

**SELF-STUDY VISITING COMMITTEE REPORT**  
**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**Chatsworth High School  
10027 Lurline Ave  
Chatsworth, CA 91311  
Los Angeles Unified School District  
4/12/15 - 4/15/15**

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## **Chapter I: Student Community Profile**

This 2015 WASC Self-Study Report was developed from data review and with the input of the staff, parents, and students of Chatsworth Charter High School (CCHS). The school's Instructional Leadership Team (ILT), which is composed of Department Chairs, SLC Lead Teachers, coordinators, and administrators, played an important role by contributing and advising the WASC Leadership Team during the course of developing the report. The ILT and School Site Council monitor WASC progress as an ongoing part of their monthly meetings. The WASC Action Plan and Critical Areas of Follow-Up have been incorporated into the Single Plan for Student Achievement (SPSA) as part of its action plan. The SPSA was developed by the School Site Council. This Self-Study Report recognizes the dedication of the CCHS community to improve student learning despite budget cuts, reductions in personnel, declining enrollment, and class-size increases.

Located in northwest Los Angeles, in the San Fernando Valley, CCHS is surrounded by a community with a socioeconomic status that ranges from upper middle class to poverty levels. The community consists of large apartment complexes, condominiums, and single family homes. In addition, there are many companies and small family-owned businesses. CCHS students come from the surrounding attendance area and from other parts of the San Fernando Valley, the greater Los Angeles area, and a few from outside the district. CCHS is a comprehensive high school with grades nine through twelve. It is configured into five Small Learning Communities: Humanitas Academy of Education and Human Services, Arts and Media Academy, Design and Technology Academy, Medical Careers Academy, and the Freshman Academy.

### **School's Analysis of Student Achievement Data**

Pass rates on the California High School Exit Exam remained steady in both Math and English, which followed state results. Among CCHS tenth graders, 77% passed the ELA test each year, compared with 83-84% at the state level in math, 78-79.5% of CCHS tenth graders passed compared with 83-84% statewide.

The district develops assessments that are intended to be administered to students in specified core courses aligned to the Common Core State Standards. Teachers are able to view the scores of their students. The District schedule and delivery of assessments are some of the challenges to the smooth administration of these assessments.

During the last three years of the district performance assessments, the percent of students scoring at proficient or advanced for ELA increased except for the second assessment, math percentage increased (significantly for Algebra AB), science declined except for chemistry on assessment two, and social science declined.

CCHS CELDT proficiency rates showed an increase at both the advanced and early advanced levels. The number of students tested decreased significantly from 278 to 219 which may be a result of revised reclassification standards.

As with AP testing, CCHS has successfully increased the number of students taking the SAT and ACT tests for college entrance. In 2010-11, 42% of seniors took the SAT and 17% took the ACT. Those numbers increased to 48% and 20% respectively the following year. However, as with AP testing, performance decreased as the number tested increased. Nearly 40% scored 1500 or better on the SAT in 2010-11, but 32% achieved that score in 2011-12. ACT results also showed a decline, with 59% scoring 21 or better in 2010-11 and 56.6% in 2011-12. While CCHS has seen a decline in those scores, students continue to outperform the district as a whole and remain on par with statewide results.

In 2011-12, 18.0% of CCHS students took 741 AP exams; in 2013-14, 16.9% of CCHS students took 658 exams. During 2012, students had an overall examination pass rate of 38.7% earning a qualifying score of 3 or above. By 2014, the overall pass rate increased to 42.4%. Not all AP students experienced the same pass rate. AP Spanish and AP Spanish Literature students took 61 exams in 2014 and 86.9%, had qualifying scores.

CCHS graduation rate exceeds that of both the district and state. While both the district and state have improved their rates, from 63% in 2010-11 to 68% in 2012-13 and from 77% to 80% respectively, the school's graduation rate has remained steady at around 85%.

The dropout rate for CCHS remains significantly below the district and state averages. Over the three years, the dropout rate decreased from 9.9% to 8.5% in 2012-13. That is consistent with the state and district trends, which both show declines during those years.

### **Chatsworth Charter Student Learner Outcomes**

The CCHS Mission and Vision statements and the Chatsworth Charter Learner Outcomes (CCLO) are important elements for academic self-evaluation, ongoing improvement and accountability. Two of the five Chatsworth Charter Student Learner Outcomes that students show progress toward are addressed below.

Effective Communicators who:

- Listen, interpret, understand, and respond to information appropriately.
- Speak, write, and present information in a logical, coherent, and well-organized manner.

CCHS students demonstrate in a variety of ways that they are becoming effective communicators. Some of the evidence for this is formal, such as results of state ELA standard assessments, district ELA assessments, and SAT exams. Other evidence is informal, as demonstrated through an examination of student work.

Formal measures show that some students are attaining proficiency as effective communicators; however, more work is needed in this area. For example, SAT exams show that the student average for writing and critical reading is 474 and 463, respectively, out of 800 possible. As measured by district ELA assessments, the percentage of students scoring proficient or advanced ranges from 24% to 50% for ninth and tenth graders. These results show some students are more successful than others in achieving proficiency as measured by formal assessments, and work is needed to help more students reach that mark.

Courses in all disciplines require effective communication by students. This can be seen in a social studies class where students analyzed different interpretations of the Declaration of Independence, in a geometry class where students presented their step-by-step solutions to the class. Students in journalism collected information from a variety of sources and synthesized it into well-written news stories communicated to students via the school newspaper and the school's website. A key component of all English classes is moving students toward mastery of written communication and the analysis and interpretation of a variety of information sources, whether sources are novels in an English 10 class or historical essays in an eleventh-grade AP Language class. Chemistry students gathered and interpreted information on the properties of an element and presented their information to their peers in a well-organized poster. Helping students become more effective communicators in terms of listening to, interpreting, understanding, and responding to information in an appropriate manner is a focus in most every class.

Self-Directed Goal-Oriented Individuals who:

- Develop personal attributes and skills which lead to a productive work and community life.
- Set and implement goals, take action, and self-assess progress.

CCHS is establishing a culture of all students completing "A-G" courses with the common goal of preparing our graduates to succeed in higher education. Students have developed a sense of responsibility in representing the CCHS community positively, and this positive attitude is reflected by the slight but steady improvement in completing "A- G" college requirements.

Another academic area where CCHS students are demonstrating some growth in their personal skills is in the commitment to enroll in AP classes. AP enrollment has increased during the past three years. In addition to an increase in enrollment in AP classes, there is also an increase of students taking the SAT and ACT. In 2010-11, 42% of our seniors took the SAT and 17% took the ACT. The following school year the numbers increased to 48% and 20% respectively.

The staff at CCHS is dedicated to assisting every student toward graduation. Administrators, special program coordinators, teachers, counselors and other support staff emphasize the importance of graduating for all students. Counselors confer with students to help them track their graduation progress. Every student in conjunction with parents and counselor designs a four-year Individualized Graduation Plan. For the past three years CCHS's graduation rate exceeded both the district and the state rates.

In order to monitor student progress towards the CCLO, CCHS gathers data from a variety of entities including state, district, and school. Measures such as the CAHSEE, report cards, CELDT, CST, Performance Assessments, Graduation Rates, department and teacher generated assessments were all used to collect data.

## **Chapter II: Progress Report**

Since the last WASC Self-Study, Chatsworth Charter High School has enjoyed some substantial developments. In the Spring of 2011, the school voted by over 70% to change to an eight-period block schedule. The change was implemented to provide opportunities for school day intervention, credit recovery, enrichment classes, and additional electives in an effort to increase the percentage of students graduating and meeting "A-G" requirements.

In the Spring of 2013, CCHS staff voted to become an affiliated charter school. The goal was to increase student achievement through increased autonomy with regards to curriculum, staffing, and additional funding available to new charter schools. The state cut additional funds for new charters and this extra funding was not realized. It was hoped that this change would help CCHS be more competitive with nearby charter schools that many parents see as attractive options to traditional public schools. The charter also allowed CCHS to sustain the eight-period block schedule.

The charter also ushered in changes to the CCHS professional development program. CCHS initiated weekly professional development held every Tuesday morning from 7:45 a.m. to 9:00 a.m. The purpose for this change was to increase effectiveness of professional development by establishing a coherent, focused, and ongoing approach to professional development. The format rotates between content-area departments, small learning communities, and school-wide gatherings. With the commitment of site leadership and staff, there is a need to maintain a bell schedule that allows for structured, school-wide planning and professional development, so that so that CCHS is positioned to regularly, and systematically, address their highest priorities.

In 2013, CCHS combined their annual Spring Open House and Future Freshman Night into the Carnival of Knowledge. The event was designed to celebrate programs and activities at CCHS. Because of the energy and excitement generated at this event, it ultimately attracts potential new students to the school as it showcases the many educational and extracurricular opportunities available at CCHS. All members of the community are welcome and invited to attend. The event features booths, displays, and educational games created by content departments, SLCs, clubs, and programs.

There have been significant changes in staff since the last Self-Study in Spring of 2009. Declining enrollment and budget cuts led to the loss of classes, one counseling position, eight office assistant positions, and the closing of one SLC, The Business and Government Academy. The principal, two of four assistant principals, and most of the counselors have remained at CCHS. Since the last self-study in 2009, there has been significant turnover in administrative positions, Title I coordinator, and Title III coordinators, resulting in less than ideal stability in many of these key support positions. Despite the turnover and reduction in staff, the CCHS sense of community and pride continues to drive the overall program.

CCHS is actively preparing for the California Assessment of Student Performance and Progress (CAASPP). As part of LAUSD, CCHS is a participant in the California Office to Reform Education (CORE) Waiver and School Quality Improvement Index (SQII).

### **Critical Areas from the April 2009 WASC Visiting Committee**

Areas already identified by the school in the action plan sections:

1. Emphasis on mastery of math content standards.
2. EL students meeting proficiency and academic growth targets.
3. Increasing the number of students successfully completing the "A-G" requirements.

Additional areas identified by the Visiting Committee:

1. Focused, ongoing school-wide professional development plan.
  - a. Differentiated instruction
  - b. Data analysis
  - c. Effective use of Person Learning Teams
2. School-wide, common teacher developed assessments.
3. Develop academic interventions within the school day.
4. Embed all SLCs into the culture of the school.

### **Recommendations from the April 2009 WASC Midterm Visiting Committee**

The Visiting Committee recommends that Chatsworth Charter High School:

1. Instructional Leadership Team should analyze data to determine the effectiveness of intervention that has been implemented in the core subjects to determine which ones will continue to be included in the curricula.
2. Instructional Leadership Team and the math department should develop and implement effective interventions to increase the number of students proficient in Algebra I and other mathematics courses.

### **Ongoing Follow-up Process**

To varying degrees, Chatsworth Charter High School has made gains in meeting the WASC Committee recommendations from the last two visits, the full visit in 2009 and the midterm visit in 2012. This is evidenced by the midterm 2012 visiting team commending CCHS for significant progress on three of the critical areas of need. In the Fall of 2009, regular meetings were established that included administrators, coordinators and deans; these meetings became

the origin of sharing student needs, reviewing data, coordinating the tasks of staff, and learning about district bulletins and initiatives. The Professional Development Committee (PDC) considers student data, student needs based on the SPSA, and the school-wide action plan when planning professional development. The School Site Council (SSC) reviews and approves the SPSA corresponding to the school-wide action plan goals. Information is discussed and steps are planned to improve student achievement tied to school-wide action goals at the following meetings: ILT, department, school-wide, Chatsworth Charter Leadership Council (CCLC), SSC, PTSA, ELAC, CEAC as well as Coffee with the Principal. WASC reports and the SPSA, as well as district and state reports, are analyzed and discussed in the aforementioned faculty meetings, professional development opportunities, Coffee with the Principal, and PTSA.

### **Chapter III: Self-Study Process**

#### **Implications with Respect to Student Performance**

Analysis of the data reveals a number of successes to celebrate: consistent graduation rates, declining suspensions, and increasing reclassification and CAHSEE pass rates. CCHS, like many schools throughout the district and state, faced significant obstacles as budget deficits resulted in reductions in faculty and other staff. Districts also reduced funding for teaching materials and professional development and many programs were scaled back or eliminated. At the same time, CCHS experienced declining student enrollment, partly due to families leaving Los Angeles during the recession because of the high cost of living. To address some of these challenges, CCHS switched to an eight-period block schedule to offer more intervention, credit recovery, and enrichment courses. The four year cohort graduation rate did increase as students took advantage of the eight-period block schedule, credit recovery, and online APEX classes for seniors to meet graduation requirements.

During professional development, the WASC Leadership Team distributed the profile and progress report to all certificated staff and stakeholders. Based on group discussions related to the Chatsworth Charter Learner Outcomes, the following key findings and implications of data were reported.

#### **Critical Learner Needs and Correlated School Wide Learner Outcomes**

The faculty met in several focus group sessions to review and analyze school profile and progress data. By examining the data from the study period, they identified three critical areas to meet learner needs that correlate with the Chatsworth Charter Student Learner Outcomes. The three needs are:

1. Narrow the achievement gap between ethnic subgroups
2. Improve achievement in all subject areas as will be measured by state and district measures.
3. Increase the pass rates on AP exams and the overall success of students in the AP program.

### **Questions Raised by Analysis of Student Data**

The analysis of student performance data led to the development of several important questions that will guide administration and staff as they work to improve student progress:

#### **Narrow the Achievement Gap**

1. How will CCHS implement the Common Core State Standards to improve proficiency rates?
2. How can CCHS further differentiate instruction to reach struggling students?
3. What further academic programs and services can CCHS offer to support underperforming students?
4. How can CCHS continue and improve the high rate of reclassifying Long Term English Learner students?
5. What data can be generated to assess proficiency levels and monitor progress?

#### **Improve Proficiency Rates**

1. How will CCHS develop and implement differentiated instructional methods to better instruct students who have not yet attained proficiency in subject matter?
2. Can CCHS develop a school-wide intervention program to identify and bring toward proficiency those students rating at basic or lower?
3. What data can be generated or used to assess proficiency levels and monitor progress?

#### **Increase Success for AP Students**

1. How can CCHS improve student readiness for AP classes?
2. How can CCHS improve advisement for AP students to encourage them to undertake the rigors of AP classes?
3. How can CCHS through formal support such as prep classes or other means, increase Advanced Placement test pass rates?
4. How can CCHS provide support and professional development for AP and pre-AP teachers?
5. How can CCHS continue to increase participation and subsequent success in the AP program?

The WASC Visiting Committee commends the CCHS staff for the manner in which they have determined the three critical areas of need for their students. Moreover, the focused attention on the three areas identified should prove to be essential to the overall progress of their students. The WASC Visiting Committee recommends that the CCHS leadership revisit and refine some of the questions to both clarify the challenge and the way forward for staff as well as to facilitate collaboration and streamline the work to come. For example, the five questions related to Increase Success for AP Students might be organized into three categories: 1) readiness and recruitment for pre- AP students, 2) advisement and advocacy for AP students, and 3) support and training for AP teachers. Defining clear and simple categories that naturally arise from the questions may also offer stakeholders an opportunity to have a productive follow-up

conversation that leads to the refinement of the guiding questions. Ensuring that stakeholders have time to discuss these three critical areas, and develop a plan to address them, should help to foster a deeper understanding of the challenges and cultivate a collective commitment to tackling them.

## **Chapter IV: Quality of the School's Program**

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

The school has a clearly stated vision and mission based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by Chatsworth Charter Learner Outcomes and the academic standards.

During the charter application process between December 2012 and March 2013, the governing board of the school empowered the charter writing committee to revise the school's mission and vision as well as to update the Chatsworth Charter Learner Outcomes. The goal was to make them more meaningful and relevant to the school and to reflect the needs of its learners.

Students, staff, parents, the school site council, and community members are given surveys to assess school wide climate, with consideration to district goals.

The revised mission statement and Chatsworth Charter Learner Outcomes were first presented to staff in January 2013. The Mission Statement and CCLOs were reviewed with the School Site Council. They were posted on the school website as part of the affiliated Charter rough draft. Then the Vision and Mission Statement as well Chatsworth Charter Learner Outcomes were made available during January and February PD sessions. A large majority of the staff, through surveys, supported the adoption of the revised mission statement and CCLOs. In March 2013, the revisions were finalized and posted in classrooms.

The goal of the Vision and Mission Statements and the CCLOs is to promote a positive and supportive learning environment on campus. The school communicates the Vision, Mission and CCLOs to parents through a number of ways such as flyers, mailers, email, phone calls, and web postings. Students are exposed to the Mission and Vision Statements and the CCLOs through a variety of formats throughout the academic year.

The Vision and Mission statements and CCLOs were reviewed during the end of the 2014-15 professional development meetings. Also, during the 2015 Carnival of Knowledge, parents and students, along with teachers and administrators, were asked to participate in the stakeholder's survey. The results are still coming in and will be used to guide revision to the Vision and Mission statements.

**A2. Governance Criterion**

The governing board has policies and by-laws that are aligned with the school's purpose and support the achievement of the Chatsworth Charter Learner Outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; delegates implementation of these policies to the professional staff; and monitors results regularly and approves the school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Chatsworth Charter High School, an affiliated charter school of the Los Angeles Unified School District, adheres to the district's policies. Chatsworth Charter High School is governed by the Chatsworth Charter Leadership Council (CCLC). The council is composed of all stakeholders in the school: administrators, teachers, students, parents, classified staff, and community members. Student representatives at meetings have a voice that is an equal influence in the meetings. The CCLC establishes school policies and determines how some funds are spent.

The over-arching goal of the CCLC is to increase student achievement enabling students to be college prepared and career ready. The CCLC believes this can be best accomplished when most decisions are made at the school site by school stakeholders.

The CCLC oversees school policies and is involved with the approval of revised CCLOs and curriculum. The CCLC may form committees to complete a task and report back to the CCLC. Several stakeholders attend multiple meetings to be aware of the needs and concerns of the school community. Parents, students, teachers, classified staff, and administrators, and community members are also actively involved in the School Site Council. The School Site Council (SSC) is a decision making council for Title I, English Language Learner initiatives, and other programs as mandated by the state.

New teachers are given a list of job expectations, requirements, and deadline dates by the Principal. They meet with their new teacher advisor and administrator in charge of the department several times a semester. CCHS also provides professional development sessions for teachers to share best practices and positive classroom strategies. Administration enforces policies and practices by being visible on campus and in the classrooms.

The District has a formal procedure for complaints from students, parents, and employees. The Los Angeles Unified School District Uniform Complaint Form is available in the Main Office at Chatsworth Charter High School and at the district office.

UCP brochures are available at all school sites in the primary languages of that school community.

**A3. Leadership and Staff Criterion**

The school leadership and staff make decisions and initiate activities that focus on students achieving the Chatsworth Charter Learner Outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

Faculty, staff, students, parents, and other community members contribute to the school planning process on the School Site Council (SSC) and Chatsworth Charter Leadership Council (CCSL).

Various school groups including departments, staff, ILT, and PDC groups offer input on testing, curriculum, procedures, policies, and calendar items. Recommendations can be made to the administrator in charge of the department or the department chairperson. Many on-campus organizations and positions (staff, calendar committee, ASB, Athletics, etc.) offer input on calendar events supported by the Booster Club. Community members are welcome on campus.

Professional development sessions include collaboration and planning time in teams, information on implementation of common core, content for district specified initiatives, and sharing of classroom practices.

Data-driven analysis is used to add or modify programs. The CCLC or SSC approves the appropriate goals and funding on an annual basis. Additional funds are made available through grant opportunities and Booster Clubs for classroom equipment, field trips, and instructional programs. Supporting material is used to analyze and to plan curriculum and assessment strategies. New goals are recommended based on their findings.

Several areas of growth have been addressed from 2009-14. Courses offered at CCHS are designed to reach all students, especially at-risk students who are not on track to graduate. Credit recovery courses were added to meet the college and career readiness standards and to ensure that all students meet the “A-G” requirements. Link Crew and the Freshman Academy have been created to address freshmen needs. Saturday school began in Spring 2015 and offers credit recovery in core subjects using special funding. Various data including graduation rates, grade distribution, AP scores, and other summative assessments are used to develop program and department goals.

#### **A4. Leadership and Staff Criterion**

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the Chatsworth Charter Learner Outcomes through a system of preparation, induction, and ongoing professional development.

The District requires that all teachers be highly qualified, meet their assignment compliance requirements, and are CLAD certified. The Administration Responsibility List, posted on the school website, outlines the job responsibilities of each administrator and department and academy they oversee.

For openings at Chatsworth Charter High School, multiple applicants are selected for an interview by a committee that includes the department chair of the content area, a student representative, a parent representative, a classified representative, the UTLA chapter chair, and the administrator responsible for the content area department.

New teachers are paired up with a veteran teacher who can provide guidance and support for the teacher so that they are successful for the students. New teachers report they have encountered a very supportive environment among their peers.

The administration monitors instructional progress by visiting classrooms, conversing with department chairs, and meeting with stakeholders. Currently, classroom instruction is aligning to the Common Core State Standards. Work has been done to create interdisciplinary lessons within SLCs.

Additionally, 47.5 hours of professional development provides common planning time for teachers to work in academic teams to develop units and assessment strategies as well as review grade reports and performance data.

Staff at CCHS has a variety of additional responsibilities. Many teachers dedicate time outside the classroom to coaching, academies, departmental, interdisciplinary, and student activities. Teacher interests' and areas of expertise positively impact school culture and environment. Students consistently express a feeling of welcome and support.

Staff, parents, and students express a strong desire for greater access to timely and relevant personalized performance data.

#### **A5. Leadership and Staff Criterion**

Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

CCHS considers student achievement, mandates from the district, plus other concerns such as the self-study, when it plans professional development. Departments and Small Learning Communities meet to discuss standards based lessons that target identified student academic needs. In addition, teachers in specific areas (EL, AP, Science, etc.) participate in professional development targeted to their content area.

Professional development needs to be coherent, focused, and ongoing in order to address a variety of individual student needs. Additionally, professional development on the effective use of data and utilizing formative collaborative assessments is needed to reform and drive instruction.

**A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the Chatsworth Charter Learner Outcomes.

CCHS recognizes the importance of utilizing school resources to provide students with a nurturing, challenging, and safe learning environment in which all students can succeed. CCHS is continuously monitoring school programs to determine if they meet the current needs of the students, the district, and the community. California Common Core State Standards and standards-based lessons provide teachers with direction for their curriculum.

The administration works with the leadership team to allocate resources. The district allocates funds and course sections based on an enrollment formula for affiliated charters. The staff is encouraged to request needed classroom resources, such as additional textbooks, technology, maintenance items or other needs. Major grants have supported academies, including the Design and Technology Academy, Medical Careers Academy, and the Humanitas Academy of Education and Human Services. The three academies have innovative courses that help build college and career readiness skills.

As per William's compliance, every year CCHS has reported that they have sufficient textbooks for every student. Teachers are beginning discussions about using web-based instruction via the school website, teacher-created websites, and electronic textbooks. Observing that class size varies from as few as 10 students to as many as 58, the Visiting Committee has concerns that large class size may negatively affect student learning.

There are multiple facilities on campus that are used daily to promote and meet the school's vision. The maintenance team accomplishes the task of keeping the campus clean. The administration and staff also work with the students to promote a clean campus. Some of the multi-purpose facilities, such as the playing fields, gymnasium, library, Chancellor Hall, and Oral Arts are continuously being improved through general maintenance. Some facilities have received significant upgrades including increased ADA access, gym flooring and air conditioning, and roofing on permanent buildings. The maintenance and janitorial staff are dedicated to keeping the campus clean and well-maintained.

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

### **Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):**

- CCHS has clear, coherent vision and mission statements based on college and career readiness and the belief that all students can learn.
- There is a plan in place for ongoing revision of the mission and vision statements with the inclusion of all stakeholders.
- The school and its governing board have policies that are aligned with the school's purpose, CCLOs and academic and college and career readiness standards.
- New teachers report a very supportive environment among their peers.
- Many teachers dedicate time outside the classroom to coaching, academies, departmental, interdisciplinary, and student activities.

### **Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):**

- Staff reports need for additional collaboration time to share best practices and discuss areas of strengths and weaknesses within departments.
- Staff, parents, and students express a strong desire for greater access to timely and relevant personalized performance data.
- Professional development on the effective use of data and utilizing formative collaborative assessments is needed to reform and drive instruction.
- The Visiting Committee has concerns that large class size may negatively affect student learning.

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Curriculum Criterion**

Chatsworth High School students participate in a standards-based curriculum that supports the achievement of the academic standards, the college and career-readiness standards, and the Chatsworth Charter Learner Outcomes. These learning objectives are clearly communicated to students through daily lesson objectives and posted content standards in the classroom. The leadership and instructional staff at CCHS utilize Small Learning Communities (SLC) to integrate common instructional strategies and academy themed projects across disciplines. Within classrooms, teachers post the correlation between the content standards, the Common Core State Standards for content literacy and the Next Generation Science Standards (if applicable).

Teachers are provided with a copy of the individualized Education Plan (IEP) for students with special needs that specify accommodations required to ensure that the student is able to access the curriculum. Students with learning disabilities and special needs are supported through the Community Based Instruction program and are provided ongoing tutoring assistance through the Learning Center. The Small Learning Community (SLC) also offers specialized sheltered

classes for students placed within the English Language Development program. The ELD Title III Coordinator works closely with the English Learners as they transition into the English only program.

Some teachers review classroom assessments and district interim assessments to identify learning strengths and weaknesses within their own classroom. Some departments have initiated work on creating common assessments for similar course offerings. The visiting committee recommends that all departments develop CCSS aligned common collaborative assessments to drive curricular reform and instruction.

Chatsworth Charter High School utilizes a Professional Development Committee (PDC) to plan professional development based on district initiatives, implementation of the Common Core State Standards, and teacher needs as identified by teacher survey data. The dedicated professional development time every Tuesday morning from 7:45- 9:15 also allows for bimonthly collaboration in both department and SLC teams. The visiting committee recommends that the Professional Development Committee identify research based best practices and implement these strategies to increase student achievement.

## **B2. Curriculum Criterion**

Students attending Chatsworth Charter High School have access to a wide range of curricular paths and educational supports to meet their personal interests. The eight period schedule allows students to explore a variety of interests throughout their high school career. As part of the Freshman Academy, students are introduced to the four Small Learning Communities: Design and Technology Academy; Medical Careers Academy; Humanitas Academy of Education and Human Services; and Arts and Media Academy. Students select the Small Learning Community that they feel will maximize their academic and post-secondary potential based on individual interest and aptitude.

The College and Career Office provides students and their parents support for student academic and school-to-career goals. A full-time college counselor provides assistance to students and parents in planning for college. The college counselor provides classroom presentations to all seniors to provide information on the college admissions process and to highlight the resources available in the College and Career Office. Within the College and Career Office, Peer College Counselors are available to assist incoming students with locating resources and accessing relevant websites for college admissions or financial aid. The college counselor plans parent outreach events including a Financial Aid workshop for parents of seniors and college information for Future Freshman. Students may meet with representatives from colleges during school hours by signing up in the College and Career office. The College and Career office also offers information on programs and work opportunities available for students to explore career options.

The Small Learning Communities (SLC) collaborate with external colleges and community partners such as Pierce Community College, Alta Med, Sepulveda VA Hospital, Kaiser

Hospital, Los Angeles Valley Community Colleges, the Getty Museum and California State University Northridge to develop course offerings for college and career readiness. As a result of the collaboration between SLCs and community partners, Chatsworth Charter High School has developed several college and career ready courses, including the Engineering and Robotics course and the First Responder Medical Emergency course. The Academies foster these partnerships to encourage students to become informed and active participants and support the Chatsworth Charter Learner Outcomes.

### **B3. Curriculum Criterion**

During Small Learning Community and/or department meetings, teachers collaborate to create lesson plans to provide the opportunities for students to explore relevant curriculum that includes real-world applications to prepare for success in college, career, and life. Additionally, SLC teams work to align the core curriculum to the thematic focus for each Academy.

Individualized graduation plans are developed in partnership with each ninth grade student, his family and counseling staff which establishes a curricular program to meet the student's academic needs and school-to-career path. The counseling staff also ensures that all students are enrolled in "A-G" University of California college preparatory courses of study. Counselors meet with each student at least once a year to review graduation requirements and monitor Individual Graduation Plans.

Chatsworth High School created an alternative bell schedule as a means to offer credit recovery courses, intervention opportunities during the school day, and additional support for students to meet graduation requirements. Although most teachers applaud the increased flexibility that this schedule offers, some staff expressed concerns about the potential loss of instructional minutes for core subjects and the impact of eliminating daily contact with students. The Visiting Committee recommends that the school examine how effectively instructional time is utilized and determine which of the interventions implemented are the most beneficial to all stakeholders.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- Chatsworth Charter High School offers a wide variety of courses for students, including the career pathways available in the Small Learning Communities.
- Preparing students for college.
- Students meet regularly with counselors to assess and evaluate personal graduation progress. The eight-period bell schedule provides students additional opportunities to complete the "A-G" requirements.
- The curriculum at CCHS engages students by making the content relevant and applicable to the real world as is evident in teacher plans, community partnerships, and internship opportunities.

**Key issues for Standards-Based Student Learning: Curriculum (if any):**

- Review educational research and implement best practices to improve instruction for all students.
- Develop CCSS aligned common collaborative assessments and analyze assessment data to identify instructional program strengths and weaknesses as well as identify specific remediation needs.
- Monitor and evaluate the effectiveness of post high school transitions.

**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1. Instruction Criterion**

All students are involved in relevant learning experiences. Classroom observations and student work provide information on the degree to which students are engaged in the educational environment. The students have been exposed to the standards and expected performance levels for each area of study based on course description and posted expectations.

To maximize the effective use of instructional minutes within the 8 period block, the visiting committee recommends continued professional development on maximizing instructional time and potentially recapturing instructional minutes within the existing bell schedule.

**C2. Instruction Criterion**

Some teachers and support staff differentiate instruction, and utilize different learning modalities to address student needs. Many teachers find creative uses for technology in the classroom. There is a need for all staff to evaluate and assess the impact of instruction on student learning. Teachers should continue to explore additional professional development opportunities to enhance research-based best practices.

Samples of student work demonstrate structured learning so that students organize, access, and apply knowledge they already have acquired. Samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services, availability of and opportunities to access data-based, original source documents and computer information networks, and experiences, activities and resources which link students to the real world.

All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- Eight-period block schedule to allow for intervention and credit recovery
- Students have access to career awareness, exploration, and preparation including activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications
- CCHS teachers involve students in diverse learning experiences
- Through fulfilling the “A-G” requirements, all students are engaged in a course of study that will qualify them for admission to a four-year university.
- Students have open access to all Advanced Placement and honors classes.

### **Key issues for Standards-Based Student Learning: Instruction (if any):**

- To maximize the effective use of instructional minutes within the 8 period block, the visiting committee recommends continued professional development on maximizing instructional time and potentially recapturing instructional minutes within the existing bell schedule.
- Additional training for teachers is needed to discover innovative methods to incorporate technology into instruction.
- There is a need for all staff to evaluate and assess the impact of instruction on student learning.

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Assessment and Accountability Criterion**

Chatsworth Charter High School uses acceptable assessment tools to evaluate student performance including state and local assessments. Student assessment results are distributed to stakeholders for analysis in department meetings, Small Learning Community (SLC) meetings, and professional development sessions. School committees such as Chatsworth Charter Leadership Council (CCLC), School Site Council (SSC), Instructional Leadership Team (ILT), PTSA, and Professional Development Committee (PDC) are also involved in analysis of student data.

District Interim Assessments, formerly periodic assessments, are mandated formative assessments in the content areas of English, mathematics, social science and science. These district exams check the progress of students in the core courses and provide feedback to

teachers about student progress in meeting the state Common Core standards. It is important to note that the district does not currently collect the completed assessments or provide resulting data as it did before Fall 2013. It is up to individual teachers to score and analyze these assessments. Currently there is no systemic practice with regard to the use of this data.

CCHS has a process in place for the disaggregation and analysis of standardized student performance data. The Title I and Title III coordinators are primarily responsible for collection of standardized state and district data and disseminating this data to stakeholders due to the limited capacity of the current district student information system. This student data is used to influence school learning priorities and professional development.

Due to difficulties with the current district student information system, MyData is being used by teachers and administrators as a supplement to the district student information system to view data for current and former students.

## **D2. Assessment and Accountability Criterion**

Chatsworth Charter High School uses a variety of assessment strategies to measure student academic progress. Teachers assess background knowledge through anticipation guides, quick writes, and other brainstorming activities. For assessing comprehension and mastery of content, teachers use graphic organizers, thinking maps, vocabulary exercises, and Cornell Notes. Students demonstrate proficiency in multiple assessment settings, such as homework assignments, quizzes, and unit or chapter tests.

Small learning communities develop interdisciplinary lessons that culminate in authentic projects. Some of these interdisciplinary products included posters, PowerPoint presentations, and informative brochures, as well as school and community-wide presentations. Many of these projects can be accessed through [connectedstudios.org](http://connectedstudios.org). Some of the other academies develop interdisciplinary projects, but use authentic assessment in their respective disciplines based on the career pathways they have chosen.

Departments are in various stages of developing CCSS aligned assessments that will allow teachers to evaluate student proficiency in content-area standards. Students in the English Department use the writing process as they brainstorm, organize, revise, and edit their writing assignments. Students are given feedback during teacher writing conferences and written feedback on their papers, which are the basis for revisions. Mathematics teachers use a variety of formal and informal assessments in their teaching.

Student feedback is used by some teachers to assess the effectiveness of instructional practices. Students report that one strategy used includes an exit “ticket out the door” strategy for students to communicate what they learned and/or had additional questions regarding the content.

There is evidence that some teachers use a formative assessment process to inform instruction and meet student learning needs, however this is inconsistent. Strategies observed consist of direct student questioning, quick writes, daily dispatches, warm-up activities, and spiral reviews. When students write reports and essays, teachers provide feedback to students for editing and revision. Core departments utilize District Interim Assessments. In response to these formative assessment results, some teachers reteach concepts and create additional reinforcement exercises to provide practice in areas where improvement is needed. The Visiting Committee observed inconsistencies in application across departments.

LAUSD provides free PSAT testing to all tenth grade students. Exams are scored and returned to the school to distribute to students. Individual student scores are compared to other students in their grade level, college-bound juniors, and those entering the National Merit Scholarship Corporation program to determine if the school needs to provide additional or supplemental courses to meet their SAT score goals.

The Armed Services Vocational Aptitude Battery (ASVAB) is administered by the Career Center to some eleventh and twelfth grade students. The survey is used for career assessment to determine post-secondary options. The results are given to counselors, parents, and colleges to help guide students as they consider post-secondary options.

### **D3. Assessment and Accountability Criterion**

Chatsworth Charter High School, through the help of the Los Angeles Unified School District (LAUSD), Educational Service Center North (ESC-N), the Chatsworth Charter Leadership Council (CCLC), and School Site Council (SSC), provide the support, resources, and the systems to monitor the progress of students as well as inform and shape instruction in meeting the state-mandated standards and student learning outcomes.

LAUSD provides the logistics for the school to administer the mandated interim assessments in mathematics, English language arts, social science, and science. These assessments are developed by the district and designed to provide formative data regarding student progress in meeting Common Core State Standards. However, since Fall 2013, individual teachers are responsible for the scoring of these assessments, and analysis of the resulting data to inform instruction.

LAUSD has adopted My Integrated Student Information System (MiSiS) as the current student information management system. While system difficulties are being resolved, MyData is being used to supplement MiSiS.

#### **Reporting Student Progress:**

Teachers, counselors, the Title III Instructional Coach, and coordinators inform students and parents of standardized assessment results and student grades. Student data distributed through letters, phone calls, school meetings, the school website, and parent-counselor meetings.

School administration provides regular updates on student achievement through meetings with instructional Leadership Team, School Site Council, Compensatory Education Advisory Committee (CEAC), Chatsworth Charter Leadership Council, English Language Advisory Committee (ELAC), Parent Student Teacher Association, and Booster Club. In addition to the regular parent-teacher open house and conference, each teacher uses their own system to communicate the progress of students.

#### **D4. Assessment and Accountability Criterion**

Administrators, counselors, instructional coaches, lead teachers, department chairpersons, and teachers use standardized student assessment data to make recommendations for student support programs. There is evidence that student programs have been developed and modified based upon student need as derived from standardized assessment data with reference to school-wide learning outcomes.

### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

#### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Chatsworth Charter High School uses a variety of assessments to amass student performance data.
- The school communicates the results of assessments to students and parents in a variety of ways.
- The results of certain assessments (CELDT, CST, CAHSEE, etc.) are used to provide academic intervention based on student need.

#### **Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Departments need to develop CCSS aligned formative assessments and benchmarks to analyze student progress and determine student need.
- Teachers need to consistently use a variety of strategies to monitor student progress to inform instruction.
- Professional development will assist teachers to gather, analyze, and use assessment results to target instruction based on student needs.

### **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

#### **E1. School Culture and Student Support Criterion**

Chatsworth Charter High School involves parents in a variety of ways. Parents are part of School Site Council, the English Learner Advisory Committee, the Leadership Council, booster clubs, and the PTSA. Parents feel connected through the website and school marquee. CCHS also has a vibrant and active Parent Center that provides a place for parents and teachers to

discuss their child's academic challenges and successes or express their concerns in regards to peer interactions and social relations. ConnectEd allows the school to communicate with the parents directly. Students are provided multiple avenues for participation in school culture. During our parent meeting, all parents spoke highly of the communication they receive and praised the school for its college readiness.

## **E2. School Culture and Student Support Criterion**

Chatsworth Charter High School takes pride in their campus by implementing beautification days several times a year. These days allow students to earn community service hours and possibly extra credit. The campus was exceptionally well-maintained and everyone takes pride in their campus. Chatsworth Charter High School promotes the development of respectful citizens by striving to maintain a safe, clean, and orderly environment. The school safety plan addresses the need for what to do in the event of an emergency. A full time police officer and probation officer reinforces school safety. Visitors are expected to check in and get an ID badge while students are not allowed to leave the classroom without a hall pass and ID card. The tardy lockout policy is clearly outlined in the student-parent-teacher compact. The school has high expectations for all students. The Small Learning communities have developed an atmosphere of trust, respect, and professionalism. The staff is dedicated to the success of all students. The Visiting Committee saw a calm and orderly campus. Some classified support staff felt that administrative support and student discipline lack follow through and consistent student consequences. There was an expressed concern for the development and implementation of a uniform discipline matrix that is shared and implemented among all stakeholders. There were several reports to the Visiting Committee of a disconnect between certificated and classified staff. The Visiting Committee found that there is a disciplinary protocol; however, the discipline matrix needs to be clearly defined and communicated to all stakeholders.

## **E3. School Culture and Student Support Criterion**

Chatsworth Charter High School has five full-time counselors who are assigned to specific grade levels or small learning communities. The counselors expressed value in being housed in close proximity to students and teachers rather than being in isolation. Students can request weekly progress reports to monitor academic progress. Small Learning Communities (SLCs) at CCHS allow students to pick a career pathway that provides future learning opportunities. Interventions are implemented throughout the school day and school year including tutorial sessions after school and during lunch. The Boys and Girls Club sponsors the College Bound program and provides after school tutoring. Chatsworth Charter High School has made significant strides in the Special Education and Resource Specialist Programs. The Learning Center is designed as a tutorial center for special needs students to help equip them to face academic challenges on a daily basis. Special Day classes are offered for students with special needs and Community Based Instruction (CBI) is a program that teaches students with special needs vocational skills, community awareness, and appropriate social interactions within their community of peers and adults. Chatsworth Charter High School has an open access policy for Honors and Advanced Placement (AP) course offerings.

**E4. School Culture and Student Support Criterion**

Chatsworth Charter High School offers students a variety of co-curricular activities to supplement their learning experiences. The variety of clubs offered provide students real world experiences and opportunities to extend the curriculum beyond the classroom. The small learning communities have multiple community partnerships that allow for real world experiences and internships. A survey of students indicates that they have an awareness of and confidence in available student support services. 300 students were surveyed. The school has taken action to make improvements on issues facing school culture in the future. The leadership class is focused on making the school a better place while planning events and school-wide rallies.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH****Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- The Parent Center provides information, programs, and services to prospective students.
- The CCHS website is continually updated to give parents, students, and the community important information about the school. CCHS regularly uses ConnectEd to communicate with all stakeholders.
- CCHS regards the safety of students, teachers, and staff a high priority through implementing the school site safety plan and provided security staff.
- The CCHS administration recognizes the dedication and devotion of the classified staff to maintaining a clean, safe, and orderly campus.
- The counseling staff attempts to meet with all students and parents at least twice a year to review student records, update Individualized Graduation Plans, discuss “A-G” requirements, and testing requirements.
- Chatsworth Charter High School has a full-time College/Career Counselor who provides relevant information for all college-bound students.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

- Make student assignments and homework uniformly available online.
- Increase parent involvement to help more students achieve proficiency in core subjects.
- Increase attendance by parents and the community at the Carnival of Knowledge.
- Develop and implement a clear discipline matrix that is shared with all stakeholders.

## **Part B: School-wide Strengths and Critical Areas for Follow-up**

### **School-wide Areas of Strength**

1. New teachers report a very supportive environment among their peers.
2. Many teachers dedicate time outside the classroom to positively impact school culture and environment.
3. Chatsworth Charter High School offers a wide variety of courses for students, including the career pathways available in the Small Learning Communities.
4. The eight-period block bell schedule provides students additional opportunities to complete the "A-G" requirements.
5. Students have access to career awareness, exploration, and preparation including such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.
6. Students have open access to all Advanced Placement and honors classes.
7. The results of certain assessments (CELDT, CST, CAHSEE, etc.) are used to provide academic intervention based on student need.
8. The Parent Center provides information, programs, and services to prospective students.
9. CCHS regards the safety of students, teachers, and staff a high priority through implementing the school site safety plan and provided security staff.

### **School-wide Critical Areas for Follow-Up**

**(list numerically; include who, what, why, and the impact on student learning)**

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

1. Narrow the achievement gap between ethnic subgroups.
2. Improve achievement in all subject areas as will be measured by state and district measures.
3. Increase the pass rates on AP exams and the overall success of students in the AP program.

In addition, the Visiting Committee has identified areas that need to be strengthened:

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.

**Chapter V: Ongoing School Improvement: include a brief summary of the school-wide action plan**

CCHS has a comprehensive action plan that, if followed with fidelity, the learners will benefit greatly. The school looks to close the achievement gap between significant subgroups, improve the proficiency rates in all subject areas for all subgroups, and increase student success in AP courses and exams. Systems are in place to execute the plan, and it is written in a way that it can be adapted to meet the students' needs. In addition, the Visiting Committee believes that student outcomes will benefit if CCHS also narrows its focus on the questions raised by analysis of student data in chapter 3.

The Visiting Committee sees the action plan as user friendly and is attainable with current existing resources. It is believed that strong leadership, teacher buy in, and a laser-like focus toward continued improvement will lead CCHS to success. Not identifying and using best practices, teachers not pushing to motivate students to excel, and the school believing being good is enough could be impediments.