the School Experience Survey results. It appears that bullying is not as pervasive as the District. All questions regarding bullying on the Survey, the responses from our students were more positive than the District. Student responses were more positive for the District than our school in areas such as connectedness, safety, expected behavior and opportunities for leadership.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Our attendance proficiency rate took a nose dive this year due to the UTLA strike. The month to month attendance rate comparison from the previous year stayed the same for the months leading up to the strike.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

The school has been purchasing PSA and School Psychologist services every year, which have proved to be effective strategies for improving attendance rates, reducing chronic absences, and helping students regulate behavior. Among other things, the Psychologist has also effectively trained and support teachers in understanding and implementing de-escalation strategies that has enabled the school to avoid suspension events.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school was on track to meeting the attendance goals but the UTLA strike affected the attendance rates. The school will continue to motivate students by providing incentives for students who maintain good attendance and for students who improve their attendance. School will work with the Booster Club and PTSA to provide incentives to students.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2019-20.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

Will increase the attendance proficiency rate from 70.1% the 2017-2018 year to 72% for the 2019-2020 school year.

Will maintain a suspension rate of 0.9% or less for all subgroups in order to remain in the blue on the CA Dashboard Suspension 5X5 color Table in 2020-2021

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intensive research studies on the effects of student attendance and behavior show a strong correlation between poor attendance and/or negative behavior and low academic success. CCHS views all stakeholders as equal partners in improving the social/emotional, safety and attendance of everyone at CCHS. CCHS leaders will plan and provide Professional Development opportunities that included the following: <ul style="list-style-type: none"> • Disaggregate, explain, interpret and analyze student data on referrals, attendance, suspensions, expulsions and parent and student survey results. • Using the presented student data to formulate an action plan(s) for improvement. • Presentation(s) for all teachers and staff to promote acceptable classroom behavior • Presentation(s) for all teachers and staff to promote proficient and advanced attendance as defined by LAUSD • PD for reviewing district and school behavior policies that include rules and consequences to develop a clear discipline matrix, which was recommended by the WASC visiting team. (WASC#5) 	08/14/2019 06/05/2020	Administration team will make sure that all student performance data is shared and discussed with all school stakeholders during school and P.D. meetings, checking that data analysis is part some agenda meetings.
CCHS will fund 2 (8hr) days of a PSA Counselor to run attendance reports and monitor student attendance by gathering, reviewing and reporting it to all teachers and staff. PSA Counselor will track and meet with parents and students with chronic absenteeism to inform them about the academic and legal consequences of having excess truancies. PSA will promote good student and staff attendance by: <ul style="list-style-type: none"> • implementing School-wide efforts to train all school staff to recognize at-risk students • offering parent workshops to educate parents in issues relating to poor attendance • planing and developing incentive programs to promote good student attendance • planing and developing a system to refer chronic attendance students to other school professional to assist them with their issues • working with the probation and school officers to monitor students with chronic absenteeism 	08/14/2019 06/30/2020	Administrators, CPA and PSA will generate monthly student and staff attendance reports to measure percent growth by analyzing and comparing previous to current student attendance data. Will increase the attendance proficiency rate from 70.1% the 2017-2018 year to 72% for the 2019-2020 school year.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	51,022		100

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intensive research has been done on the effects of student attendance and behavior, revealing a strong correlation between poor attendance and/or negative behavior leading to low academic success. CCHS views all stakeholders and members of the community as potential partners in improving the social/emotional, and safety of everyone at CCHS. CCHS leaders will implement a positive and preventative approach by establishing a caring atmosphere and a sense of community.</p> <p>2(8hrs-day) School psychologist will be funded to work with parents and/or students, who lack self-discipline, have emotional issues and have mental health needs to enhance character, integrity, ethic and self-esteem. Psychologist, support Staff and school Dean(s) will</p> <ul style="list-style-type: none"> • Conduct assemblies for students, explaining school and district policies, rules, consequences, and the discipline matrix (WASC #5) • Train teachers and students on Restorative Justice practices • Provide classroom management professional development to selected teachers 	<p>08/14/2019 06/04/2020</p>	<p>Administrators, CPA will review and compare student data from previous and current referrals, suspension and expulsions.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	N/A	N/A	13222	50,887	0.00	100

Focus Area: **Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports** 100% Attendance
**Required if any Focus Area above is addressed.*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Research done on the effects of student attendance and behavior, revealing a strong correlation between poor attendance and/or negative behavior, which leads to low academic success. CCHS views all stakeholders and members of the community, especially parents, as partners in improving the social/emotional, and safety of everyone at CCHS. CCHS leaders will implement a positive and preventative approach by establishing an atmosphere of caring and a sense of community. CCHS leaders will build parent by contracting with the Parent Engagement Academy to facilitate a series of workshops that includes the importance of attendance, how to talk to your child's teacher and social emotional development of a child. CCHS will also coordinate with the LA County mental health promoters to provide a series of workshops for parent about a wide range of mental health issues that include behavioral disorders. PSA counselor will make home visits of students who have extended absences. PSA will also conference with parents of students with chronic absences.</p>	<p>08/14/2019 06/05/2020</p>	<p>CCHS administrators will implement parent surveys on school parent services to measure efficiency of the workshops. Will also collect parent sign-ins. Will use MyData to monitor discipline referrals. PSA will also monitor daily attendance and report the progress to parents at the ELAC, SSC and CCLC meetings.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

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

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

As a neighborhood school offering a solid college-preparatory education balanced with career and postsecondary job training, Chatsworth Charter High School (CCHS) will continue to foster a community atmosphere on our campus as well as a welcoming environment for our families and community as a whole. To that end CCHS has:

- Partnered with local community colleges to provide additional academic support.
 - o Pierce College offers two enrollment programs on our campus to fulfill both High School A – G Requirements and earn college credit (AB288 Dual and Concurrent). Courses offered by Pierce include ASL I and II, Psychology I, Psychology 41, Child Development, Economics, Cinema III, and Political Science. 7
 - o Mission College offers certification as a concurrent enrollment program in the health care field which will lead students to earn a Hospital Occupation Certification (HOC) and Health Home Care Provider (HHCP). Additionally, students interested in the nursing field may earn a Certified Nursing Assistant certificate and are encouraged to complete an additional year to earn Licensed Vocational Nurse (LVN) certificate through the concurrent enrollment program.
 - o Valley College offers two enrollment programs on our campus as well. Through AB288 Dual Enrollment Program, students may enroll in courses in the general education curriculum to earn college credit before arriving on a college campus through the Intersegmental General Education Transfer Curriculum (IGETC).
- Partnered with local community businesses to provide student with real-world experiences.
 - o Alta-Med (Work Based Learning Program) offers students' on-the-job training in medical fields. All students (four hundred-fifty) in the Medical Academy will go to West Hills Hospital for this experience.
 - o Tranquil Care Hospice offers our interested students an opportunity to work with the hospice patients in our community.
 - o American Red Cross offers our students experience in blood diffusion on site.
 - o One Legacy (Project Based Learning, Organ Donation) offers our students an opportunity to give outsiders a view of the project-based learning opportunities in our Medical Academy.
 - o Inner City Film Makers offers our students in the GAME Academy an opportunity to explore film making careers and to produce a movie at the end of the six-week program
 - o Councilman Mitchell Englander's "Making Movies That Matter" provides our students, in conjunction with California Institute of the Arts, Disney Productions, and Apple, Inc., with an opportunity to produce three types of short films and compete for awards.
 - o Excelleron (Community Business) offers internships to our students in the machine shop field.
 - o National Tooling and Manufacturing Association (NTMA) provides an additional opportunity for students interested in machining sector opportunities for internships at various local businesses that can lead to jobs after high school.
 - o Precision Program Servicing provides guest speakers to students who are interested in machine application

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

CCHS follows the LAUSD Eight Key Features of School-wide Positive Behavior Support.

• ADMINISTRATIVE LEADERSHIP

At least one school administrator is an active participant on the School-wide Positive Behavior Intervention and Support (SWPBIS) Discipline Review Team and at least one element of the SWPBIS is on the all faculty meetings.

• TEAM BASED IMPLEMENTATION

The SWPBIS Discipline Review Team has representation from all stakeholders. Each member of this team knows their role and responsibilities and they meet once a month and keep agendas and minutes.

• BEHAVIORAL EXPECTATIONS DEFINED

3-6 positively stated expectations are established and defined for all the common areas and they are clearly visible(posted) in most of the common areas.

• BEHAVIOR EXPECTATIONS TAUGHT

Students at CCHS learned about the behavior expectations through school assemblies and advisory lessons.

• ACKNOWLEDGE AND REINFORCE APPROPRIATE BEHAVIOR

In a most recent Rubric of Implementation document shows that guidelines and procedures are implemented throughout the school by 75% of staff.

• MONITOR AND CORRECT BEHAVIORAL ERRORS

At CCHS faculty and staff:

1. Clearly defined and agreed upon the written problem behaviors
2. Clearly articulate the process for behavior handled in the classroom and behavior referred out to Dean, Counselor or AP
3. Make sure that consequences for behavior errors are consistent, progressive and communicated to all stakeholders.

• DATA BASED DECISION MAKING

SWPBIS uses MISIS to keep track of office discipline referrals, suspension, opportunity transfer, and expulsions. This data is reviewed to make decisions in designing, implementing and revising school-wide behavioral plan. Discipline MISIS data is shared with stakeholders in various school meetings.

• FAMILY AND COMMUNITY COLLABORATION

A family/community member is a consistent member of the SWPBIS Discipline review team and updates and data relating to student discipline are communicated to all stakeholders through newsletters, open house, parent meetings etc. various times throughout the year.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

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

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

At CCHS all stakeholders are encouraged to participate in the development of the School-wide Program Plan. The process of developing the plan begins by forming new focus groups/committees and/or identifying existing groups/communities. School staff are asked to participate or assigned to focus groups or committees such as WASC Focus groups, Academic Departments, Small Learning Communities, Linked Learning Pathways, Instructional Leadership Team(ILT), Chatsworth Charter Leadership Council (CCLC), School Site Council(SSC), Discipline Review Team, and Attendance committees, etc.

Parents, guardians, and members of the community participate as voting members of our school decision making and advisory committees. Parents and community members are invited to attend our committee meetings through newsletters, school website, Connect Ed, phone calls, emails, in all school meetings (PTSA, Coffee with the Principal, SSC, CCLC, Booster Club and parent workshops) and back to school nights. At the committee meetings parents help in the development of the Schoolwide Program Plan by sharing their concerns and reaching out to other parents and by providing feedback on some areas of the plan.

The Schoolwide Program Plan is on the agenda, discussed and addressed in most of the school meetings. Student Performance Data is disseminated to all stakeholders for review. Key findings are then used for establishing new student academic goal and elaboration of strategic actions that will help achieve the established goals. The school administrative team supported by other school instructional leaders are responsible for carrying out, monitoring, and assessing the School-wide Program.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

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

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

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Individual monthly contact with school leadership in addition to scheduled cabinet or principals' meetings to determine additional support (in person or over the phone)

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 25,517	0.00 0	0.00 0	0.00 0	0.00 25,517
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 4,488	0.00 0	0.00 0	0.00 0	0.00 4,488
110151 110151 - COUNS SEC C1T 26/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 1,550	0.00 0	0.00 0	0.00 0	0.00 1,550
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 122,487	0.00 0	0.00 0	0.00 0	1.00 122,487
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 51,022	0.00 0	0.00 0	0.00 0	0.00 51,022
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 50,887	0.00 0	0.00 0	0.00 0	0.00 50,887
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	120024	0.00 5,182	0.00 0	0.00 0	0.00 0	0.00 5,182
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	190004	0.00 4,675	0.00 0	0.00 0	0.00 0	0.00 4,675
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 0	0.00 0	0.00 2,000	0.00 0	0.00 2,000

26957	<input type="checkbox"/>	240001	1.00	24,901	0.00	0	0.00	0	0.00	0	1.00	24,901
26957 - PRNT RSR ASST C1T/6 (6 Hrs / 5 Days)												
40127	<input type="checkbox"/>	430001	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	1,500
40127 - GEN SUPPLIES TECHNO												
50003	<input checked="" type="checkbox"/>	580002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50003 - OTH NON INSTRL CONT												
50035	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	8,008	0.00	0	0.00	8,008
50035 - PROF X INDEP CONTR												
50174	<input type="checkbox"/>	580012	0.00	4,100	0.00	0	0.00	0	0.00	0	0.00	4,100
50174 - CURRICULAR TRIPS												
50256	<input type="checkbox"/>	560011	0.00	26,000	0.00	0	0.00	0	0.00	0	0.00	26,000
50256 - RENTL/LEASE EQP-INST												
40239	<input type="checkbox"/>		0.00	21,126	0.00	0	0.00	801	0.00	0	0.00	21,927
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	2	0.00	0	0.00	0	0.00	0	0.00	2
PENDING DISTRIBUTION												
Total			6.00	822,465	0.00	0	0.00	12,309	0.00	0	6.00	834,774

ATTACHMENTS

Attach the following materials

Submit with Plan:

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

Submit to Principal's Portal:

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

Submit via Email

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

Retain at the School:

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