



LOS ANGELES UNIFIED SCHOOL DISTRICT

Chatsworth Charter High School

A DISTRICT AFFILIATED CHARTER SCHOOL

10027 Lurline Avenue Chatsworth, CA 91311

Renewal Charter Petition

Submitted

January 21st, 2026

TERM OF CHARTER

JULY 1, 2026 TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Chatsworth Charter High School (also referred to herein as “CCHS”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	Debra Mcintyre-Sciarrino
• The contact address of Charter School is:	10027 Lurline Avenue Chatsworth CA 91311
• The contact phone number for Charter School is:	818-678-3400
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	9 - 12
• Charter School’s scheduled first day of instruction in 2025-2026 is:	1654
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the district determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	2534
• The bell schedule (e.g. daily hours) for Charter School will be:	8:30 a.m. – 3:30 pm
• The term of this Charter shall be from:	July 1, 2026-June 30, 2031
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	8

SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL

Over its current charter term, Chatsworth Charter High School (CCHS) has demonstrated a commitment to academic improvement and meeting the diverse needs of its community through targeted programs and support systems, although it continues to face challenges in overall math proficiency. Its performance is characterized by high graduation rates, strong growth in its AP programs, and dedicated support for its socioeconomically disadvantaged and English Learner student populations.

Academic Performance Data and Indicators

CCHS serves a diverse student body, with approximately 68-71% of students being socioeconomically disadvantaged and 8-10% identified as English Learners.

- **Graduation Rate:** A key success indicator is the high graduation rate, reported at 95.1% in 2023-24, which is a "High" performance level on the [California School Dashboard](#).
- **State Test Scores:** Proficiency rates on state assessments show areas of growth and challenge. In 2024-2025, approximately 50% of students met or exceeded standards in English Language Arts (ELA), while the figure for math proficiency was 34%. While ELA performance shows strength, math remains an area for improvement.
- **Academic Growth:** The school has shown positive academic growth in specific areas. For instance, the number of AP tests receiving a qualifying score (3 or higher) for 2024-25 is at 60.7% with over 550 students participating in AP exams during a recent academic year.
- **Chronic Absenteeism:** CCHS has faced challenges with chronic absenteeism, with a rate of 29.21% in 2024-2025. However, the school has implemented strategies, including the addition of a Pupil and Services Attendance Counselor (PSA) and positive incentives, which has resulted in a decrease in students with low attendance rates.

Success of Key and Innovative Features

Chatsworth's educational program includes several innovative features designed to provide rigorous and targeted instruction:

- **Schools for Advanced Studies (SAS) and G+STEAM Magnet:** As an SAS demonstration site since 1998, CCHS offers rigorous, differentiated instruction through advanced coursework, project-based learning, and dual enrollment for gifted and high-achieving students. The G+STEAM Magnet Center, established in 2020, further allows students to gain expertise in programming and engineering technology, aligning with post-secondary readiness goals.
- **Title I Program Support:** As a Title I school, CCHS leverages federal funding to implement strategies that support low-income students, a numerically significant group. These include reduced class sizes, a lower counselor-to-student ratio for enhanced social-emotional support, after-school tutoring, and credit recovery options to ensure all students can graduate on time.
- **Project Based Learning:** This interdisciplinary program has teachers working in teams to teach common themes and ideas that exist among literature, science, and social studies, fostering holistic learning.

Meeting the Needs of the Student Population

CCHS programs successfully address the diverse needs of its majority-minority and socioeconomically disadvantaged population:

- The **Title I** initiatives directly target resource allocation to help close the achievement gap, providing necessary academic and socio-emotional scaffolding.
- The **AP and dual enrollment** opportunities provide academic rigor that helps prepare students for college, a crucial factor in the long-term attainment of students from all backgrounds.
- The school's vision is to cultivate an environment where everyone is encouraged to honor and share cultural backgrounds, promoting growth, responsibility, and an appreciation of its diversity.

Areas of Challenge and Plans for Improvement

The primary area of challenge continues to be math proficiency, where only 34% of students met or exceeded standards in 2024-2025. Chronic absenteeism is also a concern.

- **Improvement in Attendance:** The school's addition of a PSA counselor and positive incentive programs demonstrate a proactive approach to improving attendance rates and fostering a safe, welcoming environment.
- **Academic Improvement:** CCHS conducts an annual needs assessment by way of student achievement and academic performance, curriculum alignment and instructional quality, school climate, culture, and student behavior/mental health, leadership effectiveness and professional development needs for staff, and uses student achievement data to inform its School Plan for Student Achievement - a roadmap that outlines strategies to elevate academic performance school-wide.
- **WASC Accreditation:** CCHS is in a six-year accreditation cycle (2022-2028), which involves ongoing self-evaluation and a mid-cycle review (2024-2025) to ensure the school continues to support high-quality student learning and improvement.

Based on its record of performance and targeted initiatives, Chatsworth Charter High School has and will continue to meet the needs of its community by providing a comprehensive, supportive, and academically enriching environment that prepares students for post-secondary success, while continuously working to address identified challenges through data-driven planning and dedicated resources.

GOALS AND PHILOSOPHY

Mission and Vision

Chatsworth Charter High School, CCHS, supports and guides all students to be college prepared and career ready at graduation.

All collaborators 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. 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.

What It Means to be an “Educated Person” in the 21st Century

At Chatsworth Charter High School, being an "educated person" in the 21st century is less about memorizing a fixed body of information and more about possessing a dynamic skill set and mindset that enables lifelong learning and meaningful contribution to society. The school's vision centers on preparing students to be both college-prepared and career-ready, ensuring they can thrive in a rapidly changing, technology-driven world.

An educated person at CCHS is, first and foremost, a critical and creative thinker and a problem solver. Students are encouraged to be curious, ask questions, analyze information from diverse sources, and apply their knowledge to real-world challenges. This approach is fostered through inquiry-based, project-based, and interdisciplinary learning, which helps students see the connections between classroom curriculum and global issues.

Effective communication and collaboration are also vital skills. Graduates are expected to be effective communicators who can listen, interpret, and present information clearly, using multiple media and modalities. The curriculum emphasizes collaboration, recognizing that the ability to work effectively in a group dynamic to achieve a common goal is essential for success in modern careers and communities.

Furthermore, an educated person at CCHS is a self-directed, goal-oriented individual with a strong sense of personal responsibility and a growth mindset. They are taught to be self-aware, manage complex tasks, set goals, and take initiative. The school cultivates an environment where students gain confidence, knowledge, and self-sufficiency, becoming independent thinkers who can make informed decisions and contribute positively to their communities.

Finally, the school emphasizes the development of social and emotional skills, fostering qualities like compassion, caring, cooperation, and respect for diversity. In this view, an educated person is not just academically proficient, they are also a well-rounded, ethical individual who can navigate and contribute to a global society with cultural awareness and personal integrity.

How Learning Best Occurs

At Chatsworth Charter High School, learning best occurs when students are active, engaged participants in their educational journey, rather than passive recipients of information. The school's pedagogical approach emphasizes student-centered, inquiry-based instruction that connects classroom theory to real-world practice.

The core of effective learning at CCHS is a focus on critical thinking and problem-solving. Students learn best when they are challenged to ask essential questions, conduct independent research, evaluate evidence, and develop and defend their own arguments. This is evident in all departments, including History-Social Science and English, where the focus is on analysis and original thought rather than rote memorization.

Project-Based Learning (PBL) is a key instructional strategy, allowing students to engage in hands-on, interdisciplinary, and collaborative processes. Through PBL and Service-Learning initiatives, students apply their knowledge to solve community-based problems, fostering civic responsibility, which leads to a deeper understanding of the material.

The school also leverages advanced technology integration, such as laptops and smartboards, to create a modern learning environment where students can produce dynamic content and utilize digital media to impact an ever-changing world.

Furthermore, the implementation of Equitable Grading and Instructional practices, particularly the Mastery Learning and Grading system utilized by most departments, ensures that students are graded on their understanding of learning targets rather than just averages. This approach provides opportunities for enrichment for those who need a challenge and continued support, through after-school tutoring and credit recovery options, for those who are struggling, allowing every student to reach their full potential at their own pace.

Ultimately, learning at CCHS thrives in a supportive, inclusive, and nurturing environment where reduced class sizes and enhanced social-emotional support ensure every student feels safe and empowered to take risks, gain confidence, and become a self-sufficient, lifelong learner.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

The educational programs at Chatsworth Charter High School are purposefully structured with clear goals designed to transition students from passive learners into self-motivated, competent, and lifelong learners. This transformation is driven by a holistic approach that interweaves academic rigor with practical life skills and social-emotional development.

The primary goal of the program is to make education relevant to students' lives and future aspirations. By emphasizing career and college readiness, the school ensures students see a direct link between their current efforts and their future success. This relevance is key to sparking self-motivation. Programs utilize project-based learning and real-world applications that allow students to explore their interests, fostering an intrinsic drive to learn beyond the requirements of a grade. This sense of purpose, coupled with opportunities for independent thinking and decision-making within the curriculum, encourages students to take ownership of their education, a cornerstone of self-motivation.

Competence is built through a commitment to high standards and a supportive framework that ensures no student is left behind. A key goal is to provide equitable access to challenging curricula while offering extensive support systems, such as after-school tutoring and credit recovery options. This ensures students can master learning targets at their own pace. The emphasis on mastery learning over simple averages builds a deep and enduring understanding of subjects. As students successfully navigate these challenges and receive targeted support, their confidence and belief in their own capabilities grow, leading to increased competence across disciplines.

The ultimate goal of Chatsworth's programs is to instill a love for learning that lasts a lifetime. This is achieved by shifting the focus from memorization to critical thinking, inquiry, and problem-solving. By teaching students *how* to learn—how to ask questions, research effectively, analyze information, and communicate their findings—the school equips them with the tools necessary for continuous intellectual growth. The integration of technology as a tool for dynamic content creation further prepares them to adapt to future changes. Furthermore, the school cultivates social and emotional intelligence, encouraging students to be reflective and self-aware individuals who understand the value of continuous personal development and civic responsibility in a diverse, global community.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)										
GOAL #1										
Academic Excellence	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> ➤ Reduced Class Sizes: Providing additional teachers to lower the student-to-teacher ratio, allowing for more personalized instruction. ➤ Extended Learning Opportunities: Offering after-school tutoring and support programs to help students master concepts and prepare for exams. ➤ Credit Recovery Options: Providing various options, including after-school, weekend, and online programs, to help students get back on track and ensure on-time graduation. ➤ Summer Bridge Program: Offering a program, particularly for the transition from 8th to 9th grade, that provides academic and social-emotional support, tutoring, and career exploration. ➤ Advanced Technology Integration: Equipping classrooms with modern technology such as laptops, smartboards, and educational software to create a technologically driven learning environment. ➤ Rigorous Programs: Implementing demanding academic programs, including Advanced Placement (AP) courses, the School for Advanced Studies (SAS) for gifted students, and the G+STEAM Magnet Center (Gifted + Science, Technology, Engineering, and Mathematics). ➤ Dual Enrollment: Allowing students to take college courses during the high school day to earn college credits, which strengthens college applications and exposes them to college-level expectations. ➤ Equitable Grading and Instruction (EGI): Adopting a growth-mindset framework that focuses on transparent learning targets, mastery of content, and inclusive instruction, supported by ongoing professional development for teachers. ➤ Data-Driven Instruction: Using data from standardized and other assessments to inform instructional alignment, provide appropriate interventions, and support student growth. 										

- Coordinated and collaborative academic support: Targeted Student Population (TSP) coordinator works directly with both designated and integrated English Language Development classroom teachers and assistants to accelerate ELs' language acquisition.
- Effective monitoring and data-driven practices: CCHS employs continuous monitoring of student progress, which is a key factor in improving reclassification and graduation rates.
- Inclusive and supportive environment: CCHS creates a welcoming and inclusive environment where all students feel valued and supported through Culturally and Linguistically Responsive Practices (CLRP)

Expected Annual Measurable Outcomes

Outcome #1: Academic Excellence (Source – California Dashboard)

Metric/Method for Measuring:

Graduation Rate – All Students (“*” Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	93.2%	94%	95%	96%	97%	98%
English Learners Students	67.6%	68%	68.5%	69%	69.5%	70%
Long-term English Learners	63.6%	64%	64.5%	65%	65.5%	66%
Socioeconomically Disadvantaged Students	91.8%	92%	93%	94%	95%	96%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	72.7%	73%	74%	75%	76%	77%
Students with Disabilities	70.8%	71%	71.5%	72%	72.5%	76%
African American Students	95.7%	96%	96.5%	97%	97.5%	98%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	98.1%	98.3%	98.5%	99.1%	99.3%	99.5%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	92.4%	93%	94%	95%	96%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	91.7%	92%	93%	94%	95%	96%
White Students	90.2%	91%	92%	93%	94%	95%

Outcome #2: Academic Excellence (Source – Open Data)

Metric/Method for Measuring:

A-G Completion Rate - Meeting UC-CSU Entrance Requirements

(“*” Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
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	available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	57.5%	58%	59%	60%	61%	62%
English Learners Students	27%	27.5%	28%	28.5%	29%	29.5%
Long-term English Learners	27.3%	27%	27.5%	28%	28.5%	29%
Socioeconomically Disadvantaged Students	52.1%	53%	54%	55%	56%	57%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	9.1%	10%	11%	12%	13%	14%
Students with Disabilities	31.3%	32%	32.5%	33%	33.5%	34%
African American Students	47.8%	48%	49%	50%	51%	52%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	86.8%	87%	88%	89%	90%	91%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	44.5%	45%	46%	47%	48%	49%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	75%	76%	77%	78%	79%	80%
White Students	68.3%	69%	70%	71%	72%	73%

Outcome #3: Academic Excellence (Source – Whole Child)

Metric/Method for Measuring:

Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11

(* Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-1.9	1	2	3	4	5
English Learners Students	-142.5	-143	-144	-145	-146	-147
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-30.8	-31	-32	-33	-34	-35
Foster Youth Students	-.45	1	1.5	2	2.5	3
Homeless Youth Students	-195.3	-190	-189	-188.5	-188	-187.5
Students with Disabilities	-.72	.5	1	1.5	2	2.5
African American Students	-23.2	-21	-20	-19	-18	-17
American Indian/Alaska Native Students	88.0	89	90	91	92	93
Asian Students	94.2	95	95.5	96	96.5	97
Filipino Students	28.4	29	29.5	30	30.5	31
Latino Students	-29.8	-27	-26	-25	-24	-23
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	86.3	86	87	88	89	90
White Students	34.7	35	36	37	38	39

Outcome #4: Academic Excellence (Source – Whole Child)

Metric/Method for Measuring:

Smarter Balanced Distance from Standard (DFS) Met in Mathematics - Grade 11

(* Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-55.4	-55	-56	-57	-58	-59
English Learners Students	-156.4	-156	-155.5	-155	-154.5	-154
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-85.6	-85	-84	-83	-82	-81
Foster Youth Students	-53	-52.5	-52	-51.5	-51	-50.5

Homeless Youth Students	-167.3	-167	-166.5	-166	-165.5	-165
Students with Disabilities	-103.7	-103	-102.5	-102	-101.5	-101
African American Students	-113.7	-113	-112	-111	-110	-109
American Indian/Alaska Native Students	-1.0	1	2	3	4	5
Asian Students	54.6	54	55	56	57	58
Filipino Students	1.3	2	3	4	5	6
Latino Students	-84.1	-83	-82	-81	-80	-79
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	83.0	84	85	86	87	88
White Students	-33.8	-33	-32	-31	-30	-29

Outcome #5: Academic Excellence (Source – Open Data)

Metric/Method for Measuring:
English Learner – Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All English Learner Students (Schoolwide)	28%	30%	31%	32%	33%	34%

GOAL #2

Joy and Wellness

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- A full-time nurse and a nurse assistant are on duty in the Health Office to address student health needs.
- School funds climate support staff to ensure all students feel safe and welcome at school.
- CCHS implements Positive Behavior Interventions and Supports (PBIS) and Restorative Practices.
- CCHS offers a variety of clubs, sports, and activities to help students feel connected to the school community.
- School psychologists, Psychiatric Social Workers, Pupil Service & Attendance Counselor, A-G Diploma Counselor, Academic Counselors, and Wellbeing Center offer counseling and support to students.
- The Dean of Students collaborates with parents, teachers, climate advocate support staff, and students to address negative behavior and explore alternatives to suspension through restorative practices.
- Our TSP Coordinator supports school staff, including teachers and administrators, to effectively meet the academic needs of target student populations.

Expected Annual Measurable Outcomes

Outcome #1: Joy and Wellness (*Source – Whole Child*)

Metric/Method for Measuring:

Percent of All Students with Excellent Attendance (96% or Higher)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	45.6%	46%	46%	47%	48%	49%
English Learners Students	39.9%	41%	42%	43%	44%	45%
Long-term English Learners	31.7%	32%	33%	34%	35%	36%
Socioeconomically Disadvantaged Students	35.9%	37%	38%	39%	40%	41%
Foster Youth Students	37.5%	37%	38%	39%	40%	41%
Homeless Youth Students	50%	51%	52%	53%	54%	55%
Students with Disabilities (SPED)	39.3%	40%	41%	42%	43%	44%

African American Students	43.7%	44%	45%	46%	47%	48%
American Indian/Alaska Native Students	66.7%	67%	68%	69%	70%	71%
Asian Students	68.5%	69%	70%	71%	72%	73%
Filipino Students	62.5%	63%	64%	65%	66%	67%
Latino Students	39.4%	40%	41%	42%	43%	44%
Native Hawaiian/Pacific Islander Students	50%	51%	52%	53%	54%	55%
Students of Two or More Races	56.6%	57%	58%	59%	60%	61%
White Students	46%	47%	48%	49%	50%	51%

Outcome #2: Joy and Wellness (Source – California Dashboard)

Metric/Method for Measuring:
Single Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	.7%	.6%	.55%	.5%	.45%	.4%

Outcome #3: Joy and Wellness (Source – School Experience Survey)

Metric/Method for Measuring:
Percent of Students who Feel Safe at School – “I feel safe in this school.”

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	58%	59%	60%	61%	62%	63%

Outcome #4: Joy and Wellness (Source – School Experience Survey)

Metric/Method for Measuring:
Percent of Students who Feel Part of the School – “I feel like I am part of this school.”

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	51%	52%	53%	54%	55%	56%

GOAL #3

Engagement and Collaboration
 Our families and communities are critical partners in preparing students to be College and Career Ready. We recognize the incredible knowledge, traditions, and resources the partners contribute.

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:
 :
 :

Specific Annual Actions to Achieve Goal

Coffee with the Principal
 PTSA
 School Site Council
 English Language Advisory Council
 Parent Portal
 Social Media
 Parent Workshops
 Summer Bridge

Expected Annual Measurable Outcomes

Outcome #1:
 Engagement and Collaboration (Source – Open Data)

Metric/Method for Measuring:
 Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Parent (Schoolwide)	72%	72.5%	73%	73.5%	74%	74.5%

Outcome #2:
 Engagement and Collaboration (Source – Open Data)

Metric/Method for Measuring:
 Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Parents (Schoolwide)	76%	76.5%	77%	77.5%	78%	78.5%

Outcome #3:
 Engagement and Collaboration (Source – Open Data)

Metric/Method for Measuring:

Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Parents (Schoolwide)	72%	72.5%	73%	73.5%	74%	74.5%

GOAL #4

Operational Effectiveness and Investing in Staff

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Provide and maintain Basic Services for students and schools.
- Teacher Assignments and Credentialing: 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- Access to Instructional Materials: 100% of students have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- Facilities Maintenance: CCHS maintains an overall “good” rating or equivalent on annual review(s) of school facilities.

Expected Annual Measurable Outcomes

Outcome #1: Operational Effectiveness and Investing in Staff (*Sources – SARC*)

Metric/Method for Measuring:

Percentage of facilities that are in good repair.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Facilities (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: Operational Effectiveness and Investing in Staff

Metric/Method for Measuring:

Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:
Operational Effectiveness and Investing in Staff

Metric/Method for Measuring:
Percentage of teachers that are appropriately credentialed for the students they teach

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

Innovative Components and Key Features

Chatsworth Charter High School offers a distinctive educational program built on tiered academic pathways, hands-on career training, comprehensive support systems, and inclusive learning environments. Instead of a one-size-fits-all approach, the school's innovative structure guides every student toward college or career readiness through tailored instruction and experiential learning.

Chatsworth's academic program is defined by distinct pathways that cater to various learning styles and goals, rather than a singular, rigid curriculum.

The School for Advanced Studies (SAS) serves gifted and talented students with a rigorous, differentiated curriculum featuring advanced coursework, project-based learning, and dual-enrollment college classes.

The G+STEAM Magnet Center offers gifted, highly gifted, and high-achieving students an inquiry-based, project-based program centered on Computer Science, Networking, Technology, Engineering, Arts, and Mathematics. Students in this program engage in hands-on projects while preparing for high-demand STEAM careers.

The Comprehensive Home Campus ensures all students have the support to complete graduation requirements and find the right path for their future, whether through traditional classes or more specialized programs.

A core feature of Chatsworth's model is the emphasis on connecting theoretical classroom knowledge with practical, real-world applications.

- Career and Technical Education (CTE) programs offer students hands-on, industry-aligned training in Culinary Arts, Film Production, Graphic Design, Professional Theater, Machining and Manufacturing, Software and Systems Development, Networking, and Animation. These pathways lead to industry-recognized certifications, preparing students for immediate employment.
- A strong service-learning component is integrated into the curriculum, challenging students to participate in high-quality, community-based service projects. This approach fosters civic responsibility and connects academic learning to real-world community needs.

Chatsworth has designed a system of layered support tailored for every learner to ensure every student can thrive.

- Inclusive special education programs provide support for students with disabilities, in a co-teaching model that integrates specialized support with general education classrooms. The Modified Core Curriculum offers eligible students specialized community-based instruction and school-based enterprises curriculum.
- Resources are used to provide additional support through reduced class sizes, after-school tutoring, and enhanced social-emotional counseling.

- A dedicated counseling team offers comprehensive support for college and career planning.

Cultivating a vibrant campus community beyond academics, Chatsworth emphasizes building a supportive and dynamic student community.

- A wide range of extracurricular activities, including athletics, performing arts, and student-led clubs, give students opportunities to develop leadership skills and explore passions.
- A culture of respect and diversity is a central part of the school's mission, ensuring that everyone is encouraged to share their cultural background and promote appreciation for diversity.
- Robust parent and family engagement ensures that the school and its collaborators, including families, share the responsibility for developing each student's potential.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

CCHS Curriculum and Instruction

Chatsworth Charter High School's curriculum is aligned with the California Common Core State Standards (CA CCSS) and offers a variety of academic and career-focused programs, including a School for Advanced Studies (SAS), Gifted+ STEAM Magnet Center, career technical education (CTE) pathways, and specialized support programs.

Foundational and core curriculum

- Standards alignment: The curriculum is based on the California Common Core State Standards (CCSS) for English language arts (ELA) and mathematics, and the Next Generation Science Standards (NGSS).
- English Language Arts (ELA): The four-year ELA curriculum includes Expository Reading and Writing Curriculum (ERWC), a program developed with the California State University (CSU) system to prepare students for college-level writing.
- Graduation requirements: To earn a diploma, students must complete the standard Los Angeles Unified School District (LAUSD) course requirements, including specific years of English, social studies, math, science, and fine arts.

Specialized academic programs

- Gifted + STEAM Magnet Center: A specialized program for gifted, highly gifted, and high-achieving students that focuses on CTE Pathway concepts in Computer Science, Networking, and Technology. The curriculum emphasizes inquiry-based and project-based learning to connect theory with practical experience.

- School for Advanced Studies (SAS): As a LAUSD-recognized SAS site, Chatsworth offers a program for intellectually and creatively gifted students with rigorous, differentiated instruction, advanced coursework, debate, and dual enrollment.
- Advanced Placement (AP): Numerous AP courses are offered across multiple subjects, including English, History, Math, Science, and Languages Other Than English.

Career and Technical Education. (CTE) Chatsworth offers multiple CTE pathways to prepare students for specific career fields.

- Arts, Media, and Entertainment: Includes Graphic Design, Animation, Film and Video Production, and Professional Theater.
- Information and Communications Technology: Includes Software and Systems Development, Networking, Machine and Forming Technology, and Games and Simulations (eSports).
- Hospitality: A pathway for Food Service and Hospitality, including Culinary Arts.

Programs for diverse learners

- Special Education: Offers an alternative curriculum for students with specific eligibility requirements (ID, AUT, and MDO), with a focus on Community-Based Instruction, School-Based Enterprises, and the Unique Learning System curriculum.
- Inclusion classes: Provide a multi-tiered support system in general education classrooms, utilizing Universal Design for Learning (UDL) to meet the needs of all students, including those with disabilities.
- English Language Development (ELD): Curriculum and supports are in place for students who are developing their English language proficiency.

College and Career readiness focus

- Dual Enrollment: Allows students to take college-level courses while still in high school, earning both high school and college credit.
- Service Learning: Project-based assignments integrated throughout the curriculum give students opportunities to engage in community service.
- Technology integration: The school incorporates technology and emphasizes skill sets demanded by the 21st-century workforce.

Key Features & Components of CCHS Educational Program by Subject Area

Chatsworth Charter High School's educational program is built upon California Common Core State Standards and includes a specialized magnet program Gifted+ STEAM Magnet, School for Advanced Studies (SAS), and Career Technical Education (CTE) pathways. The programs emphasize critical thinking, collaboration, and real-world application across various subject areas.

English Language Arts (ELA)

- Literacy and skills focus: Courses emphasize reading, writing, speaking, listening, and language conventions.
- Diverse texts and resources: Literature selections offer diverse perspectives and use essential questions to frame units. Instruction includes whole-group, small-group, and independent learning.
- Technology integration: The ELA program incorporates multimedia and digital resources to prepare students for a technology-driven world.

- College preparation: The four-year curriculum includes the Expository Reading and Writing Curriculum (ERWC), developed with the California State University system to prepare students for college-level work.
- Advanced courses: Advanced Placement (AP) courses are available in English Language, English Literature, and Seminar English.

English Language Development (ELD)

- English Language Development in English Language Arts: provides purposeful, explicit language instruction within the ELA curriculum that equips English Learners with the academic language required to meet grade-level expectations.
- Integrated ELD in history, math, and science: provide English learners academic supports within history, math, and science curriculum with the academic language need to meet grade-level standards.
- Comprehensive support: Courses and intervention support are available during the school day to address students' academic needs.

Mathematics

- Engaged learning: The math curriculum focuses on student engagement, helping students think creatively, apply their knowledge, and evaluate evidence.
- Course sequence: The program offers various course sequences in Algebra I, Geometry, and Algebra II. Accelerated options are also available.
- Advanced courses: Higher-level offerings include AP Pre-Calculus, AP Statistics, AP Calculus AB, and AP Calculus BC.
- Problem-solving focus: Courses emphasize abstract thinking, the function of concept, and solving real-world problems.

History-Social Science

- Inquiry-based learning: The program emphasizes student inquiry, encouraging active participation, and critical thinking.
- Historical themes: Curriculum for courses U.S. History and Honors World History covers major historical events, themes, and constitutional principles.
- Advanced skills: Students develop skills in research, evidence evaluation, essay writing, and communication through discussions and debates.
- Advanced courses: The department offers several AP courses, including AP U.S. History, AP World History, AP African American Studies, AP Human Geography, AP Psychology, and AP Government & Politics.

Science

- Integrated approach: Science courses follow an Integrated Coordinated Science curriculum, which spirals through earth sciences, physics, chemistry, and biology.
- Hands-on learning: Courses feature extensive student-centered lab activities, small group projects, and research.
- 21st Century skills: The curriculum is designed to build problem-solving and technological skills relevant to the modern workforce.
- Advanced courses: Advanced course offerings include AP Computer Science, AP Computer Science Principals, AP Chemistry, AP Biology, AP Physics, and AP Environmental Science.
- Gifted+ STEAM Magnet: Offers a specialized focus on Computer Science and Networking, Engineering, Technology, and Mathematics.

Visual and Performing Arts

- Comprehensive offerings: Electives include music and drawing: Introduction to Art, Keyboard 1 & 2, and Advanced Band.
- CTE Pathways: Dedicated career pathways provide hands-on experience in Professional Theater, Film and Video Production, and Graphic Design and Animation.

Health and Physical Education

- Standards-based instruction: The Health curriculum is based on National and California Health Standards, designed to improve health literacy.
- Health and wellness focus: Physical Education emphasizes the link between physical activity, academic achievement, and promoting healthy living.
- Skill development: Courses develop new skills, physical literacy, and critical thinking in evaluating practice and performance.

World Languages

- Language offerings: Students may take courses in Spanish, French, and American Sign Language.
- Advanced language: The department offers AP Spanish Language and AP Spanish Literature
- Proficiency development: Courses focus on developing proficiency in oral and written communication.

Electives and other requirements - (See table below - **Comprehensive Course List a-g requirements and course offerings**)

- Broad selection: CTE Pathways and Electives are offered across multiple departments included on the Comprehensive Course List – Table Below
- A-G Requirements: Course offerings are designed to help students meet both high school graduation and UC/CSU A-G requirements.
- CTE pathways: Offer industry-recognized certifications and prepare students for employment.
- Dual Enrollment: Provides college-level courses that meet both high school graduation requirements and provide college credit.

Intervention and enrichment programs

- Intervention: Chatsworth offers through Title I funding (local and/or central) extended learning opportunities, such as after-school tutoring programs - Individual Instruction Lab (IILab), Tutor.com (via Schoology), Boys & Girls Club (Beyond the Bell) and credit recovery options – Edgenuity and Academic Course Extension (ACE), to help students who need additional academic assistance.
- Enrichment:
 - School for Advanced Studies (SAS): Provides rigorous, differentiated instruction for Gifted and Talented students through advanced coursework and dual enrollment.
 - Gifted+ STEAM Magnet Center: A thematic program for gifted and high-achieving students focusing on Science, Technology, Engineering and Mathematics aligned with the CTE Pathways – Software and Systems Development and Networking.

Comprehensive Course List a-g REQUIREMENTS and COURSE OFFERINGS

A. SOCIAL SCIENCES (30 credits) Twenty credits of history/social science, including one year of World History, Cultures and Geography; and one year of US History or one-half year of American Government/Civics	B. ENGLISH (40 credits) Forty credits of college preparatory English. Students may only receive credit for one 1 year of ESL/ELD English	C. MATHEMATICS (30 credits) Thirty credits of college preparatory mathematics; Algebra 1AB, Geometry AB, Algebra 2AB. Advanced level courses will validate this math requirement	
AP US HISTORY AB WHG: MODERN WORLD AB US HISTORY 20TH AB AP WORLD HISTORY AB AP HUMAN GEOGRAPHY AB PRINCIPLES AMER DEMOCRACY AB AP GOV. & POLITICS AB AP AFRICAN AMERICAN STUDIES AB H WHG: MODERN WORLD AB H US HISTORY 20TH AB H PRINCIPLES AMER DEMOCRACY AB US HISTORY AB EDGL PRINCIPLES AMERICAN DEMOCRACY AB EDGL WORLD HISTORY AB EDGL US HISTORY AB EDGVP WHG M AB EDGVP	ELD 10AB & 11AB OR ENGLISH 9 AB ENGLISH 10 AB H ENGLISH 10 AB AMERICAN LITERATURE / CONTEMPORARY COMP (11) EXPOSITORY COMP (12) CSU ERWC 12AB MODERN LITERATURE AB CINEMA STUDIES SH AB AP SEMINAR ENGLISH 10AB AP ENGLISH LANGUAGE AB AP ENG. LIT. & COMP. AB H ENGLISH 9AB H ENGLISH 9AB H ENGLISH 10AB H ENGLISH 10AB H AMERICAN LITERATURE COMP AB CC ENGLISH 9A EDGL CC ENGLISH 9B EDGL CC ENGLISH 10A EDGL CC ENGLISH 10B EDGL CC ENGLISH 11A EDGL CC ENGLISH 11B EDGL BRITISH LITERATURE EDGL	CC ALGEBRA 1 AB CC ALGEBRA 2AB CC GEOMETRY AB AP STATISTICS AB AP CALCULUS AB PRE-CALCULUS AB AP PRE-CALCULUS AB CC ALGEBRA 1AB EDGL CC ALGEBRA 2AB EDGL CC GEOMETRY AB EDGL CC PRECALCULUS AB EDGL YL ALGEBRA 1 EDGVP CC ALGEBRA 1AB EDGVP CC ALGEBRA 2AB EDGVP CC GEOMETRY AB EDGVP H CC ALGEBRA 1 AB H CC ALGEBRA 2 AB H CC GEOMETRY AB H ADV MATH AB H PRE-CALCULUS AB AP COMP SCI A CTE A	
D. SCIENCE (20 credits) Twenty credits of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics	E. LANGUAGES OTHER THAN ENGLISH (LOTE) (20 credits) Twenty credits of the same language other than English for UC/CS	F. VISUAL & PERFORMING ARTS (VAPA) (10 credits) Ten credits required for UC/CS and graduation	G. COLLEGE PREP ELECTIVE (10 credits) Ten credits from selected A-F courses plus the following:
AP ENVIRON. SCI. AB AP BIOLOGY AB BIOLOGY:LIVING EARTH AB PHYSIOLOGY AB AP CHEMISTRY AB CHEMISTRY:EARTH SYS AB AP PHYSICS 1AB AP PHYSICS 2AB AP PHY:C MEC PRINC OF ENGINEERING AB BIO:LIVING EARTH AB EDGL CHEM IN EAR SYS AB EDGL BIO:LIVING EARTH AB EDGVP CHEM IN EAR SYS AB EDGVP H BIOLOGY:LIVING EARTH AB H CHEMISTRY:EARTH SYS AB H PHYSICS:THE UNIV. AB AP COMP SCI PRIN A CTE	AM SIGN LNG 1AB AM SIGN LNG 2AB FRENCH 1AB FRENCH 2AB FRENCH 3AB KOREAN 1AB KOREAN 2AB KOREAN 3AB SPANISH 1AB SPANISH 2AB SPANISH 3AB AP SPAN LNG AB SPAN SPEAKERS 1AB SPAN SPEAKERS 2AB FRENCH 1AB EDGL FRENCH 2AB EDGL SPANISH 3AB EDGL SPANISH 1AB EDGL SPANISH 2AB EDGL ASL 1AB EDGL FRENCH 1AB EDGVP FRENCH 2AB EDGVP SPANISH 1AB EDGVP SPANISH 2AB EDGVP	DANCE AB INTRO ART AB VISUAL ARTS AB EDGL ADV BAND AB MARCH BAND SH AB KEYBOARD 1AB KEYBOARD 2AB CTE CONCEPTUAL DESN 1AB CTE THEATRE FOUND. AB CTE VID PRD 2AB RM CTE VID PRD 3AB IM CTE GRAPHIC DESIGN AB	ELD 9AB & 12 AB CINEMA STUDIES SH AB HEALTH EDUCATION SH ALGEBRA 1 FOUND. AB GEOMETRY FOUND. AB ALG 2 FOUNDATIONS AB INTR NANO TC AB NANO TECH AB INTERACTIONS AB INTRO ANTHROPOLY AB INTRO SOCIOLOGY AB PHILOSOPHY AB AP PSYCHOLOGY AB INTRO ETHNIC STUDIES AB ECONOMICS AB ECONOMICS AB EDGL SOCIOLOGY EDGL PERS. PSYCHOLOGY A EDGL INTRO ASB LEADERSHIP AB INT ASB LEADERSHIP SH AB ADV ASB LEADERSHIP SH AB PEER COUNSELING AB INTRO COMP PROGRAMNG AB CTE ANIM. DESN MED. AB CTE ADVANCED THEATRE AB

			CTE GRAPH. DES:AD DSN AB CTE FOUND FDS & NUT. AB CTE CULINARY MANGT AB CTE INT CYBER SECUR AB CTE ESPORTS 1AB CTE ESPORTS 2AB CTE MACH. TECHNO 1A CTE CTE COMP PRG & GAME AB CTE MFG PROTOTYPING AB
Additional Courses and Requirements			
Required for Graduation Technical Arts (10 credits)	Required for Graduation	Courses that Count for Credit Toward Graduation	Additional Non-Course Requirements for Graduation
	Phys Education (20 cred) Health (5 credits) Ethnic Studies (5 credits)		Career Pathway Selection Service Learning

Chatsworth Charter High School's (CCHS) program is structured to integrate and monitor Los Angeles Unified School District (LAUSD) graduation requirements, A-G college entrance criteria, and the California Department of Education (CDE) College/Career Indicator (CCI) over four years. The school's approach features a core curriculum aligned with A-G, multiple CTE pathways, and robust support systems to ensure students meet readiness benchmarks.

Alignment of graduation and A-G requirements

Since 2016, LAUSD has aligned its graduation requirements with the UC & CSU's A-G course list to ensure all graduates are college-prepared. CCHS ensures students meet these requirements through:

- Integrated coursework: CCHS offers a course catalog containing UC & CSU approved classes that satisfy both LAUSD's diploma requirements and the A-G sequence.
- Passing grade policy: Students must earn a grade of "D" or better in A-G courses to meet LAUSD graduation requirements. However, the school emphasizes that a grade of "C" or better is needed for university eligibility.
- Credit recovery options: The school offers credit recovery opportunities for students who fall behind, ensuring they can get back on track to graduate on time.
- Personalized attention: A lower counselor-to-student ratio and extended learning opportunities, such as after-school tutoring and credit recovery, provide the personalized support needed for students to master A-G course content.

Program pathways for the College/Career Indicator (CCI)

The CDE's CCI is based on a range of metrics, and CCHS offers programs to help students meet these readiness standards. A student demonstrates preparedness in several ways, and the school's programs provide multiple avenues for success.

College Preparedness Pathways

CCHS helps students achieve the "prepared" designation on the CCI by offering opportunities to demonstrate college readiness through:

- Smarter Balanced Summative Assessments Receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- Advanced Placement (AP)
 - Complete two AP courses with a grade of C- or better;
 - Receive a score of 3 or higher on two AP exams; or
 - Complete one AP course with a grade of C- or better and receive a score of 3 or higher on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
- International Baccalaureate (IB) Receive a score of 4 or higher on two IB exams
- College Credit Courses Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- State Seal of Biliteracy (SSB) Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments

Career Preparedness Pathways

For students focusing on career readiness, CCHS provides multiple options:

- Career Technical Education (CTE) Pathway Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
 - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other
 - Complete one semester, two quarters, or two trimesters of College Credit Courses, outside of the completed CTE Pathway, with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

Monitoring and Counseling for four-year planning

CCHS monitors students' progress from the start of their high school career to ensure they meet graduation requirements within four years.

- Comprehensive Counseling: College counseling services provide students with information on college entry requirements; a lower than LAUSD counselor-to-student NORM ratio ensures more dedicated support for personal and academic planning.
- Data-Informed Planning: CCHS reviews student achievement data to identify strategies for improvement, and its Title I program funds two Computer Technology Support staff to boost student academic success.
- Four-Year Individual Graduation Plans: The school is committed to closely monitoring all students throughout their four-year journey towards college and career readiness. This approach prevents students from falling behind and ensures they are on track to meet all graduation and post-secondary goals.

Chatsworth Charter High School (CCHS) provides sufficient credit recovery and support through a combination of year-round programs, extended learning opportunities, and targeted interventions. The school utilizes its affiliation with the Los Angeles Unified School District (LAUSD) and its Title I and TSP funding to offer a multi-faceted approach to re-engaging students who have fallen behind academically.

Credit recovery programs

CCHS and the District offer a variety of credit recovery programs throughout the year that are designed to help students get back on track for graduation.

- Summer Term: In the summer, students may enroll in LAUSD's Summer Term, which includes both in-person courses taught by certified teachers and virtual, asynchronous courses offered through the Edgenuity platform.
 - Edgenuity Curriculum: Used in both summer and throughout the year, the Edgenuity platform is a self-paced, online curriculum that allows students to work on coursework at their own pace, with teacher assistance available.
- Academic Course Extension (ACE), a Saturday program to help students who need additional academic assistance.
- Winter and Spring Academy, an optional program, held during spring break for students at participating schools, offering academic and enrichment opportunities to help them catch up

Supportive resources and interventions

In addition to formal credit recovery programs, CCHS provides a network of support to ensure students are successful.

- Counseling and monitoring: The school maintains a lower counselor-to-student ratio than the LAUSD NORM, which provides dedicated and personalized support. Counselors closely monitor students' four-year Individual Graduation Plan to ensure students meet college and career goals.
- Extended learning opportunities: The school offers after-school tutoring programs to give students additional academic support such as Individual Instruction Lab (IILab), Tutor.com (via Schoology), Boys & Girls Club (Beyond the Bell).
- Data-driven planning: CCHS conducts an annual needs assessment via iREADY and analyzes student achievement data to inform its School Plan for Student Achievement. This roadmap outlines strategies to address performance gaps and elevate academic performance for all students.
- BSAP support: For students in the Black Student Achievement Plan (BSAP), CCHS has an advisory program in which community members, support staff, and teachers work with students in small group settings to strengthen and support students' academic goals.

Chatsworth Charter High School (CCHS) has a dedicated process for incoming transfer students to ensure their successful transition and timely completion of graduation and college entrance requirements. Upon enrollment, counselors evaluate previous coursework, identify

academic gaps, and create a personalized plan using a variety of resources, including credit recovery and tailored guidance.

Transcript evaluation and personalized counseling

- Initial transcript analysis: Upon arrival, counselors at CCHS meet with transfer students to review their transcripts and conduct a comprehensive graduation check. This process identifies which courses have already been completed and which credits are still needed for both Los Angeles Unified School District (LAUSD) graduation and University of California (UC)/California State University (CSU) A-G requirements.
- Four-year planning: The counseling team creates a four-year Individual Graduation Plan tailored to transfer student's remaining high school career. This roadmap outlines the necessary courses and strategies to meet all requirements, ensuring the student stays on track to complete their college and career goals.
- Ongoing support: Transfer students have access to the school's robust counseling services, which maintain a low counselor-to-student ratio. This ensures they receive continuous, personalized guidance on their academic progress.

Credit recovery programs

If the transcript evaluation reveals that a transfer student is deficient in required credits, CCHS provides multiple options for credit recovery, which are also available to current students.

- LAUSD summer term: Transfer students who are enrolled in LAUSD are encouraged to participate in the district's summer term to complete credit deficiencies.
- Extended learning options: The school uses Title I (school-based or Central) and TSP/SENI funds to provide additional resources, including credit recovery opportunities like Academic Course Extension (ACE) on Saturday's.
- Online curriculum (Edgenuity): CCHS uses the Edgenuity online curriculum, particularly during the summer, which allows students to recover credits in an asynchronous, self-paced format with teacher assistance.

Dual enrollment and pathway options

To help transfer students accelerate their progress and meet requirements, CCHS offers several advanced and vocational programs.

- Dual enrollment: The school's dual enrollment program allows transfer students to earn both high school and college credit simultaneously by taking courses at a local college. This can help them complete transferable general education courses, such as those that are part of the Intersegmental General Education Transfer Curriculum (CAL-GETC) and potentially accelerate their A-G course completion.
- College-prep electives: Students can take "G" elective courses to satisfy graduation requirements and strengthen their college applications.
- Career Technical Education (CTE): For students pursuing career readiness, the school provides access to industry-recognized CTE pathways, and industry certification opportunities.

Communication and follow-up

CCHS ensures continuous communication and support for incoming transfer students throughout their enrollment.

- Regular meetings: The school schedule includes regular opportunities for students to meet with their academic counselors to review A-G progress.
- Student handbook: The school provides a student handbook with clear policies on immunization requirements and other enrollment information.
- LAUSD enrollment portal: Transfer enrollment for LAUSD students is facilitated through an online portal.

Chatsworth Charter High School (CCHS) utilizes a multi-faceted approach to inform all parents, including those with limited English proficiency (LEP), about course transferability and eligibility for college entrance. Our strategy involves various channels, including advisory committees, dedicated support staff, and schoolwide communications, to ensure families receive comprehensive, accessible, and timely information.

Advisory committees and meetings

CCHS hosts regular meetings for its parent committees, where critical academic information is discussed and disseminated.

- English Learners Advisory Committee (ELAC): CCHS's ELAC regularly meets to inform and consult with parents of English learners.
 - Translated materials: Agendas and minutes for ELAC meetings are consistently provided in both English and Spanish.
 - Interpretation services: Interpreters are available during meetings to ensure all parents can fully participate in discussions about academic matters.
- PTSA and Coffee with the Principal: CCHS conducts meetings for its Parent/Teacher/Student Association (PTSA) and Coffee with the Principal events to discuss school policy and student achievement. These forums provide additional opportunities for parents to ask questions directly to school leadership and counselors.

Accessible staff and personalized counseling

The school employs a team of accessible staff to provide direct support and information to parents, particularly those with language barriers.

- Parent Center staff: CCHS has a dedicated Parent Center with staff who assist families with a variety of needs, including navigating the Parent Portal. Staff members are available to answer questions and provide information about courses and requirements.
- Academic counseling department: The CCHS counseling office provides continuous and personalized support for students and parents.
 - Four-year plans: Counselors create four-year academic plans for students, which outline the necessary A-G and graduation courses. These plans can be reviewed and discussed with parents.
 - College articulation: The counseling department references official resources, such as the UC's A-G course list, to ensure students are enrolled in classes that meet college requirements.

Communication methods and resources

CCHS uses various communication methods to distribute important information in multiple languages.

- Translated documents: Key school documents, such as the Title I Parent and Family Engagement Policy, are translated into the languages spoken by the parent community and posted on the school's website.
- School website: The CCHS website provides information on graduation requirements, A-G courses, and dual enrollment opportunities. This information is available in both English and Spanish and is updated regularly.
- Parent Portal: Parents can access the Los Angeles Unified School District (LAUSD) Parent Portal to track their student's progress and view assignments and grades. For technical support, CCHS provides contact information for staff who can assist parents in multiple languages.
- Automated messages: The school may use automated telephone or email systems, through LAUSD, to send alerts and announcements to parents in their preferred language.

Transferability of credits to other public high schools

Regarding course transferability to other public high schools, CCHS operates under the Los Angeles Unified School District (LAUSD) umbrella, and its courses are designed to align with district standards.

- WASC accreditation: The school is accredited by the Western Association of Schools and Colleges (WASC). This accreditation is a key indicator of educational quality and helps ensure that credits earned at CCHS are recognized by other accredited public schools.
- Guidance from counselors: Counselors advise parents of students who plan to transfer to another public school on course selection to ensure maximum credit transfer. They can provide documentation, such as course descriptions, to facilitate the process with the receiving institution.

Chatsworth Charter High School (CCHS) informs parents about potential issues with course transferability through a systematic process at enrollment and continues through ongoing counseling and accessible communication. The school's affiliation with the Los Angeles Unified School District (LAUSD) and its use of official resources like the UC's A-G list help ensure transparency, particularly for transfer students.

Communication for students transferring into CCHS

For new students, the process is focused on a thorough review of past academic records to create a seamless transition.

- Initial transcript analysis: Upon enrollment, a CCHS counselor evaluates the student's transcript to determine which courses are transferable and how completed credits align with both LAUSD graduation requirements and UC/CSU A-G college entrance criteria.
- Personalized Individual Graduation Plan (IGP): In a meeting with the parents and student, the counselor uses this analysis to create a personalized four-year academic

plan. This plan identifies any credit deficiencies or course requirements needed to meet all graduation and college eligibility benchmarks.

- Immediate notification: If the initial analysis reveals that previously completed coursework may preclude the student from meeting requirements, the counselor will notify the parents immediately during this meeting.
- Translated communication: For parents with limited English proficiency (LEP), interpreters are provided during these meetings. The school also offers support through its Parent Center, which has staff who can assist families in multiple languages.
- Ongoing monitoring: The school's counselors continue to monitor transfer students' progress and communicate any new issues to the parents via the LAUSD Parent Portal, emails, or phone calls.

Communication for students transferring out of CCHS

When a student withdraws, CCHS ensures the family is fully aware of their academic standing to assist with a smooth transition to the next school.

- Exit counseling: When a family notifies CCHS of their intent to transfer, a school counselor holds an exit counseling session.
- Comprehensive credit summary: The counselor provides the parents with a complete summary of the student's transcript, including all courses and credits earned while at CCHS.
- Discussing potential risks: During the session, the counselor informs the parents if any courses the student has taken might not transfer to other high schools. The counselor will also reiterate that CCHS is accredited by the Western Association of Schools and Colleges (WASC), which typically facilitates credit transfer, but that the receiving school makes the final determination.
- Sharing LAUSD resources: CCHS directs parents to the LAUSD Permits and Student Transfers website, which provides information on the transfer process for families moving to another LAUSD school or a different school district.

Universal communication methods

CCHS uses a variety of methods to ensure all parents, including those with LEP, are informed about course transferability and requirements.

- Translated documents: Key school documents, such as the Title I Parent and Family Engagement Policy and parent-related communications, are translated into the primary languages of the school community.
- Advisory committee meetings: The English Learners Advisory Committee (ELAC) and other parent meetings offer forums for discussing academic standards. These meetings provide interpreted services so all parents can participate and ask questions about course eligibility.
- Parent Portal: Parents can access the LAUSD Parent Portal to monitor their student's progress. CCHS provides specific staff contacts to assist with navigating this portal in multiple languages.

Academic Calendar and Schedules

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	Instr. Days
		Aug 13 PFD	Aug 14	Aug 15	Aug 18	Aug 19 PD	Aug 20	Aug 21	Aug 22	Aug 25	Aug 26 PD	Aug 27	Aug 28	Aug 29 Hol	Sep 1 Hol	Sep 2 PD	Sep 3	Sep 4	Sep 5	15
Sep 8	Sep 9 PD	Sep 10	Sep 11	Sep 12	Sep 15	Sep 16 PD	Sep 17	Sep 18	Sep 19	Sep 22	Sep 23 UD	Sep 24	Sep 25	Sep 26	Sep 29	Sep 30 PD	Oct 1	Oct 2 UD	Oct 3	18
Oct 6	Oct 7 PD	Oct 8	Oct 9	Oct 10 MD	Oct 13	Oct 14 PD	Oct 15	Oct 16	Oct 17	Oct 20	Oct 21 PD	Oct 22	Oct 23	Oct 24	Oct 27	Oct 28 PD	Oct 29	Oct 30	Oct 31	20
Nov 3	Nov 4 PD	Nov 5	Nov 6	Nov 7	Nov 10	Nov 11 Hol	Nov 12	Nov 13	Nov 14	Nov 17	Nov 18 PD	Nov 19	Nov 20	Nov 21	Nov 24 UD	Nov 25 UD	Nov 26 UD	Nov 27 Hol	Nov 28 Hol	14
Dec 1	Dec 2 PD	Dec 3	Dec 4	Dec 5	Dec 8	Dec 9 PD	Dec 10	Dec 11	Dec 12	Dec 15	Dec 16 PD	Dec 17 MD	Dec 18 MD	Dec 19 MD	Dec 22 SR	Dec 23 SR	Dec 24 SR	Dec 25 SR	Dec 26 SR	15
Dec 29 SR	Dec 30 SR	Dec 31 SR	Jan 1 SR	Jan 2 SR	Jan 5 SR	Jan 6 SR	Jan 7 SR	Jan 8 SR	Jan 9 SR	Jan 12	Jan 13 PD	Jan 14	Jan 15	Jan 16	Jan 19 Hol	Jan 20 PD	Jan 21	Jan 22	Jan 23	9
Jan 26	Jan 27 PD	Jan 28	Jan 29	Jan 30	Feb 2	Feb 3 PD	Feb 4	Feb 5	Feb 6	Feb 9	Feb 10 PD	Feb 11	Feb 12	Feb 13 MD	Feb 16 Hol	Feb 17 PD	Feb 18	Feb 19	Feb 20	19
Feb 23	Feb 24 PD	Feb 25	Feb 26	Feb 27	Mar 2	Mar 3 PD	Mar 4	Mar 5	Mar 6	Mar 9	Mar 10 PD	Mar 11	Mar 12	Mar 13	Mar 16	Mar 17 PD	Mar 18	Mar 19	Mar 20	20
Mar 23	Mar 24 PD	Mar 25	Mar 26 MD	Mar 27 UD	Mar 30 SR	Mar 31 SR	Apr 1 SR	Apr 2 SR	Apr 3 SR	Apr 6	Apr 7 PD	Apr 8	Apr 9	Apr 10 MD	Apr 13	Apr 14 PD	Apr 15	Apr 16	Apr 17	14
Apr 20	Apr 21 PD	Apr 22	Apr 23	Apr 24 UD	Apr 27	Apr 28 PD	Apr 29	Apr 30	May 1	May 4	May 5 PD	May 6	May 7	May 8	May 11	May 12 PD	May 13	May 14	May 15	19
May 18	May 19 PD	May 20	May 21	May 22	May 25 Hol	May 26 PD	May 27	May 28	May 29	Jun 1	Jun 2 PD	Jun 3	Jun 4 MD	Jun 5 MD	Jun 8 MD	Jun 9 MD	Jun 10	Jun 11 PFD		17
Hol – 8 days PFD – 2 days UD – 7 days SR - 20 days MD – 11 days PD – 35 days (ID) – Instructional Days Total 180																				
KEY: (Hol)-Holiday, (PFD)-People Free Day, (UD)-Unassigned Day, (SR)-School Recess (MD)-minimum Days, (PD)-Professional Development, (ID)-Instructional Days																				

Students in grades 9-11 are required to take a minimum of six classes, with the option of an additional morning or afternoon course. Seniors must take a minimum of five classes.

Chatsworth Charter High School & G+STEAM Magnet Center — Bell Schedules

25-26 Bell Schedules. Check Calendar for special dates.

Regular Mon, Wed, Thu, Fri Day

Be on time, every period, every day.

	Start Time	End Time	Length
Period 1	8:30 AM	9:35 AM	65 min
Period 2	9:41 AM	10:40 AM	59 min
Period 3	10:46 AM	11:45 AM	59 min
Lunch	11:45 AM	12:15 PM	30 min
Period 4	12:21 PM	1:20 PM	59 min
Period 5	1:26 PM	2:25 PM	59 min
Period 6	2:31 PM	3:30 PM	59 min

Tuesday Schedule

Be on time, every period, every day. Faculty and Staff Professional Development Day. 12/16 Finals (6 and 5)

	Start Time	End Time	Length
Period 1	8:30 AM	9:13 AM	43 min
Advisory	9:19 AM	9:55 AM	36 min
Period 2	10:01 AM	10:44 AM	43 min
Period 3	10:50 AM	11:33 AM	43 min
Lunch	11:33 AM	12:03 PM	30 min
Period 4	12:09 PM	12:52 PM	43 min
Period 5	12:58 PM	1:41 PM	43 min
Period 6	1:47 PM	2:30 PM	43 min

Minimum Day Schedule

*Check calendar for more specific times. All day's end at 1:30pm
 10/10, 12/17 (Finals 4 and 3), 12/18 (Finals 2 and 1), 12/19, 2/13, 3/26, 6/4 (Finals 6 and 5), 6/5 (Finals 4 and 3), 6/8 (Finals 2 and 1), 6/9 tbd*

	Start Time	End Time	Length
Period 1	8:30 AM	9:15 AM	45 min
Period 2	9:21 AM	10:00 AM	39 min
Period 3	10:06 AM	10:45 AM	39 min
Period 4	10:51 AM	11:30 AM	39 min
Lunch	11:30 AM	12:00 PM	30 min
Period 5	12:06 PM	12:45 PM	39 min
Period 6	12:51 PM	1:30 PM	39 min

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	134	60	35	49	11	40	0	0	180	64800	10195	-54605
10	Yes	134	60	35	49	11	40	0	0	180	64800	10195	-54605
11	Yes	134	60	35	49	11	40	0	0	180	64800	10195	-54605
12	Yes	134	60	35	49	11	40	0	0	180	64800	10195	-54605

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

Chatsworth Charter HS successfully completed its WASC Midterm Report Spring 2025. Our next WASC Self-Study accreditation will take place in Spring of 2028.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

To ensure teachers have the capacity to deliver its educational program, Chatsworth Charter High School's (CCHS) ongoing professional development (PD) program will include school-based initiatives, adherence to Los Angeles Unified School District (LAUSD) mandated topics, and regular department and team meetings. The school's approach emphasizes collaboration, critical thinking, and teacher-led growth.

School-based professional development at CCHS

CCHS focuses on developing a culture of professional learning where teachers are encouraged to grow through various collaborative and reflective practices.

- Banked-time Tuesdays: The school uses district-provided banked-time Tuesdays for whole-school professional development sessions. Presentations on topics that are part of the school-wide PD plan are given by administrators, coordinators, and lead teachers or department chairs.
- Department and Team: Teachers will participate in regular department- and grade-level meetings to collaborate on lesson design, analyze student data, and discuss new instructional strategies.
- Online learning: CCHS encourages teachers to use online resources, Schoology and My Professional Learning Network (MyPLN) and courses for independent study and to gain professional knowledge.
- Content-specific training: Specialized curriculum training is provided to teachers by outside vendors, district facilitators, and CCHS teachers who have expertise in specific instructional methods.

LAUSD-mandated requirements

Los Angeles Unified School District (LAUSD) mandates professional development for high school staff on topics related to student safety, equity, and instructional quality. Mandated training is often communicated through official district bulletins, reference guides, and the My Professional Learning Network (MyPLN) portal.

Key mandatory training topics include:

- Child Abuse and Neglect Reporting: All school employees must receive annual training on how to identify, and report suspected child abuse or neglect, following requirements detailed in district bulletin BUL-1347.5.
- Suicide Prevention: The district requires training on suicide prevention awareness for employees, with a specific deadline for new hires.
- Code of Conduct with Students: A mandatory review of the district's Code of Conduct, outlined in bulletin BUL-5167.1, which establishes appropriate staff-to-student interactions.
- Hate-Motivated Incidents: Training on the response and reporting procedures for hate-motivated incidents and crimes, as required by bulletin BUL-2047.2.
- English Language Development (ELD) and Culturally and Linguistically Responsive (CLR) Pedagogy: Professional development is provided to ensure all teachers are equipped to serve diverse student populations. This includes differentiating instruction and using CLR strategies to increase student engagement and academic success.
- Special Education: Training on federal and state laws, Individualized Education Programs (IEPs), and specially designed instruction is required, especially for new and intern teachers.
- Emergency Procedures: Annually, all employees must review the school-specific Quick Reference Guide (QRG) and other emergency protocols related to drills, natural disasters, and other emergencies.
- Mandated Employee Training: The district publishes an annual "Certification of Clearances, Credentialing, and Mandated Training" guide which outlines requirements for all staff and vendors.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *Master Plan for English Learners and Standard English Learners*.

Educational Program for English Language Acquisition

Chatsworth Charter High School (CCHS) implements a comprehensive English Learner (EL) program aligned with the LAUSD Master Plan for English Learners and Standard English Learners. Designated and Integrated English Language Development (ELD) are delivered through daily, targeted instruction. This dual approach ensures ELs make adequate progress toward mastery of ELD standards while engaging fully in the academic core program.

- Designated ELD: Credentialed ELD teachers provide explicit, standards-based instruction using the California ELD Standards, focusing on academic language development, comprehension, and communication skills.
- Integrated ELD: All content teachers embed ELD supports into instruction using the California ELA/ELD Framework, MMED Elegance of 12 Suites of Strategies, Translanguaging, Universal Design for Learning (UDL), and CLRP strategies to ensure meaningful access to rigorous content.
- Staff Collaboration: The Targeted Student Population (TSP) coordinator collaborates with ELD teachers, paraprofessionals, and general education teachers to monitor progress and adjust student support when needed.

Use of ELPAC Results to Support and Accelerate Progress

CCHS uses English Language Proficiency Assessments for California (ELPAC) data to inform instruction, guide reclassification, and target supports.

- Teachers and counselors review initial and summative ELPAC data alongside the English Learner Progress Indicator (ELPI) to identify student needs.
- Students who do not meet growth benchmarks receive Tier 2 or Tier 3 supports such as small group tutoring, after-school intervention, or Saturday sessions.
- ELPAC results are shared with families during parent conferences and workshops to strengthen home-school partnerships in supporting language development.

Meaningful Access to the Full Curriculum

All ELs, regardless of proficiency level, have equitable access to the full curriculum, including A–G, AP, Honors, and CTE courses. These practices ensure that ELs develop both language and content knowledge simultaneously. Teachers implement:

- Integrated ELD strategies: Academic vocabulary scaffolds, structured academic talk, visuals, sentence frames, and modeling.
- Differentiated instruction: UDL strategies and the Elegance of 12 Suite to address diverse learning needs.
- CLRP and SEL integration: Instruction values multilingualism and culture while promoting engagement and belonging.

Annual Evaluation of the EL Program

CCHS conducts an annual evaluation of its EL program in alignment with LAUSD Master Plan requirements.

- The EL Designee, TSP Coordinator, and administrators analyze data from the ELPAC, ELPI, SBAC, grades, and reclassification rates.
- The findings are shared with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and staff to guide program improvement.
- Adjustments are made each year to improve designated and integrated ELD delivery and professional development focus.

Monitoring Progress of ELs and RFEPs

ELs' academic and language progress are monitored each grading period.

- ELD and core teachers use formative assessments, grades, and ELPAC data to monitor growth. This includes the Observation Protocol for Teachers of English Learners - OPTTEL for PTEL, LTEL, RFEP, EL and students.
- EL designee and Counselors track RFEP students for four years to ensure continued success and intervene early if performance declines.
- The data is entered into MiSiS and reviewed in SSPT and/or MTSS meetings to determine early intervention needs.

Monitoring LTELs and At-Risk Students

To address Long-Term English Learners (LTELs) and students "At-Risk" of becoming LTELs:

- CCHS provides targeted language intervention classes focused on academic vocabulary and writing development.
- LTELs are prioritized for counseling check-ins, Tier 2 supports, and small-group ELD workshops.
- Teachers receive professional development on LTEL characteristics and effective engagement strategies.
- Student progress is reviewed quarterly to evaluate the effectiveness of student instructional support as needed.

Family and Community Engagement

Family engagement is central to EL success. CCHS hosts bilingual workshops on ELPAC data, reclassification, and college readiness. Parents serve on ELAC, participate in recognition events, and collaborate with teachers to support student progress. This partnership strengthens accountability and student motivation.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Chatsworth Charter High School addresses the needs of gifted and talented (GATE) students and those achieving above grade level through a multi-faceted approach centered on dedicated programs, advanced coursework, differentiated instruction, and ongoing progress monitoring.

How Chatsworth Charter HS determines and meets student needs

Chatsworth offers dedicated programs for its most advanced students to provide focused and thematic instruction.

- School for Advanced Studies (SAS): As a designated Los Angeles Unified School District (LAUSD) SAS, Chatsworth offers a rigorous, differentiated curriculum for students identified as intellectually, academically, creatively, or leadership-gifted.
- Gifted + STEAM Magnet Center (G+STEAM): This is a thematic program for gifted, highly gifted, and high-achieving students. It provides project-based learning and instruction focused on Science, Technology (Computer Science & Networking), Engineering, Mathematics, taught by specially trained teachers.

Beyond its specialized programs, Chatsworth offers a variety of opportunities for students to pursue advanced academic study.

- Advanced Placement (AP) courses: The school offers numerous College Board–approved AP courses across subjects, including science, math, English, history, and the arts. This allows students to engage in rigorous, college-level study and potentially earn college credit.
- Dual enrollment: Students can enroll in college courses while still in high school, earning credit towards their high school diploma and a college degree or certificate program.
- Honors classes: The SAS program offers honors courses that incorporate differentiated instruction, with teachers modifying curriculum to suit the needs and abilities of gifted and high-achieving students.
- Project-Based Learning: This often interdisciplinary program provides advanced students an opportunity to study common themes across literature, science, art, and social studies, taught by a team of teachers.

To ensure that advanced students are challenged and engaged, teachers use specific pedagogical approaches.

- Clustered/Cohort grouping: In the SAS program, identified gifted students are clustered together in classes to maximize opportunities for peer interaction and differentiated curriculum.
- Targeted strategies: Teachers are trained to modify curriculum to suit individual student needs and interests, such as varying content complexity, using higher-level thinking questions, and allowing for open-ended projects.
- Dedicated staff: Specially trained teachers and instructional support teams provide services for students within these specialized programs.

Ongoing and data-driven monitoring

Chatsworth Charter High School uses multiple data points to continuously monitor student progress.

- Equitable Grading and Instructional practices (EGI): Chatsworth follows LAUSD's policies, which emphasize equitable and transparent grading based on student mastery. Grades and marks for work habits and cooperation provide insight into a student's effort and engagement.

- School Plan for Student Achievement (SPSA): The school uses data to inform the development of its SPSA, a roadmap outlining strategies to elevate the academic performance of all students, including the most advanced.
- Whole Child 2: an integrated data system designed to help educators monitor and support students' overall well-being and academic growth. It is part of our broader "whole child" educational philosophy that focuses on the comprehensive development of students, addressing their social, emotional, and physical needs in addition to their academic progress.
- The Local Control and Accountability Plan (LCAP): The LCAP serves as a three-year strategic plan, updated annually, that outlines the district's vision, goals, and actions for improving outcomes for all students, with a specific focus on closing achievement gaps for high-needs students.
- School Accountability Report Card (SARC): The school publishes an annual SARC that contains information about school performance, demonstrating its commitment to continuous improvement.

Roles and responsibilities

Various staff members at Chatsworth are responsible for monitoring advanced student progress.

- Classroom teachers: All teachers are responsible for monitoring their students' progress and communicating with families if a student is at risk of failing. Teachers within the SAS and G+STEAM programs are specially trained to monitor the needs of advanced learners.
- Counselors: A reduced counselor-to-student ratio ensures that counselors can offer dedicated support for students' academic and social-emotional needs.
- Parents/Guardians: Families access the LAUSD Parent Portal to track their student's progress.
- Magnet Center staff (Magnet Coordinator and Counselor): Staff from the G+STEAM Magnet Center collaborate to monitor progress and support students and families, particularly during transitional years.

Students Achieving Below Grade Level

Chatsworth Charter HS effectively identifies and meets the needs of students achieving below grade level by implementing a school-wide Multi-Tiered System of Supports (MTSS). This integrated, data-driven framework allows educators to provide increasingly intensive support based on student needs, focusing on both academic performance and social-emotional well-being.

Identifying students below grade level

CCHS uses a systematic approach to proactively and objectively identify students who are not meeting grade-level expectations.

- Universal screening: All students are assessed three times per year (fall, winter, and spring) using evidence-based screeners in reading, writing, and math via the i-

READY Learning platform. These tools help pinpoint potential areas of concern before students fall significantly behind.

- Progress monitoring: For students who are receiving targeted support, short, skill-based assessments are administered frequently (e.g., weekly or bi-weekly). The data from these assessments is used to determine if the intervention is effective and if the student is making adequate progress toward their goals.
- Tier 1 data analysis: CCHS regularly analyzes data from the core, or Tier 1, curriculum to identify any systemic issues. For example, if more than 20% of students are not successful with core instruction, the MTSS team will examine the curriculum and instructional delivery to improve outcomes for all students.
- Behavioral data: Behavioral and social-emotional data, such as attendance records, disciplinary reports, and social-emotional screeners, are reviewed. These non-academic factors can significantly impact learning and must be addressed.

Meeting the needs of students below grade level

Chatsworth Charter HS provides a tiered system of interventions, moving from general to more intensive support as needed.

Tier 1: Core Instruction (Where: Regular classroom; By whom: Classroom teacher)

All students receive high-quality, research-based core instruction. For students needing support, the classroom teacher provides accommodation and differentiated instruction, which may include:

- Differentiated content: Adjusting the complexity of learning materials.
- Flexible grouping: Creating dynamic groups based on skill level for specific instructional tasks.
- High rates of engagement: Ensuring all students are active participants through techniques like frequent opportunities to respond and prompt corrective feedback.

Tier 2: Targeted Group Interventions (Where: Classroom or small group setting; By whom: Classroom teacher, intervention specialist)

For the 5% to 15% of students who are not making adequate progress with Tier 1 instruction, supplemental support is provided.

- Additional instruction: Targeted, small-group instruction is provided in addition to the core curriculum, focusing on specific skill deficits identified through screening.
- Increased intensity: Interventions are more explicit, more supportive, and more carefully scaffolded. They are often delivered for 20–30 minutes, 2–4 times per week.

Tier 3: Intensive Individualized Interventions (Where: Small group or one-on-one; By whom: Intervention specialist, special education teacher)

For the 1% to 5% students who do not respond to Tier 2 interventions, intensive, individualized support is necessary.

- Individual problem-solving: An MTSS team conducts a deep-dive analysis of the student's data to create a customized intervention plan.
- Increased frequency and duration: Interventions are more frequent and last longer, with a smaller student-to-teacher ratio (e.g., 1-on-1 or a very small group).

- Diagnostic assessment: More intensive diagnostic assessments are used to pinpoint the root cause of the learning difficulty.

Progress monitoring is the cornerstone of the MTSS framework

How progress is monitored, ensuring that interventions are effective and informing decisions about student support.

- Progress monitoring assessments: These assessments are administered regularly to track a student's growth toward specific goals. Data is collected and documented consistently.
- MTSS team meetings: CCHS holds regular MTSS team meetings to review data and adjust support plans.
 - School-level meetings (3x/year): The leadership team reviews school-wide data to evaluate the overall effectiveness of Tier 1 instruction.
 - Grade-level/content team meetings (monthly): Teachers meet to review the progress of students receiving Tier 2 and Tier 3 support.
 - Individual problem-solving meetings (as needed): The MTSS team meets to conduct deep-dive analyses for students not responding to interventions.

By whom progress is monitored

- Classroom teachers: The classroom teacher is the first line of defense, closely monitoring the progress of their students within the core curriculum and Tier 2 interventions.
- Intervention specialists and special education teachers: These specialists are responsible for delivering Tier 2 and Tier 3 interventions and managing the progress monitoring for the students they serve.
- MTSS/leadership team: A school-based MTSS team, which includes administrators, counselors, and specialists, and Dean oversees the entire process. They review data, ensure fidelity of implementation, and provide support to teachers.

Socioeconomically Disadvantaged

Chatsworth Charter High School addresses the needs of students achieving below grade level by implementing a tiered system of support, leveraging its affiliation with the Los Angeles Unified School District (LAUSD), and using dedicated programs to provide both academic and socio-emotional assistance.

Identifying students below grade level

Chatsworth uses a variety of data-driven methods to identify students who are not meeting grade-level expectations.

- LAUSD's Whole Child 2 platform: This integrated data system provides teachers and administrators with a holistic view of each student's academic and behavioral performance based on LAUSD's multi-tiered system of support (MTSS).

- Interim and benchmark assessments: In accordance with the LAUSD framework, the school uses standardized and school-based assessments to identify students' academic strengths and weaknesses. (i.e. i-READY)
- Ongoing classroom performance: Teachers monitor students' progress through classroom work, projects, and teacher-created assessments, noting which students consistently struggle with core content.
- Credit monitoring: Counselors track student credits to identify those at risk of not graduating on time, a key indicator of academic struggle.
- Teacher and counselor referrals: Staff can refer students to the school's instructional support teams based on observed academic difficulties or behavioral issues.

Meeting the needs of students below grade level

Tier 1: Core instruction

- Where: Regular education classrooms.
- By whom: Classroom teachers, with support from school instructional teams.
- How: Chatsworth implements LAUSD's Equitable Grading and Instruction (EGI) framework, which focuses on providing inclusive instruction and transparent learning targets. Teachers utilize Universal Design for Learning principles to create accessible lessons for all students.

Tier 2: Targeted interventions

- Where: General education classrooms, the library, or dedicated tutoring/interventions programs.
- By whom: Classroom teachers, Title I program staff, and counselors.
- How:
 - Reduced class sizes: Through its Title I program, Chatsworth hires additional teachers to lower class sizes, providing more personalized attention.
 - After-school tutoring: Extended learning opportunities offer additional academic support for students needing extra help. Tutoring is available after school and is overseen by designated staff.
 - Counseling services: The school provides a low counselor-to-student ratio to address social and emotional needs that may impact academic achievement.

Tier 3: Intensive individualized interventions

- Where: Resource Specialist Program (RSP) classrooms, Student Day Program (SDP) rooms, or individual/small group counseling settings.
- By whom: Special Education teachers, intervention specialists, school psychologists, and counselors.
- How:
 - Credit recovery options: For students with significant credit deficiencies, Chatsworth offers specific courses to help them get back on track for graduation.
 - Developmental Reading and Writing: The school offers specific courses for students with Individualized Education Programs (IEPs) who are performing below basic levels in English.

- Special Education: Comprehensive programs are in place for students with qualifying disabilities, providing specialized support.
- Alternative curriculum: Students with specific needs (e.g., ID, AUT, or MDO eligibility) have access to alternative curriculum programs that focus on community-based instruction and practical skills.

Monitoring the progress

A Multi-level process conducted by a collaborative team of school personnel.

- How:
 - Data analysis: The school analyzes student performance data, including benchmark assessments, credit completion, and course grades, to track progress and identify trends.
 - LCAP goals: As part of LAUSD, Chatsworth's School Plan for Student Achievement (SPSA) informs its Local Control and Accountability Plan (LCAP). The school's goals for student improvement are measured and reported as part of this process.
 - Academic counseling: Counselors work closely with students to create graduation plans, monitor progress, and address any barriers to success.
 - Parent communication: Teachers and counselors are required to communicate with parents when a student is in danger of failing a course, with support made available.
- By whom:
 - Classroom teachers: Responsible for day-to-day progress monitoring within their subject areas.
 - Academic counselors: Oversee student schedules, graduation requirements, and academic progress.
 - Instructional Support Teams: A school-wide team, including administrators, counselors, and support staff, meet to analyze student data and determine the appropriate level of intervention for struggling students.
 - Title I and Special Education staff: Provide specific oversight and monitor progress for students within their respective programs.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the Individuals with Disabilities Education Act (“IDEA”), California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are provided a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e., school-based,

NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be met at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives.

The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Non-Discrimination

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with typically developing peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with Federal and State laws and District policies and procedures.

h. Student Discipline

The District Affiliated Charter School will ensure that it complies with the mandates of state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and

align with District policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP team meeting as set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as a respondent.

Whenever possible, the District and the District Affiliated Charter School shall work together to resolve the matter at an early stage (informal resolution session or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Student Groups

Chatsworth Charter High School, as a Los Angeles Unified School District (LAUSD) affiliated charter, is mandated to provide specific, supportive services to its vulnerable student populations, including foster youth and students experiencing homelessness. The school leverages district resources and its own internal structure to ensure these students receive the support needed to thrive academically and personally.

Identifying students in these groups

Chatsworth uses multiple methods to identify students experiencing homelessness and those in the foster system.

- Enrollment process: During annual enrollment, all families complete a housing questionnaire as required by California Education Code. This helps identify students who are considered "unduplicated pupils," including foster youth and those experiencing homelessness.
- School staff training: The school ensures that all staff, especially counselors, registrars, and office personnel, are trained to recognize the signs of housing instability or family displacement. Staff are also trained to handle these sensitive situations with confidentiality and compassion.
- Designated liaisons: The school designates a point of contact to assist foster and homeless youth, as required by law. This liaison is responsible for coordinating services and ensuring compliance with the McKinney-Vento Act and foster youth educational rights.
- LAUSD data sharing: As an LAUSD-affiliated charter, Chatsworth receives data from the district on students who are in the foster system or have been identified as experiencing homelessness. This data is critical for early identification and for tracking students' needs.

How Chatsworth HS will identify and meet the needs of these student groups:

Services for foster youth

The school ensures that all legal and educational rights of foster youth are upheld, prioritizing school stability and academic support.

- Services and supports:
 - Educational Rights Liaison: A designated staff member, often a counselor, acts as the liaison, coordinating with the student's caregiver, social worker, and the LAUSD Foster Youth Services Coordinating Program (FYSCP).

- Immediate enrollment: Foster youth are immediately enrolled in school, even without complete records. The liaison assists with the timely transfer of records from previous schools.
- School stability: For students in foster care, the school makes every effort to keep them enrolled in their "school of origin" to ensure stability, including providing or arranging transportation as required by federal and state law.
- Partial credit: The school accepts partial credits for coursework a foster youth has completed at a prior school, preventing them from having to retake a full course.
- Trauma-informed care: Teachers and staff receive training on trauma-informed practices to create a safe and supportive classroom environment for foster youth who may be dealing with the effects of displacement and trauma.
- Tutoring and counseling: Comprehensive academic and social-emotional supports are provided, including access to tutoring, counseling, and mental health resources to address the specific challenges faced by foster youth.
- Where provided: Services are provided in the main school office (for enrollment and liaison services), the counseling office (for academic and emotional support), and within the classroom.
- By whom provided: The Foster Youth Liaison, counselors, administrators, and classroom teachers are all involved in providing these supports.

Services for students experiencing homelessness:

CCHS complies with the McKinney-Vento Act to ensure homeless students are identified and have full access to educational opportunities.

- Services and supports:
 - McKinney-Vento Liaison: A dedicated staff member, often a school social worker or counselor, coordinates with the student, family, and community partners to provide needed services.
 - Immediate enrollment: Students experiencing homelessness are immediately enrolled and provided access to school services, even without required records.
 - Transportation: The school arranges and provides transportation to and from the student's "school of origin" to provide educational stability.
 - Supplies and basic needs: The school provides access to essential school supplies, clothing, and hygiene products. The school's food services ensure these students receive nutritious meals.
 - Resource referrals: The liaison and counselors connect families to external community resources for housing, healthcare, and other essential needs.
 - Equitable access: The school ensures that students experiencing homelessness can participate fully in all school activities and programs, including sports, clubs, and field trips, without financial barriers.
- Where provided: Support is available at the main office (liaison services), counseling center, wellness center, and potentially through partnerships with community organizations.

- By whom it provided: The McKinney-Vento Liaison, school counselors, administrators, and support staff provide these services.

How Chatsworth HS will monitor progress:

The school ensures progress monitoring for these vulnerable students is ongoing and intentional.

- How progress is monitored:
 - LCAP reporting: Student performance metrics for foster and homeless youth are tracked and reported in the school's Local Control and Accountability Plan (LCAP), as mandated by the state.
 - Academic tracking: The school's counselors and administrative team closely monitor academic progress, attendance, and graduation requirements using the LAUSD data system. They use this data to intervene when a student is at risk of falling behind.
 - Social-emotional indicators: The counseling department monitors students' social and emotional well-being through check-ins and referrals, addressing issues like attendance and behavior that may stem from a student's living situation.
- By whom progress is monitored:
 - Designated Liaisons: The Foster Youth and McKinney-Vento Liaisons are the primary contacts for monitoring and managing the well-being of students in their respective groups.
 - School Counselors: With their lower student-to-counselor ratio, counselors are instrumental in building relationships and regularly monitor the progress of these students.
 - Administrators: The principal and other school administrators review data from the LAUSD platform to ensure the school is meeting its LCAP goals for these vulnerable student populations.

For Charter Schools Identified as “High performing” by the CDE

N/A

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation in and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(d)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Completed LCFF tables are provided in Element 1 on pages 9-19 that provide the measurable goals of the educational program.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Completed LCFF tables are provided in Element 1 on pages 9-19 that provide baseline data and five years of projected rates of performance targets.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Chatsworth Charter High School monitors and measures student progress toward state standards through a multifaceted internal assessment system. This system is designed to meet state and federal requirements while providing continuous data to inform instruction. Their comprehensive approach includes periodic benchmark assessments, diagnostic screening tools, and ongoing formative checks integrated within a Multi-Tiered System of Support (MTSS).

Internal assessment tools

The school uses a variety of assessment tools to ensure a holistic picture of student learning and skill mastery.

- **Periodic assessments:** These common formative and interim assessments are administered 2–3 times per year and help teachers and administrators determine if students are on track to meet end-of-year goals.
 - Assessments like iReady are computer-adaptive, allowing the school to screen students in English Language Arts (ELA) and Mathematics and track individual growth, and forecast performance on state-mandated tests.
 - Unit tests and performance-based tasks at the end of instructional unit’s measure student mastery of specific standards covered during that time.
- **Daily and weekly formative assessments:** These are crucial for providing real-time feedback to teachers and students and informing daily instructional decisions. Examples include:
 - Exit tickets
 - Quizzes
 - Live polls using tools like Google Forms
 - Checks for understanding during lessons

Frequency and grade levels assessed

The frequency of assessment varies based on the specific tool and the individual needs of the student.

- **Grades 9–12:**
 - **Periodic Benchmarks:** Administered in the fall, winter, and spring across core subjects to gauge progress and predict readiness for state assessments.
 - **State Assessments:** Students participate in all required state and federal assessments, such as the California Assessment of Student Performance and Progress (CAASPP).
 - **Advanced Programs:** Students in AP or dual enrollment courses are assessed through College Board and college-specific exams to track progress toward college credit and readiness.
 - **Formative Assessments:** Used continuously throughout all courses by teachers to adjust instruction.

Performance expectations

Chatsworth Charter High School establishes specific performance expectations at multiple levels to ensure accountability and drive continuous improvement.

- **School-wide goals:** Based on an annual needs assessment and student achievement data, the school develops its Single Plan for Student Achievement and Local Control and Accountability Plan (LCAP). These goals are reviewed by stakeholders, including School Site Council (SSC), LAUSD Board of Education , and focus on:

- Increasing the percentage of students meeting or exceeding state proficiency standards in all core subjects.
 - Ensuring students make at least one year of academic growth for each year of enrollment, with accelerated growth for students below grade level.
- Grade-level expectations: Through regular meetings, staff and departments analyze benchmark data to set concrete, measurable goals for proficiency and growth. This process ensures vertical alignment of curriculum and expectations.
- Student-specific targets:
 - MTSS: Through the MTSS framework, individualized goals are set for students requiring Tier 2 or Tier 3 interventions, with progress meticulously monitored to track effectiveness.
 - Individualized Education Program (IEP): For students with IEPs, assessments measure progress toward academic goals, with adjustments made based on data.
 - College and Career Readiness: A major focus of the high school is preparing students for postsecondary success. Internal assessments are used to track readiness for college and careers, including participation in advanced coursework and Career Technical Education (CTE) pathways.

DATA ANALYSIS AND REPORTING

Chatsworth Charter High School (CCHS) utilizes a multi-layered data collection and analysis plan to inform instruction, support students, and monitor its overall educational program. This system, which complies with California Department of Education (CDE) and Los Angeles Unified School District (LAUSD) requirements, involves various data types, shared analysis, and transparent reporting to staff, leadership, and governing councils.

Types of data.

Consistent with legal and CDE requirements, CCHS collects and uses the following types of data.

State and district performance data:

- California School Dashboard: CCHS reviews its California School Dashboard data, which provides information on student performance, academic growth, graduation rates, and college/career readiness.
- A–G Completion Rates: The school tracks the number of students completing the required A–G courses for admission to California universities. (Platforms – Open Data, Whole Child 2, Focus, Data Quest)
- California Longitudinal Pupil Achievement Data System (CALPADS): CCHS reports student and school data, such as enrollment, attendance, and demographics, through the CALPADS system via My Integrated Student Information System (MISIS)
- English Learner Reclassification: The school monitors its English Learner (EL) student reclassification rates, analyzing progress and evaluating the effectiveness of its support programs.

- Local Control and Accountability Plan (LCAP): CCHS uses data to inform the development of its LCAP, a three-year plan outlining the school's goals, actions, and services to support positive student outcomes.

School-based performance data:

- Formal assessments: Data from standardized tests and benchmark assessments is used to measure student mastery of grade-level standards. (iREADY, CAASPP)
- Informal assessments: Teachers use various informal assessments to gather real-time data on student understanding and learning progress.
- Equitable Grading and Instruction (EGI) data: Through the LAUSD initiative, the school gathers data on student mastery of content and learning targets.
- Credit Recovery Options: CCHS collects data related to credit recovery programs to support students getting back on track to graduate.
- Attendance data: The school tracks attendance as a key indicator of student engagement and potential areas for intervention. (Whole Child 2, Focus, Open Data)
- Discipline data: This data is used to inform behavioral supports and improve school climate. (Whole Child 2, Open Data)
- Local Climate Survey: The school collects data on student perceptions of safety and school connectedness. (School Experience Survey)

Use of data to inform curriculum, instruction, intervention, and enrichment.

CCHS employs a continuous cycle of data collection and analysis to inform its educational programs.

Informing classroom practice:

- Data-driven instruction: Teachers use assessment data to align instruction with student needs, differentiate learning, and offer targeted re-teaching.
- Collaborative planning: Teachers, through ongoing professional development and collaboration, use data to refine their grading practices and improve lesson planning.
- Formative assessment and feedback: Continuous feedback based on formative assessments helps students understand their strengths and areas for growth.

Supporting student needs:

- Intervention and enrichment: Assessment data informs student grouping and helps determine appropriate intervention and enrichment opportunities for students.
- Academic and social-emotional support: The school uses data to identify students needing additional academic help and to enhance social-emotional support, such as with its lower counselor-to-student ratio funded through Title I.
- Curriculum for special populations: For students in its Modified Core Curriculum Program, CCHS uses data to provide targeted support through approaches like Community-Based Instruction (CBI).

Monitoring and improving the charter school's educational program and operations.

Data drives the school's accountability and improvement efforts at multiple levels.

Staff and site leadership:

- Program monitoring: The principal and other school site leadership, School Site Council (SSC), Instructional Leadership Team (ILT), and English Learner Advisory

Committee (ELAC), use data to monitor the effectiveness of various programs, including the Title I program.

- Progress analysis: Staff regularly analyze assessment data to refine teaching strategies and improve the teaching-learning cycle.
- LCAP goals: Leadership uses data, including California School Dashboard rubrics, to monitor progress towards goals identified in the LCAP.

Governing councils:

- Annual oversight: As part of the annual oversight process, the chartering authority (LAUSD Board of Education, Charter Schools Division) reviews the school's data, including its performance on the California School Dashboard and LCAP goals.
- Performance reporting: Key personnel present annual reports to the governing council, detailing performance in areas such as academic achievement and demographics.
- Data-informed decision-making: The governing council uses the data to hold the school accountable for its performance, ensuring it is meeting the academic and operational goals outlined in its charter petition.

ELEMENT 4 – GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [N/A]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

STAKEHOLDER INVOLVEMENT

Chatsworth Charter High School engages all stakeholders, including parents, teachers, staff, administrators, and students, in the development and annual updating of its Local Control and Accountability Plan (LCAP) through a multi-pronged approach.

Primary LCAP consultation via School Site Council

- Monthly meetings: The school's primary and most regular engagement for the LCAP is the monthly School Site Council meeting.
- Open forum: These meetings are open to all parents, providing a regular and accessible venue for community input into the LCAP process.

Beyond the School Site Council (SSC), the school uses various events and communication methods throughout the year to gather feedback and share information with parents.

These opportunities include:

- Informational events: Back-to-School Night and Open House.
- Targeted meetings: Parent-Teacher Conferences, PTSA Parent Education night, and PHBAO night.
- Student transition sessions: Summer Bridge and Orientations.
- Informal sessions: Monthly Coffee with the Principal events.
- Broad communication: The school also uses its website, email blasts, and automated phone calls (ConnectEd) to share information about the LCAP.

Chatsworth Charter High School consults with parents and teachers regarding its educational program through a variety of official and regular communication channels.

Consultation with parents

- Program information: Information about educational programs is shared with parents through the LAUSD CHOICES book and the CCHS website.

- Direct communication: Parents receive updates and information via parent letters, email blasts, automated phone calls (ConnectEd), and messages posted in the school office.
- School events: Specific opportunities for consultation occur during middle school articulation meetings, on-campus tour visits, and monthly "Coffee with the Principal" sessions.

Consultation with teachers

- Administrative Memos: The school communicates with teachers through formal memos from the principal and Chapter Chair.
- Regular meetings: Faculty meetings and Instructional Leadership Team (ILT) meetings serve as forums for discussing the educational program.
- Collaboration platforms: Information and discussions are facilitated through Schoology groups and courses, which serve as an online hub for teacher collaboration.
- Office postings: Official notices regarding the educational program are also posted in school offices.

Chatsworth Charter High School uses its website as a central hub to support stakeholder involvement and facilitate communication with its community.

For parents, the website provides:

- Information and news: Easy access to school news, a comprehensive master calendar, event listings, and bell schedules keeps parents informed.
- Engagement opportunities: It showcases various parent organizations, providing details on how parents can get involved.
- Teacher communication: Parents can find email links for their student's teachers, enabling direct contact and communication.

For teachers, the website provides:

- Teacher access portal: A dedicated, password-protected portal gives teachers a platform to securely access important work-related information and resources.
- Meeting minutes: By posting minutes of all campus meetings, the website ensures transparency and keeps all stakeholders informed of school discussions and decisions.

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), the Americans with Disabilities Act, and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees,

including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Region and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Region and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission,

continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a District Affiliated Charter School, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning a certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District Affiliated Charter School, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to state laws and the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq.* and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the *Crawford* court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., *Crawford v. LAUSD*) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law, District policy, and the terms of this Charter.

Student Recruitment

Chatsworth Charter High School (CCHS) is required by law to offer open enrollment and cannot use academic performance or other discriminatory criteria to select students. However, as a Title I school, it is federally funded to serve a high proportion of low-income students and has specific programs and outreach designed to support and attract students who are socio-economically disadvantaged, students with disabilities, and students with a history of low academic performance.

Chatsworth Charter High School (CCHS) utilizes several outreach and support strategies to engage and recruit students from diverse backgrounds, including those with disabilities, socio-economic disadvantages, and low academic performance.

Instead of recruiting based on prior academic struggles, Chatsworth focuses on creating a supportive environment and providing services that attract and retain these students.

- Positive incentives: The school improves attendance and climate through programs that offer positive monthly incentives to students, such as giveaways, lunch line passes, and extra graduation tickets.
- Targeted academic support: Through its Title I funding (local and/or central), CCHS provides extended learning opportunities, such as after-school tutoring programs - Individual Instruction Lab (IILab), Tutor.com (via Schoology), Boys & Girls Club (Beyond the Bell) and credit recovery options – Edgenuity and Academic Course Extension (ACE), to help students who need additional academic assistance.
- Safe and supportive environment: The school promotes a welcoming atmosphere and works to decrease behavioral referrals, which can help retain students who have struggled in the past.
- Parent engagement: The school conducts an annual needs assessment with parents and students and uses this data to inform its School Plan for Student Achievement. The school's Title I plan also outlines a commitment to enhanced social-emotional support and technology integration via Tech Support staff.
- Community partnerships: To reach socio-economically disadvantaged families, a common practice for charter schools is to partner with local non-profits and community groups. This enables targeted outreach to families that may benefit from the school's services.
- Full inclusion: The school provides a least restrictive environment where students with disabilities are supported in general education classrooms by instructional support teams and multi-tiered support systems.
- Specific programs: The school operates a Modified Core Curriculum Program for students with specific eligibility, focusing on community-based instruction (CBI) and practical skills to prepare them for life beyond high school.
- Support services: Through its partnership with the Los Angeles Unified School District (LAUSD), CCHS can offer a continuum of services for students with mild to severe disabilities.
- Staff training: Special education staff receive professional development to ensure a high-quality, inclusive learning environment for all students.

- School Tours: Provide parents and students with individual or group tours throughout the campus year-round.
- Promotion and Marketing materials: CCHS sends out recruitment brochures to the feeder schools.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**
 - **Siblings**
Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.
 - **Other LAUSD Students**
All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the multipurpose room or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [We haven't needed a lottery, get the LAUSD recommended policy/procedure and insert here]

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

Recruitment at CCHS G+STEAM is intentional, data-informed, and year-round. Our 2025–2026 Magnet Marketing Plan, led by a collaborative team of administrators, faculty, and students, establishes specific outreach goals aligned with LAUSD's integration priorities. Using the school's demographic database, we track enrollment trends and refine strategies to ensure balanced representation. Outreach includes participation in LAUSD Magnet Fairs, middle school visits, and feeder-school partnerships, complemented by a robust digital presence. Flyers and promotional materials are ADA-compliant and translated into English, Spanish, and Armenian to ensure accessibility for multilingual families.

Pre-during-post-Choice's activities are clearly structured to maximize engagement. Before the application window, the Magnet hosts campus tours, attends community fairs, and implements a social media campaign led by student ambassadors. During the Choices period, we continue to outreach through postcards, phone calls, marquee postings, and banners at local schools. Post-Choices, we host events such as "May the 4th," our Magnet induction celebration, and Summer Bridge to support new Chancellors' transition into high school.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation (i.e., District application portal) of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent District policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g., truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate alternative

educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows applicable disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement the student’s Section 504 plan?

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

Charter School agrees to resolve any claim, controversy, or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Region and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Chatsworth Charter High School
c/o School Principal
10027 Lurline Avenue
Chatsworth, CA 91311

To District:

LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School seeks to revert voluntarily to non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), can apply for continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District Affiliated Charter School, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District Affiliated Charter School and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)