



LOS ANGELES UNIFIED SCHOOL DISTRICT

Chatsworth Charter High School

A DISTRICT AFFILIATED CHARTER SCHOOL

10027 Lurline Avenue Chatsworth, CA 91311

Renewal Petition

Submitted
March 8, 2018

TERM OF PROPOSED CHARTER

JULY 1, 2018 TO JUNE 30, 2023

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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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her 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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(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(b)(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(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Timothy Guy, Ed. D.
• The address of Charter School is:	10027 Lurline Avenue Chatsworth, CA 91311
• The phone number for Charter School is:	818-678-3400
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	9 - 12
• The number of students in the first year of this Charter will be:	2,000
• The grade levels of the students in the first year will be:	9 - 12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 14, 2018
The current operational capacity of Charter School is: <small>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.)</small>	2,534
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/single track
• The bell schedule (start and end of day) for Charter School will be:	7:45 a.m. – 2:32 p.m.
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Community Need for District Affiliated Charter

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

- Partnered with local community colleges to provide additional academic support.
 - **Pierce College** offers two enrollment programs on our campus to fulfill both High School A – G Requirements and earn college credit (AB288 Dual and Concurrent). Courses offered by Pierce include ASL I and II, Psychology I, Psychology 41, Child Development, Economics, Cinema III, and Political Science.

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

In academic performance, CCHS has excelled since our original charter proposal:

- Our English Learner Reclassification rates have improved through the combined efforts of our TSP/Bilingual Coordinator and Instructional Coach working in collaboration with classroom teachers and teacher assistants in the last three years. Additionally, our reclassification rate as of February 2018 is 18.6%, an increase from 2017 rate of 16.4%. (LAUSD, MyData) CHS will continue to strive to meet and exceed LAUSD goal of 22%.
- CCHS A – G completion rates have also increased significantly over the last three years. The focus on 100% completion is part of our College and Career Readiness program. The Class of 2015 had a completion rate of 30.9%, and the Class of 2017 has a 42.9% completion rate.
- CCHS Graduation Cohort Rates have also improved within the last three years. In June 2015, the cohort graduation rate was 80.24% compared to 96.8% in June 2017(LAUSD, MyData). These gains are due to better tracking by counselors of Tier 2 and 3 students, as well as the offering of credit recovery and enrichment programs after school, on weekends, and online.
- Despite a decrease in student enrollment, CCHS AP Participation Rates have remained above 18%. AP rates were at 20% two years ago, and last year at 23%. However, the decline in students taking the AP exam did not hinder the number of AP tests that were taken. At the same time, the number of tests receiving a qualifying score (3 or higher) increased by 12% to 46%. The LAUSD – UCLA Collaborative and UCLA Readiness Programs have contributed greatly to this gain by providing schools with AP potential lists, strategies for inclusion of underrepresented subgroups, and opportunities for students to attend UCLA once a month for eight months to gain enrichment in students' course choices.
- CCHS has improved Attendance Rates as well. Students, whose attendance was below 91% have decreased, and those at/above 96% have remained the same or increased. These gains can be attributed to the addition of a Pupil and Services Attendance Counselor (PSA), collaborating with staff to ensure everyone understands the importance of taking attendance, promoting a safe, supportive, and welcoming environment, and positive monthly incentives for students (cookouts, donut parties, giveaways, etc.).
- The referral rate has seen positive change over a four year period, 2014-15, 214 events; 2015-16, 189 events; 2016-17, 172 events; 2017-18 158 events. The suspension rate and loss of instructional time due to suspensions over the same four year period is 2014-15, 6 events with 12 lost instructional days; 2015-16, 9 events with 19 lost instructional days; 2016-17, 2 events with 10 lost instructional days; 2017-18 1 event with no lost instructional days.
- Chatsworth Charter High School has heavily invested in the California Common Core State Standards and the Next Generation Science Standards by adopting new textbooks and different pedagogies. The College Readiness Data reports that more of

our students are applying for, getting accepted into, and attending college. In English, students increased thirty-seven percentage points from 29% in June 2015, to 66% in June, 2017, six percentage points above LAUSDs' 60%. In mathematics, our students went from 10% in June 2015, to 36% in June 2017, which represents nine percentage points above the LAUSD average.

In addition to college and community supports, and improved academic and social emotional gains, Chatsworth Charter also added new personnel and programs to promote success for all students in high school:

- **A – G Diploma Program Counselor** works primarily with students who are Tier 1 and 2 academically, by providing individualized plans for success. In addition, the A – G counselor serves as a liaison between school, home, and community by focusing on dropout prevention through providing students and families with resources in the community of which they might otherwise not be aware.
- **Pupil Services and Attendance (PSA) Counselor** works with students, attendance office staff, and teachers to implement LAUSD goal of 100% attendance rates. The PSA counselor visits parents of at risk students develops awareness of incentive programs for students, and provides teachers with professional development/in-service on attendance requirements.
- **School Psychologist (Bilingual)** works in conjunction with our regular school psychologist in bridging the language barrier of our large non-English speaking population. The School Psychologist's responsibilities include the support of students/families in crisis/traumatic experiences, promotion of healthy relationships, self-reflection, and problem-solving skills. In addition, our school psychologist provides professional development and in-service to all faculty and staff.
- **Student Support and Progress Team (SSPT)** is a school-wide program to provide at-risk students, or groups of students, with support so they can be successful. The team meets regularly to review data from the instructional program, to monitor the progress of our English Learners and Long-Term English Learners, Students with Disabilities, discipline referrals, etc.
- **Naviance Family Connection Program** is an on-line comprehensive college and career readiness tool to assist students' transition to college.
- **Strategic Literacy** aims to develop foundational literacy skills for incoming students who score less than 600Lexile on the Language! Placement test, Strategic Literacy for 9th graders and Language & Literacy courses for upper classmen to continue to strengthen their literacy skills.
- **Math Lab and Saturday Algebra Intervention Programs** provide math support for our English Learners struggling with foundational skills in Algebra.
- **Exploring College, Career, and Community Options Program (ECCCO)** curriculum provides lessons around college preparation, career development and

community engagement. Students participate in the ECCCO curriculum during Advisory periods in the Academy/Small Learning Community.

- **Parent English Classes** support parents of our English Learners wanting to develop English skills to support their student at home. The classes meet twice a week for two hours. This year we added an Intermediate English class for those parents who participated in the program last year, or whose English language skills are more advanced.
- **Parent Academy** supports parents with skills that range from how the United States government works, to how to access necessary supports in the community.

Areas of Concern:

- **Closing the Achievement (Comprehension) gap** among our black and Latino students and our white and Asian students. We have instituted several credit recovery and enrichment programs to assist our black and Latino students to allow for, make-up and/or catch-up credits they may lack, in order to graduate with their cohort. Additionally, we have hired additional Class Size Reduction (CSR) teachers in the four core subject areas to provide these students an opportunity to receive increased individual time with the teacher. Finally, we have tutoring in the four core subject areas at lunch and after school, four times a week, to provide these subgroups one-on-one assistance for improved comprehension.
- **Professional Development** is another area of concern for our school. Since we returned to a traditional six-period bell schedule, we have found consistency difficult with our professional development program, due to the Collective Bargaining Agreement between LAUSD and UTLA's fourteen-day restriction. Between the district's mandates, and school needs, it becomes a struggle to maintain a cohesive professional development program. Therefore, we will survey all stakeholders to determine if returning to a banked-time schedule would help. The survey will occur in the spring 2018 school year.

STUDENT POPULATION TO BE SERVED

Chatsworth Charter High School, serving grades 9-12, will strive for academic excellence, articulation between grade levels, and stability and continuity between our neighborhood and traveling student body. Our student body in 2016-2017, is ethnically, racially, linguistically, culturally, and economically diverse, and represents local communities of Chatsworth, Porter Ranch, Canoga Park, Winnetka, and other surrounding areas (via Charter enrollment).

The target student population for CCHS continues to include students currently attending CCHS in grades 9-12, students in our attendance area, as well as others who wish to attend the school. Enrollment typically comes from the traditional attendance area neighborhoods and feeder middle schools. Other applicants come from the Charter Enrollment Program. One of our strengths is the school's diversity. We seek to continue to attract families within the Charter School's surrounding neighborhoods who have elected

to send their children elsewhere (independent charter, magnet, private school, and homeschool) for high school instruction.

GOALS AND PHILOSOPHY

Mission and Vision

Mission

Chatsworth Charter High School will support and guide students to be college prepared and career ready at graduation.

Vision

All stakeholders of CCHS are committed to providing every student with the opportunity to reach his maximum educational potential in a clean, safe, respectful, and nurturing environment. CCHS 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 skills and confidence, and adopt a growth mindset necessary to be lifelong learners and positive contributors in their communities. It is our mission that all Chatsworth Charter High School graduates will meet our Expected Student Learning Outcomes in that they are:

Effective Communicators who:

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

Critical Thinkers who:

- Read and comprehend various sources of media for positive growth;
- Employ a logical, analytical approach to problem solving;
- Have innovative and artistic curiosity.

Collaborative Workers who:

- Operate effectively within a group to achieve a common goal;
- Manage interpersonal relationships in a positive and productive manner;
- Be conscious of social emotional differences among group members.

Self-Directed Goal-Oriented Individuals who:

- Develop personal attributes and skills which lead to productive work and community engagement;
- Implement the initiative to set and accomplish actions towards intended goals while self-assessing progress.

Responsible Citizens who:

- Exhibit honesty, integrity, and inclusive character;
- Contribute their time and talents to improve their school, families, and community.

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

Being an educated person in the 21st century requires, at a minimum, being informed, requires by having a broad base of knowledge across several traditional subject areas, including math, biology, chemistry, history, geography, literature, and art. An educated person in the 21st century is also a proactive, self-motivated learner. This person not only desires knowledge, but also actively seeks it. He takes responsibility for his education and reads widely and regularly. When encountering an obstacle to understanding, one does not ignore it or give up but takes intelligent measures to overcome the obstacle and to continue deepening knowledge, and is intellectually tenacious. The educated person of the 21st century sees technology as more than a reference portal or machine, but knows how to use it as a tool for greater knowledge. Finally, an educated person in the 21st century knows how to think, the most important ability in today's world.

To meet the needs of the “Educated Person” in the 21st Century, all classrooms will be equipped smart classrooms, a paragon of a 21st Century Classroom. These classrooms will include Smart Boards, LCD Projectors, Document Cameras, and Chromebooks for the four core subjects. A full-time IT person is on-site to support a school wide intranet so that students can access appropriate technology / software applications and develop skills for success in post-secondary careers.

How Learning Best Occurs

Students learn best in a safe, creative, collaborative, rigorous, and respectful environment, which fosters their interests. To that end, Chatsworth Charter High School Small Learning Communities engage students in interdisciplinary instruction designed toward specific career pathways. Teachers collaborate within their academies to create relevant curriculum to prepare students for a positive and successful post high school experience. Learning best occurs when teachers use proven methodologies and techniques and other effective learning tools, (i.e. Specially Designed Academic Instruction in English, Literature Circles, Socratic Seminars, Project Based Learning, Collaborative Work Groups, Interdisciplinary Learning, and Accountable Talk Methods). Current learning theories, which meet the needs of our target population include the “15 Must-Have Skills” that every student must achieve. These skills are to analyze, argue, compare/contrast, describe, determine, develop, evaluate, explain, imagine, integrate, interpret, organize, summarize, support and transform. (Academic Moves for College and Career Readiness, 2015)

Learning best occurs when students have immediate feedback to work they submitted for grading. The District has now implemented an online information platform for parents and students to have the necessary tools to monitor academic progress towards completion of college and career readiness requirements. Students stay current on grades and assignments using the Schoology platform. Parents use the PASSport program to also stay current on student information, stay in contact with teachers, and monitor their students' academic progress.

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(e).)

LCFF STATE PRIORITIES						
GOAL #1						
<p>100% Graduation</p> <p>Increase graduation rates for all students to 100% by the end of the end of the Charter Term, June 30, 2023.</p>				<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 X 4 X 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 X 8</p> <p>X 3 <input type="checkbox"/> 6</p>		
				<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>		
Specific Annual Actions to Achieve Goal						
<p><i>Credit Recovery (Winter plus, Spring plus, Saturday school, summer school, Extended Learning Through Alternative Education, “ELTAE”</i></p> <p><i>Enrichment programs (Bridge program, Saturday school, summer school, community college)</i></p> <p><i>Class- Size Reduction Teachers (CSR) for all core departments</i></p> <p><i>A-G counselor (full-time A-G counselor)</i></p> <p><i>Incentives (attendance incentives, Link Crew)</i></p> <p><i>TSP advisor (full-time)</i></p> <p><i>CTE/ROP courses (culinary arts, patient care, Machinist/CNC, video production)</i></p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>Metric/Method for Measuring: Graduation Rates for All Students (“*” Subgroup not numerically significant at this time.)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	95%	96%	97%	98%	99%	100%
English Learners	95%	96%	97%	98%	99%	100%
Socioeconomically Disadvantaged Students	96%	97%	98%	99%	100%	100%

Foster Youth	*	*	*	*	*	*
Students with Disabilities	95%	96%	97%	98%	99%	100%
African American Students	94%	95%	96%	97%	98%	99%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	97%	98%	99%	100%	100%	100%
Filipino Students	95%	96%	97%	98%	99%	100%
Latino Students	95%	96%	97%	98%	99%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	95%	96%	97%	98%	99%	100%

Outcome #2:

Metric/Method for Measuring: Percentage of Students on-track for A - G (“*” Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	44.7%	45.7%	46.7%	47.7%	48.7%	49.7%
English Learners	34.3%	35.3%	36.3%	37.3%	38.3%	39.3%
Socioeconomically Disadvantaged Students	45.3%	46.3%	47.3%	48.3%	49.3%	50.3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	16%	17%	18%	19%	20%
African American Students	32.4%	33.4%	34.4%	35.4%	36.4%	37.4%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	63.8%	64.8%	69.8%	70.8%	71.8%	72.8%
Filipino Students	65%	66%	67%	68%	69%	70%
Latino Students	40.7%%	41.7%	48.7%	49.7%	50.7%	51.7%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	49.3%	50.3%	51.3%	52.3%	53.3%	54.3%

Outcome #3:

Metric/Method for Measuring: High School Dropout Rate (“*” Subgroup not numerically significant at this time.)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	9%	8%	7%	6%	5%	4%
English Learners	22.1%	21.1%	20.1%	19.1%	18.1%	17.1%
Socioeconomically Disadvantaged Students	8.5%	7.5%	6.5%	5.5%	4.5%	3.5%

Foster Youth	*	*	*	*	*	*
Students with Disabilities	10.7%	9.7%	8.7%	7.7%	6.7%	5.7%
African American Students	6.3%	5.3%	4.3%	3.3%	2.3%	1.3%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	5.9%	4.9%	3.9%	2.9%	1.9%	.9%
Filipino Students	3.2%	2.3%	1.3%	0%	0%	0%
Latino Students	9.5%	8.5%	7.5%	6.5%	5.5%	4.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	12%	11%	10%	9%	8%	7%

GOAL #2						
Proficiency for All Increase the number of 11 th grade students earning a “Meets” or “Exceeds” on the ELA and Math SBAC Assessments by 1% over the five-year term of the charter, June 30, 2023.				Related State Priorities: <div style="display: flex; justify-content: space-between;"> X 1 X 4 X 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div>		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<i>Literacy intervention (full-time instructional coach)</i> <i>Full-time TSP advisor</i> <i>Full-time testing coordinator</i> <i>Interim assessments (monitor progress)</i>						
Expected Annual Measurable Outcomes						
Outcome #1: Metric/Method for Measuring: SBAC/ELA Proficiency Rates (“*” Subgroup not numerically significant at this time.)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (School-wide)	66%	67%	68%	69%	70%	71%
English Learners	59%	60%	61%	62%	63%	64%
Socioeconomically Disadvantaged Students	62%	63%	64%	65%	66%	67%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%

African American Students	71%	72%	73%	74%	75%	76%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	84%	85%	86%	87%	88%	89%
Filipino Students	79%	80%	81%	82%	83%	84%
Latino Students	58%	59%	60%	61%	62%	63%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	75%	76%	77%	78%	79%	80%

Outcome #2:

Metric/Method for Measuring SBAC/ Mathematics Proficiency Rates ("" Subgroup not numerically significant at this time.)**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	35%	36%	37%	38%	39%	40%
English Learners	32%	33%	34%	35%	36%	37%
Socioeconomically Disadvantaged Students	31%	32%	33%	34%	35%	36%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	10%	11%	12%	13%	14%	15%
African American Students	31%	32%	33%	34%	35%	36%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	74%	75%	76%	77%	78%	79%
Filipino Students	50%	51%	52%	53%	54%	55%
Latino Students	31%	32%	33%	34%	35%	36%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	47%	48%	49%	50%	51%	52%

Outcome #3:

Metric/Method for Measuring: English Learner Reclassification Rate (Spring 2016 - 17)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	16.4%	17.4%	18.4%	19.4%	20.4%	21.4%

GOAL #3						
<p style="text-align: center; margin: 0;">100 % Attendance</p> <p style="margin: 0;">Increase the number of all students attending school to 100% by the end of the Charter Term, June 30, 2023.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p style="margin: 0;">Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> </div> <div style="padding-top: 5px;"> <p style="margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> </div>					
Specific Annual Actions to Achieve Goal						
<p><i>Full-time PSA counselor</i></p> <p><i>Full-time A-G counselor</i></p> <p><i>Incentives (attendance awards, attendance incentives, Link Crew)</i></p> <p><i>Public announcements for attendance</i></p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>Metric/Method for Measuring: Percent of Students at 96% or Above Attendance</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (School-wide)	69%	100%	100%	100%	100%	100%
English Learners	69%	70%	71%	72%	73%	74%
Socioeconomically Disadvantaged Students	74.2%	75.2%	76.2%	77.2%	78.2%	79.2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	56.4%	57.4%	58.4%	59.4%	60.4%	61.4%
African American Students	62.9%	63.9%	64.9%	65.9%	66.9%	70.9%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	80%	81%	82%	83%	84%	85%
Filipino Students	88.1%	89.1%	90.1%	91.1%	92.1%	93.1%
Latino Students	65.3%	66.3%	67.3%	68.3%	69.3%	70.3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	60%	61%	62%	63%	64%	65%
White Students	68.6%	69.6%	70.6%	71.6%	72.6%	73.6%
<p>Outcome #2:</p> <p>Metric/Method for Measuring: Percentage of Students Missing 16 days or more (Spring 2016 - 17)</p>						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	13.7%	12.7%	11.7%	10.7%	9.7%	8.7%
English Learners	14%	13%	12%	11%	10%	9%
Socioeconomically Disadvantaged Students	13%	12%	11%	10%	9%	8%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	21.8%	20.8%	19.8%	18.8%	17.8%	16.8%
African American Students	15.5%	14.5%	13.5%	12.5%	11.5%	10.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	5.8%	4.8%	3.8%	2.8%	1.8%	.8%
Filipino Students	1.2%	0%	0%	0%	0%	0%
Latino Students	14.7%	13.7%	12.7%	11.7%	10.7%	9.7%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	15.7%	14.7%	13.7%	12.7%	11.7%	10.7%

GOAL #4							
Parent, Community, and School Engagement Increase the number of stakeholder groups who complete the annual School Survey by 1% each year during the term of the charter.					Related State Priorities:		
					<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
					<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
					X 3	X 6	
					Local Priorities:		
					<input type="checkbox"/> :		
					<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal							
<i>Coffee with the principal</i> <i>English learners classes</i> <i>PTSA</i> <i>Carnival of Knowledge</i> <i>Parent outreaches in English and Spanish</i> <i>Translation devices (Interpreter technology)</i> <i>School Site Council</i> <i>Chatsworth Charter Leadership Council</i> <i>English Language Advisory Council</i>							
Expected Annual Measurable Outcomes							
Outcome #1:							
Metric/Method for Measuring: Percentage of students who feel a part of the school (School Experience Survey 2016 - 17)							
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	

All Students (Schoolwide)	50%	51%	52%	53%	54%	55%
Outcome #2: Metric/Method for Measuring: Percentage of parents who feel welcomed at this school (School Experience Survey 2016 - 17)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Parents	72%	73%	74%	75%	76%	77%
Outcome #3: Metric/Method for Measuring: Percentage of staff who feel this is a supportive and inviting place to work (School Experience Survey 2016 - 17)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Staff (Schoolwide)	79%	80%	81%	82%	83%	84%

GOAL #5						
<p style="text-align: center;">Ensure School Safety</p> <p>Decrease the number of students being suspended or referred for expulsion to zero percent, by the end of the term of the charter, June 30, 2023.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div>					
Specific Annual Actions to Achieve Goal						
<p><i>2 full-time deans</i></p> <p><i>4 full-time security</i></p> <p><i>2 full-time LASPD officers</i></p> <p><i>2 full-time school psychologist</i></p> <p><i>Staff trained in restorative justice procedures</i></p> <p><i>Student Success and Progress Team</i></p> <p><i>Discipline Review Team</i></p> <p><i>Social Emotional Leadership Team</i></p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>Metric/Method for Measuring: Single Student Suspension Rate</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	.1%	0%	0%	0%	0%	0%
English Learners	.1%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%

Students						
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	.1%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	.1%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #2:

Metric/Method for Measuring: Number of Days Lost to Suspension

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	10	8	6	4	2	0
English Learners	5	4	3	2	1	0
Socioeconomically Disadvantaged Students	5	4	3	2	1	0
Foster Youth	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0	0	0	0	0	0
Filipino Students	0	0	0	0	0	0
Latino Students	10	9	8	7	6	5
Native Hawaiian/Pacific Islander Students	0	0	0	0	0	0
Students of Two or More Races	0	0	0	0	0	0
White Students	0	0	0	0	0	0

Outcome #3:

Metric/Method for Measuring: Expulsion Rate *

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%

Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

GOAL #6						
<p style="text-align: center;">Provide for Basic Services</p> <p>During the five-year term of the charter ending June 30, 2023, Chatsworth Charter High School will maintain 100% compliance with providing basic services to all stakeholders.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/>:</div> <div style="margin-right: 10px;"><input type="checkbox"/>:</div> </div>		
Specific Annual Actions to Achieve Goal						
<p><i>purchase additional class size reduction teachers</i></p> <p><i>purchase additional counselors</i></p> <p><i>purchase 2 bilingual teacher assistants</i></p> <p><i>Full-time Bridge coordinator</i></p> <p><i>Full-time college counselor</i></p> <p><i>Part-time career advisor</i></p> <p><i>Adopted My Perspective ELA/ELD</i></p> <p><i>Adopted Big Idea for mathematics</i></p> <p><i>4 new computer labs</i></p> <p><i>320 Chromebooks for core department use</i></p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>Metric/Method for Measuring: Percentage of teachers that are appropriately credentialed for the students they teach</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (School-wide)	100%	100%	100%	100%	100%	100%

Outcome #2: Metric/Method for Measuring: Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100%	100%	100%	100%	100%	100%
Outcome #3: Metric/Method for Measuring: Percentage of facilities that are in good repair						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	100%	100%	100%	100%	100%	100%

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

The goals of this program are to support the development of individuals who are confident to take on roles in a global society. Built upon the skills defined in the Common Core and by Career Technical Training Pathways, the learning experiences are intended to foster leaders and active problem solver in situations they may encounter. Therefore, students must be self-motivated, competent, and lifelong learners. Pathways are focused to meet the students' postsecondary College or Careers needs. These pathways are present in each academy.

In 2016-2017 the Arts & Media, and Design & Technology Academies were combined to meet the needs of students. The new Gaming, Arts & Media Entertainment (G.A.M.E.) Academy was formed. G.A.M.E. provides opportunities for practical real-world applications in Game design through performance, collaboration, and production in artistic and technological fields, such as film, art, computer programming and digital imaging. Students are well-prepared for college and ready to study for careers in game design and creative media. Graduates will emerge as strong collaborators, forward thinkers, and self-directed individuals in an ever-changing, technological society. Teachers prepare students to be critical thinkers and problem-solvers while guiding them to improve their abilities to analyze and evaluate information, use technology, apply research techniques and create unique solutions to real world problems. G.A.M.E. is also engaged in a Link Learning Program that strives to support students' understanding and practice of skills needed for careers in the art, media and entertainment fields.

The Humanitas Academy of Education and Human Services provides a collaborative environment where students engage in interdisciplinary, project-based learning. Students connect to the classroom and local community through real-life experiences, hands on learning, community partnerships, and peer interaction. Humanitas teachers empower students by providing opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. Humanitas Academy graduates are critical thinkers who have a strong sense of identity, value learning and project opportunities for personal growth.

The Medical Careers and Sciences Academy provides a rigorous curriculum that uniquely prepares well-rounded citizens to be college and career ready for medical career fields. Students are exposed to a broad range of medical careers. A thoughtfully designed curriculum, guest speakers, job shadowing, student research, and curricular trips provide students the opportunity to make informed choices regarding a career in the medical profession. Through our work study program, in collaboration with West Hills Hospital, students learn on the job skills for several positions in the hospital. Students work closely with hospital personnel to assist in everyday tasks and duties for patient care. Link Learning provides the Medical Careers and Sciences Academy students with a Work Based Coordinator that places students into internship opportunities.

The Regional Occupational Program (ROP)/Career Technical Education (CTE), and Work Experience programs are designed to introduce students to the world of work, help them gain job experience, and receive training in various occupational fields that the students have chosen as their pathway. Most students enrolled in ROP/CTE take classes through LAUSD Occupational Centers in trade-oriented fields. The number of students participating in CTE courses has increased in recent years through our collaboration of Linked Learning in the Medical Careers and Sciences Academy and the Gaming Arts Media Entertainment (GAME) Academy.

INSTRUCTIONAL DESIGN

Teaching Methodologies:

CCHS teachers continue to use proven teaching methods, best practices, and ongoing professional development to ensure student growth and achievement. Some of these methods are: Specifically Designed Academic Instruction in English (SDAIE) methodologies and techniques, AVID Strategies, Reciprocal Teaching, Cooperative Work Groups, Think-Pair-Share, and other effective tools (i.e., Literature circles, Socratic seminars, graphic organizers, and interdisciplinary learning) which assist students in the learning process.

Scope and Sequence and Different Subjects the School Plans to Teach:

Our college preparation program is designed for all students to complete the A-G requirements and successfully graduate from high school within four years. Our instructional program varies for students depending on their needs, i.e. School of Advanced Studies, on-track, Tier 2 & 3 Intervention in the area of academics.

Our career ready program is personalized for each student to meet his post-secondary career interests. Each Academy is designed with multiple pathways with job shadowing and internship opportunities.

How the Curriculum Addresses California Common Core State Standards and Next Generation Science Standards:

CCHS ensures that the school will continue to implement the Common Core State Standards, Next Generation Science Standards, and Smarter Balanced Assessments according to LAUSD established timelines.

The teachers of Chatsworth Charter High School as well as the leadership team will use current research such as, but not limited to, Teaching Argument Writing, by George Hillocks, Jr., and Academic Moves for College and Career Readiness, by Jim Burke and Barry Gilmore. CCHS teachers will also use student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations—Teachers clearly define and articulate lesson goals, class activities, and California Common Core State Standards in student-friendly language to ensure academic success.
- Collaborative Groupings—Teachers utilize a variety of small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- Criteria Charts/Rubrics—these tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- Differentiated Instruction—Teachers respond to learners' needs, shaped by a growth mindset and guided by general principles of differentiation, and continual assessment. Teachers can differentiate by: content, process, product and affect/environment.
- Experiential Learning—Students learn by doing. Students relate to the curriculum through various modalities including plays, field trips, labs, simulations, and experiments. It is through these activities that students process, analyze, and conceptualize the experience.
- Guided and Independent Practice—We provide students with adequate time to be successful at demonstrating understanding of the concepts or skills being taught.
- Higher-level Thinking—Teachers design lessons that develop critical thinking skills, helped to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- Project Based Learning- a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
- Integration of the Arts—Teachers and curriculum specialists use performance and visual arts to enhance their students' thinking and learning experiences.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

Substantial research has been done by educators such as Robert Marzano, Paul Tough, and Douglas Fisher, demonstrating that the proposed instructional program for Chatsworth Charter High School will be successful with our student population. We believe that the

strategies supported by this research will improve achievement of our at-risk students and address the needs of our high achieving students as we work with all students to reach their full potential.

Robert Marzano's book, Classroom Instruction that Works, describes several strategies (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advance organizers) that will produce significant student gains when implemented correctly. He supports his assertions with highly regarded research. In particular, CCHS will focus on collaborative learning (referred to as cooperative learning in Marzano) and strategies that are directed at higher order thinking skills such as generating and testing hypotheses and cues and questions.

Paul Tough's book, How Children Succeed, examines how non-cognitive skills such as persistence, self-reliance, and other intrinsic qualities in students play a role in their ability to be successful in an academic environment.

Finally, Douglas Fisher's gradual release of responsibility model in which teachers shift the focus of their instruction from teacher-centered to student-centered is the basis for our focus on project-based learning and performance assessment. Like Marzano, Fisher's model also includes a focus on Collaborative learning, cues and questions.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Charter School's Curriculum

All 9th grade students are placed in a stand-alone academy with two counselors to provide social and emotional stability as well as to promote an academic climate for student achievement in high school. All teachers were given the opportunity to be District trained in the Social Emotional Learning Program and Restorative Justice Techniques to assist all 9th graders in their transition from middle school to high school. 9th Graders are taught how to cope with potential problems they may encounter on the Chatsworth Charter High School campus. Additionally, 9th grade students participate in our Link Crew Program to increase our 9th Grade promotion rate and to keep on track for graduation.

Other innovative programs offered through our academies at CCHS, are our award winning Culinary Arts, Music, Yearbook, and News programs. We have our ROP/vocational courses that offer internships for our students. At this time, two of our ROP pathways have partnerships with Pierce College through AB288 Through the use of our Community Liaison; we have relationships with local universities, community colleges, and businesses allowing students to get the post- secondary experience.

Subject Area	9th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English	Honor English 9	Honors English 9	Honors English 10	Honors English 10	American Lit& Cont. Comp AP English Language AP English Literature	American Lit& Cont. Comp AP English Language AP English Literature	Honors Modern Literature Honors Advanced Comp. AP English Language AP English Literature ERWC AB	Honors Modern Literature Honors Advanced Comp. AP English Language AP English Literature ERWC AB
Science	Honors / AP / Biology Integrated Coordinated Science 1	Honors / AP / Biology Integrated Coordinated Science 1	Honors /AP Biology Honors/ AP Chemistry	Honors /AP Biology Honors/ AP Chemistry	Honors/ AP Chemistry Honors/ AP Physics 1 AP Environmental Science AP Biology Integrated Coordinated Science 3 Physiology	Honors/ AP Chemistry Honors/ AP Physics 1 AP Environmental Science AP Biology Integrated Coordinated Science 3 Physiology	Honors/ AP Physics 2 AP Environmental Science AP Biology Physiology	Honors/ AP Physics 2 AP Environmental Science AP Biology Physiology
Math	Honors Algebra 1 Honors Geometry Honors Algebra 2	Honors Algebra 1 Honors Geometry Honors Algebra 2	Honors Geometry Honors Algebra 2 Honors Pre-calculus	Honors Geometry Honors Algebra 2 Honors Pre-calculus	Honors Algebra 2 Honors Pre-Calculus AP Calculus AB AP Statistics	Honors Algebra 2 Honors Pre-Calculus AP Calculus AB AP Statistics	AP Calculus AB AP Calculus BC AP Statistics TC Math Stat Pre-Calculus	AP Calculus AB AP Calculus BC AP Statistics TC Math Stat Pre-Calculus
Foreign Language	Italian 1 Spanish 1 French 1 Korean 1 ASL 1	Italian 1 Spanish 1 French 1 Korean 1 ASL 1	Italian 2 Spanish 2 French 2 Korean 2 ASL 2	Italian 2 Spanish 2 French 2 Korean 2 ASL 2	Spanish 3 French 3 Korean 3 ASL 3	Spanish 3 French 3 Korean 3 ASL 3	AP Spanish Language AP Spanish Literature Korean 4	AP Spanish Language AP Spanish Literature Korean 4
Social Studies	AP Human Geography	AP Human Geography	Honors/ AP World History	Honors/ AP World History	Honors/ AP U.S. History AP Psychology	Honors/ AP U.S. History AP Psychology	AP Government & Economics	AP Government & Economics
Health & Electives	Health/ Visual Performing Arts	Elective	Elective	Elective	Elective	Elective	Elective	Elective
Physical Education	Physical Education Sports	Physical Education Sports	Sports	Sports	Sports	Sports	Sports	Sports

Instructional methods and strategies that Chatsworth Charter High School uses to deliver the curriculum include, but are not limited to:

- Accountable Talk
- Lecture
- Ongoing Assessments
- Project Based Learning to comply with Linked Learning Expectations
- Role Play
- Student Led Seminars
- Demonstrations
- Small Group Designs
- E-Signs
- Socratic Seminars
- Independent Learning

Through LAUSD Schoology program (computer-based accountability system) students and parents now have real-time access to grades, attendance, discipline, and student information. Teachers also provide real-time feedback to students on many assignments through the Schoology program. Chatsworth Charter High School has four new computer classroom labs and purchased 320 Chromebooks (two mobile classroom sets per core department) for student access to computer-based textbook assignments across the curriculum. Also, ninth, tenth, and eleventh grade students take Interim Assessment Blocks (IAB) in mathematics and ELA throughout the school year to prepare them to take the Smarter Balanced Assessment Consortium (SBAC) during the second semester. In addition, these students become familiar with computer-based assessments so that anxiety is reduced or eliminated when they take the SBAC and/or teacher generated assessments. Moreover, non-core teachers may utilize the computer labs for instruction throughout the school year. Finally, CCHS' Library-Media Center has forty computers for students to access information during instructional and non-instructional times.

Graduation / A-G requirements are monitored throughout the school year. The A-G Diploma Project PSA counselor in collaboration with school counselors provide guidance and support to Tier 2 and 3 students off-track by 3 or more courses. Students off-track by

1-2 courses are advised by counselors. Within the first 10-weeks of a semester, counselors meet with off-track students to complete the Individual Graduation Plan (IPG) and send parent/guardian notification letter. IGPs are completed throughout the year for students' on-track. Counselors meet with students receiving a Fail on the 10-week grades to provide support and identify needed intervention. CCHS monitors and communicates credit recovery and on-track rates with stakeholders until requirements are completed.

Transfer students receive the same support and monitoring of A-G Requirements. PSA and school counselors will provide students with IGPs and opportunities to schedule courses for recovery.

Every year, the school reviews and modifies the Single Plan. The LCAP goals must be in alignment with the WASC recommendations and the School Wide Action Plan. CCHS will strive to continue to receive the 6 year accreditation with the three year review.

Chatsworth Charter High School will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements by holding parent meetings presented by the A-G Counselor, Academic Counselor, and the College Counselor. Chatsworth Charter High School also has an A-G Counselor that meets with parents on an individual basis. Chatsworth Charter High School also informs parents in the event that the school's course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school during the initial registration process. Students also meet with their academic counselors on a semester basis to review their progress to meet the A-G requirements. Students in the Linked Learning Academies work on their A-G Portfolios during their advisory period.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days
	AUG 15	AUG 16	AUG 17	AUG 18	AUG 21	AUG 22 PD	AUG 23	AUG 24	AUG 25	AUG 28	AUG 29	AUG 30	AUG 31	SEP 01 HOL	SEP 04 HOL	SEP 05 PD	SEP 06	SEP 07	SEP 08	17
SEP 11	SEP 12	SEP 13	SEP 14	SEP 15 MD	SEP 18	SEP 19 PD	SEP 20	SEP 21 HOL	SEP 22	SEP 25	SEP 26	SEP 27	SEP 28	SEP 29	OCT 02	OCT 03 PD	OCT 04	OCT 05	OCT 06	19
OCT 09	OCT 10	OCT 11	OCT 12	OCT 13	OCT 16	OCT 17 PD	OCT 18	OCT 19	OCT 20	OCT 23	OCT 24	OCT 25	OCT 26	OCT 27	OCT 30	OCT 31 PD	NOV 01	NOV 02	NOV 03	20
NOV 06	NOV 07	NOV 08	NOV 09	NOV 10 HOL	NOV 13	NOV 14	NOV 15	NOV 16	NOV 17 MD	NOV 20 HOL	NOV 21 HOL	NOV 22 HOL	NOV 23 HOL	NOV 24 HOL	NOV 27	NOV 28 PD	NOV 29	NOV 30	DEC 01	14
DEC 04	DEC 05	DEC 06	DEC 07	DEC 08	DEC 11 SD	DEC 12 PD	DEC 13 SD	DEC 14 MD	DEC 15 SD	DEC 18 HOL	DEC 19 HOL	DEC 20 HOL	DEC 21 HOL	DEC 22 HOL	DEC 25 HOL	DEC 26 HOL	DEC 27 HOL	DEC 28 HOL	DEC 29 HOL	10
JAN 01 HOL	JAN 02 HOL	JAN 03 HOL	JAN 04 HOL	JAN 05 HOL	JAN 08	JAN 09 PD	JAN 10	JAN 11	JAN 12	JAN 15 HOL	JAN 16	JAN 17	JAN 18	JAN 19	JAN 22	JAN 23 PD	JAN 24	JAN 25	JAN 26	14
JAN 29	JAN 30	JAN 31	FEB 01	FEB 02	FEB 05	FEB 06 PD	FEB 07	FEB 08	FEB 09	FEB 12	FEB 13	FEB 14	FEB 15	FEB 16 MD	FEB 19 HOL	FEB 20 PD	FEB 21	FEB 22	FEB 23	19
FEB 26	FEB 27	FEB 28	MAR 01	MAR 02	MAR 05	MAR 06 PD	MAR 07	MAR 08	MAR 09	MAR 12	MAR 13	MAR 14	MAR 15	MAR 16	MAR 19	MAR 20 PD	MAR 21	MAR 22	MAR 23 MD	20
MAR 26 HOL	MAR 27 HOL	MAR 28 HOL	MAR 29 HOL	MAR 30 HOL	APR 02 HOL	APR 03	APR 04	APR 05	APR 06	APR 09	APR 10	APR 11	APR 12	APR 13	APR 16	APR 17	APR 18	APR 19	APR 20	14
APR 23	APR 24	APR 25	APR 26	APR 27	APR 30	MAY 01	MAY 02	MAY 03	MAY 04	MAY 07	MAY 08	MAY 09	MAY 10	MAY 11	MAY 14	MAY 15	MAY 16	MAY 17	MAY 18	20
MAY 21	MAY 22	MAY 23	MAY 24	MAY 25	MAY 28 HOL	MAY 29	MAY 30	MAY 31	JUN 01	JUN 04 SD	JUN 05 MD	JUN 06 SD	JUN 07 SD	JUN 08 PFD						13
1 - Spring (PFD) 154 - (RD) 14 - (PD) 6 - (MD) 6 - (SD) 0 - (CPT) 180 total																				
KEY: (PFD)Pupil Free Day (RD)Regular Day (MD)Minimum Day (SD)Shortened Day (CPT)Common Planning Time (HOL)Holiday																				

Minutes Calculator Table

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
TK/K	Select Y/N									0	36000	0
1	Select Y/N									0	50400	0
2	Select Y/N									0	50400	0
3	Select Y/N									0	50400	0
4	Select Y/N									0	54000	0
5	Select Y/N									0	54000	0
6	Select Y/N									0	54000	0
7	Select Y/N									0	54000	0
8	Select Y/N									0	54000	0
9	Yes	154	58	14	44	6	38	6	48	180	64800	10064
10	Yes	154	58	14	44	6	38	6	48	180	64800	10064
11	Yes	154	58	14	44	6	38	6	48	180	64800	10064
12	Yes	154	58	14	44	6	38	6	48	180	64800	10064

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

The goal of professional development at Chatsworth Charter High School (CCHS) is to guide our path to the five goals: 100 Percent Graduation, Proficiency for All, 100 Percent Attendance, Parent and Community Engagement, and School Safety. CCHS has set a goal to increase the number of students who are proficient and advanced in ELA and mathematics by 5% during the 2017-2018 school year. Professional Development will be an on-going component and an effective tool used to address the curricular needs of our students and teachers. Professional development issues, ideas, and products will be driven by the students' and staff's needs and interests that are then forwarded to The Board for formalization of appropriate training and products. Our professional development program will be subject to the approval, implementation, and scheduling by the Professional Development Committee. In addition, CCHS will participate in both site level and district professional development activities.

In order to achieve this school-wide goal, all Tuesdays will be dedicated to Professional Development. The 90-minute group sessions will involve the following:

Topics may include:

- Analyzing data to formulate instruction
- Development of common/benchmark assessments
- English Learners
- Students With Disabilities
- On-going alignment of curriculum to California Common Core State Standards
- Common planning among grade levels, content areas Small Learning Communities
- Specialized trainings
 - Next Generation Science Standards
 - English/Language Arts (MyPerspectives Textbook)
 - Mathematics (Big Idea Textbook)
 - Linked Learning
 - History textbook adoption
 - Mastery grading
 - Classroom Suspensions
- Effective teaching strategies (may include Mastery Learning and Grading)
- Classroom management
- Technology in the classroom
 - Chromebooks
 - Schoology
 - Website
- Health & Safety
- Gifted instruction

- Specially Designed Academic Instruction in English
- Advanced Placement instruction

The School's Academic Calendar and Sample Daily Schedule (explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5)

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, 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 *English Learner Master Plan*.

The goal of our educational programs for English language acquisition is for ELs to meet performance criteria to reach full proficiency in English. All instructional program options guarantee access to a full curriculum with scaffolds and support for students in grades 9-12 at different levels of English language proficiency. ELs in their 1st and 2nd year at CCHS receive 2 periods of direct instruction in English by a highly qualified teacher trained in ELD development. ELs in their 3rd and 4th year of studies receive an hour of ELD and another hour of a grade level English class. All ELs are expected to participate fully in A-G courses and to graduate high school ready for college and careers.

CCHS uses data such as CELDT/ELPAC and RI scores to provide adequate support for ELs in monitoring student progress and areas of need. Such information allows the school to determine the type of intervention services the school provides as well as programs developed to accelerate English proficiency.

Input for areas of concern and need is provided by our English Learner Advisory Committee (ELAC) which meets a minimum of 6 times per year. It is compromised by parents of EL students, community members, and staff. Our EL program is also evaluated by parents, and students in the school experience survey.

EL progress is monitored periodically by the EL designee and academic counselor. Student reports are used to organize data such as grades and attendance to determine what the cause is for low performing EL students. Such information allows the EL program at CCHS to determine what type of support services can be provided for students not making adequate progress and for those students who also recently reclassified within 2 years to be monitored and counseled for support.

After 5 years in the EL program and not achieving reclassification status ELs then become Long Term English Learners (LTELs) and are monitored frequently by the EL designee

and academic counselor. Monitoring allows for correct placement for A-G requirements and to determine what criteria is missing for reclassification.

Student Support and Progress Team Program

The Student Support and Progress Team (SSPT) is a school-wide system whose members include various stakeholders such as the deans, coordinators, counselors, EL / LTEL designees, instructional coaches, psychologists, and teachers. This system combines the functions of the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT), which have now been replaced by the SSPT. It aims to provide at risk students with support to acquire linguistic, academic, behavioral, and social competencies.

The team meets regularly to review the school-wide implementation of Tier 1 instructional programs and monitor progress of EL, LTEL, and other subgroups of students. To do their job, they use various data points to analyze the progress and needs of specific groups such as RFEP, LTEL, EL, SEL, and other subgroups and make recommendations for intervention based on the data. It also acts on specific student referrals that teachers, counselors, or other stakeholders refers to the team for review and Tier 2 intervention. This is an important system to help bridge the achievement among subgroups of students.

New Intervention Programs for English Learners: Strategic Literacy

CCHS has seen an increase of Long-Term English Learners with disabilities in the last two school years. In meeting the needs of the English Learners, CCHS offers the Strategic Literacy course for the EL students that have a 600 Lexile score or lower. Students are tested for the Lexile levels twice a year. Students have an average of 100 Lexile points increase per test.

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.

Students' scores on periodic benchmark assessments, overall grades, individual work ethic, level of production and other factors will be used to determine if a student is placed in a more academically challenging and stimulating environment.

CCHS continues to maintain a rigorous, relevant, and coherent standards-based curriculum that is founded on department-designed units of instruction and periodic benchmark assessments. Students identified as high achieving in all forms of assessment (formal, informal, observation, etc.) will be placed and encouraged to enroll in Academic Decathlon, Honors and Advanced Placement courses.

CCHS Gifted/SAS Programs includes the following components:

- Accelerated or advanced content;
- Students participate in the UCLA Readiness Program;
- More complex understandings of generalizations, principles, theories, and the structure of the content area;

- Abstract concepts and thought processes or skills;
- Saturday and Summer School enrichment for students to advance in requirements;
- College courses are offered dual and concurrent;
- Level and type of resources used to obtain information, acquire skills, and develop products;
- Appropriation of longer/shorter time span for learning;
- Generating new information and/or products;
- PSAT will be used as a reference for potential GATE identification;
- Transfer of learning to new/different disciplines, situations;
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition;
- SAS Coordinator will verify teacher qualifications and monitor all GATE student progress with all academic counselors;
- Independence of thought and study.

In addition, adequate office personnel will be staffed to provide the parents and students with all the necessary information, assistance, and paperwork in regards to college applications, internships, academy opportunities, etc.

Students Achieving Below Grade Level

Chatsworth Charter High School (CCHS) has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, CCHS will continue to offer interventions to address each student's specific learning needs so he or she can attack the curriculum once the school-year begins. Prior to ninth grade, each student's cumulative record, with great attention paid to California-mandated test scores, will be reviewed by our school's counselors. Diploma requirements will also be previewed to the students by our counselors to understand the credit-building goal to graduation by meeting the A-G requirements.

In Math, all students are required to complete three years of high school math; Algebra 1, Algebra 2, and Geometry being the minimum requirements. At the end of the ninth grade Algebra 1 course, students will take a placement exam to be placed in either Algebra 2 or Geometry based on their aptitude in order to promote better success in Math during their 10th grade year. Through the use of Class-Size Reduction (CSR) Teachers, additional intervention courses will be offered to students who continue to have trouble with these higher-level subjects.

The Intervention Coordinator and Coordination of Services Team (COST) will monitor Tier 3 Academic issues for students to provide additional instructional strategies that will be employed in order to maintain a high level of support for this student group. The Literacy Coach will be on hand to support learning in the classroom for both teachers and students who need additional supports.

As a charter school, CCHS has expanded many intervention opportunities for students:

The Pupil Services Attendance (PSA) Counselor and School Attendance Review Team (SART) will monitor Tier 3 Attendance issues for students to provide additional supports to

increase our student attendance rate and time spent in the classroom.

The Deans, and Discipline Review Team (DRT) will monitor Tier 1,2, and 3, Behavior issues for students to provide additional supports to increase our student graduation rate and provide alternative graduation paths when needed.

Some classes will have a collaborative assistant or additional special education teacher as well. Teachers will deliver content with an emphasis on breaking assignments into smaller, focused assignments.

In the event that the student continues to be unsuccessful in his or her academics, the student will be referred to a Student Success Progress Team (SSPT) in which the student's respective teachers will meet with parents/guardians in an effort to provide the student with strategies, assistance, and counseling to accommodate the student and guide him/her towards academic success.

In some cases, it may be necessary to consider a 504 Plan or to assess a student for a learning disability wherein Special Education protocols will be followed and maintained.

Intervention Programs Implemented at Chatsworth Charter High School

Saturday Algebra Bridge Program

In addition to the afternoon tutorial program, the math department has started to offer an Algebra Bridge Program to help teacher recommended students who need remediation in Mathematics in January, 2018. The program aims to fill in gaps in their conceptual understanding and develop procedural skills, helping them achieve near or at standard levels in algebra. Both the Math Tutorial Lab and Algebra Bridge program uses the TransMath curriculum, which diagnose basic algebra skills.

Credit Recovery Programs

At the end of the Fall 2016 semester, 64% of our school population was on track to graduate. Data indicated that 36% of CCHS students were missing 1-5 courses needed to graduate. To help students stay on track for graduation, the school implemented various opportunities such as: the Individual Instruction Learning Lab (IILab), the Extended Through Alternative Education (ELTAE) program at Stoney Point Continuation High School, and our on campus Saturday School.

The Performance Assessment Student Support (PASS) Credit Recovery Program

Started during the 2015-16 school year, the PASS program is designed to help students who have not successfully earned the required credits to be on track for graduation. It is offered in the afternoons during school days for English 9AB and 10AB, Algebra IAB, Geometry AB, and Algebra IIAB. The program for each course is divided into modules and the student must pass the module post-assessment with a 67% to move onto the next. If a student does not meet the minimum passing score in the module post-assessment test or task, the teacher then provides additional intervention until the student masters the content and develops the skills to pass the post assessment. With this program, students are given the flexibility to work on content and skills they need at their own pace.

Edgenuity Virtual Credit Recovery Program

This program is implemented during the school day for those students who are deficient in two or more courses. It allows a student who is motivated to complete a course through a virtual learning approach where he or she can complete the program by using digital content provided by Edgenuity. To successfully complete assignments, a mentor/teacher provides help and monitors the student's progress. Edgenuity also provides additional coaching when needed.

Winter and Spring Plus Credit Recovery Program

Winter and Spring Plus Credit Recovery Programs start during the Winter or Spring break for students who need to earn credit for graduation. Winter Plus Program begins on the first Saturday of Winter Break and continues during the week at four hours day. Spring Plus starts during the spring break and continues through assigned Saturdays. Both programs require students to complete the 60-hour requirement and earn a passing grade of C to get course credit. These recovery courses are taught by credentialed teachers provided through the Adult Education program. These programs have allowed students to meet the credit requirements and graduate on time.

Socioeconomically Disadvantaged Students

LAUSD parents complete an annual meal application. Chatsworth Charter High School is a Title 1 school with at least 72% of students designated as having a low socioeconomic status. CCHS aims to enhance the education of our students with low socioeconomic status by lowering class sizes with the purchase of CSR Teachers in the core content area subjects (ELA, Math, Science, Social Studies) to ensure a quality education for all students. Lower class sizes will increase access to the instructors and enrichment opportunities and will enable students to benefit from more focused attention.

We will make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well- prepared to learn and succeed in their academic goals. Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we offer channels for students, their parents, and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

Likewise, we will continue to develop programs on site to address the psycho-social, physical, and emotional needs of these students so they can focus on their academic and educational goals and achieve them.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 accorded 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 on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, 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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. 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

The referral process shall include Student Success Team (SST) 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 (RtI) 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 parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. 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 provided 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 at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. 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. 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 non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified 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 District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply 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 the District's Discipline Foundation

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 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.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward 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. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District 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 or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement 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.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Through our enrollment process, specific groups are identified through their ELPAC scores, Reading Inventory, and classroom grades. To help meet the needs of our Foster Youth, Standard English Learners, and our other relevant subgroups we provide assistance through our A-G Counselor, Counseling Assistant, Student Health Pupil Services, and Attendance Itinerant.

"A TYPICAL DAY"

DESCRIBE A TYPICAL DAY

Student A is a freshman at Chatsworth Charter High School who graduated from the Gifted Magnet at Lawrence Middle School. Her counselor has placed her in the School for Advanced Studies (SAS), where she takes Honors classes to prepare her for the Advanced Placement (AP) classes she will take in grades 10 thru 12 to earn college credits. She is currently enrolled in a full day's schedule. In addition to her rigorous course schedule, she is a cheerleader, who stays after school for practices until 4pm, performs at pep rallies, and raises school spirit at games.

Student B is a senior in Chatsworth Charter High School's GAME Academy, who came to this country in the 5th grade. Even though she is still working on her mastery of the English language and preparing to take and pass the English Proficiency Test (ELPAC), she is a star student in her classes, and plays the clarinet in the award-winning Chancellor marching band. She arrives at school early in the morning for Band Practice as the talented ensemble, along with the Drill Team, puts the finishing touches on the Field Show they will perform. She is also taking a Pierce College satellite class in the evenings in Economics to get a head start on her career ambition of jewelry design. Her friend is an eleventh grader and he is also enrolled in Leadership and Link Crew, meeting with his leadership class for one period each day. He is also a film editor for the CCHS News which airs every Thursday during second period through a closed-circuit television network. He is also enrolled in Play Production Class where he is memorizing a monologue he will perform at the Shakespeare Festival where he will compete against students from high schools from all over the District.

Student C is 10th grader enrolled in Chatsworth Charter High School's Humanitas Academy. In addition to the required 10th grade courses, he is also enrolled in ASL 2 taught by Pierce Community College during period 5, where he is earning college credit during the regular school day. He is also joining the Academic Decathlon because his less-than-stellar GPA does not reflect his true intellectual ability. During his social studies class, students are finalizing their designs for the annual Chalk Festival.

Student D is an 11th grade student-athlete at Chatsworth Charter High School Medical Careers and Sciences Academy. In her Medical Academy period six class he is enrolled in the general work experience volunteer class held at West Hills Hospital. As the starting point guard of the highly ranked Varsity Girls Basketball Team, she trains all year long, and as basketball season winds to a close, she can now devote more time to volunteering. She hopes to be the first in her family to attend college, hopefully on a basketball scholarship. She has been enrolled in the Advancement Via Individual Determination (AVID) Program since the 7th grade, and in her third year of high school, she is enrolled in challenging, college prep courses and even mentors the freshman AVID students. Because of her involvement in AVID at CCHS, her grades and test scores have improved dramatically, and she has been acknowledged as a Scholar- Athlete for 3 years in a row.

Visitors to CCHS will be greeted by a trained security professional. Upon entering the campus, visitors will see a clean, beautiful and safe environment that fosters student learning. As the visitor moves through the campus they will meet staff and faculty committed to the success of their students. They may see collaborative teaching or meetings of teachers who team-teach, prepare and deliver common assessments, offer peer observation and feedback. CCHS teachers empower students by providing opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. They will experience the respect and pride of CCHS which commits itself to creating a safe, clean, positive, individualized and relevant learning environment for its students.

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 subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. 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(b)(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(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation 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(c)(1), 60605.)

Charter School shall work toward meeting 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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Charter Student Outcome Alignment to the LCFF State Priorities

Charter aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Basic Services

All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards aligned instructional materials. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the school charter.

2) Implementation of Common Core State Standards

Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students. One hundred percent of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards.

3) Parent Involvement

The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives and ways to support their child's learning.

4) Student Achievement

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. (See element 1 for current data)

5) Student Engagement

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives.

6) School Climate

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports that help to deter discipline issues.

7) Course Access

The school will provide the core subjects of English Language Arts, Mathematics, History, Social Studies, and Science and offer a comprehensive enrichment program (technology, science lab, art, dance, green initiatives and music) to 100% of students.

8) Other Student Outcomes

The school provides a comprehensive Intervention program in English Language Arts and Mathematics to students who need additional academic support.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Charter Student Outcome Alignment to the LCFF State Priorities

Charter aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

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The school will provide the core subjects of English Language Arts, Mathematics, History, Social Studies, and Science and offer a comprehensive enrichment program (technology, science lab, art, dance, green initiatives and music) to 100% of students.

8) Other Student Outcomes

The school provides a comprehensive Intervention program in English Language Arts and Mathematics to students who need additional academic support.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Chatsworth Charter High School implements the UCLA Math diagnostic assessment to gauge the students knowledge and application of subject matter in the beginning of the semester. The data is used to drive instruction and intervention throughout the year. English and Math interim assessments are given using the Smarter Balance Assessment platform each semester to aggregate the students abilities for strategic modification the instruction in the classroom.

DATA ANALYSIS AND REPORTING

Fall 2017 UCLA Diagnostic Assessment for Algebra I - Students at or above Critical Level

DAPR Data Analysis, Probability, & Statistics

DECM Decimals, their Operations & Applications; Percent

EXPS Exponents & Square Roots; Scientific Notation

FRAC Fractions & their Applications

GMCG Geometric Measurement & Coordinate Geometry

INTG Integers

LTEQ Literals & Equations

Topic Code	Item Count	Critical Level	Student Number	Student %
DAPR	6	4	39	15%
DECM	8	6	54	20%
EXPS	4	3	65	24%
FRAC	8	6	21	8%

Topic Code	Item Count	Critical Level	Student Number	Student %
GMCG	6	6	51	19%
INTG	6	4	85	32%
LTEQ	7	5	51	19%

Fall 2017 UCLA Diagnostic Assessment for Geometry - Students at or above Critical Level

DAPS Data Analysis & Probability & Statistics
 EXPS Exponents & Square Roots; Scientific Notation
 FNCT Functions and their Representations
 GEOM Geometry
 LINR Linear Equations & Inequalities
 POLQ Polynomials and Quadratic Equations

Topic Code	Item Count	Critical Level	Student Number	Student %
DAPS	4	3	41	11%
EXPS	6	4	88	23%
FNCT	7	5	18	5%
GEOM	13	9	30	8%
LINR	9	6	54	14%
POLQ	6	4	57	15%

Fall 2017 UCLA Diagnostic Assessment for Algebra II - Students at or above Critical Level

DAPS Data Analysis & Probability & Statistics
 EXPS Exponents & Square Roots; Scientific Notation
 FNCT Functions and their Representations
 GEOM Geometry and Trigonometry
 LINR Linear Equations & Inequalities
 POLQ Polynomials & Quadratic Equations; including Complex Numbers

Topic Code	Item Count	Critical Level	Student Number	Student %
DAPS	6	5	2	1%
EXPS	5	3	152	40%
FNCT	9	6	9	2%
GEOM	9	6	22	6%
LINR	6	4	89	23%
POLQ	10	7	19	5%

Fall 2017 UCLA Diagnostic Assessment for Math Analysis- Students at or above Critical Level

EXLR Exponents & Radicals & Logarithms

FNGR Functions & their Graphs

GEOM Euclidean & Analytic Geometry; Right Triangle Trigonometry

LINR Linear Equations & Inequalities including Graphs; Absolute Value

POLQ Polynomials & Quadratic Equations

RATL Rational Expressions

Topic Code	Item Count	Critical Level	Student Number	Student %
EXLR	7	5	16	17%
FNGR	8	6	9	10%
GEOM	6	4	13	14%
LINR	7	5	10	11%
POLQ	9	6	25	27%
RATL	8	6	11	12%

	Algebra I	Geometry	Algebra II	Performance Task
2015-16				
2016-17				
2017-18				

	Editing & Revision	Edit	Revision	Read Informational Text	Performance Task
2015-16					
2016-17					
2017-18					

Data-driven decision making is used to optimize our approach to curricula, instruction, and intervention. Analysis of data provides a focus for support for student achievement, refinement of school goals, and evaluates proficiency for all.

English Language Reclassification rates are monitored by Targeted student population staff, Bilingual Coordinator and Instructional coach. The fore mentioned personnel collaborate with class room teachers to raise academic success of students learning English. Successful completion of the Class, RI, CELDT-ELPAC requirements are supported by research-based intervention strategies, and cohort similar EL level students. Coordinators, teachers and administrators utilize data on all students learning English in August. Counselors coordinate classes, all staff monitors progress in courses, and provide opportunities for students to practice prior to taking state assessments in CELDT-ELPAC and RI. Strategies are discussed in Weekly meetings and plans are monitored and modified to meet the needs of the students.

Student completion rates of A-G requirements are monitored throughout the school year. Counselors, coordinators and staff support the scheduling of students to optimize opportunities for credit recovery within and beyond the school day. The A-G Diploma Project PSA counselor in collaboration with school counselors provide guidance and support to tier 2 and 3 students off-track by 3 or more courses. Students off-track by 1-2 courses are advised by counselors. Within the first 10 weeks of a semester, counselors meet with off-track students are to complete the Individual Graduation Plan and send parent/guardian notification letter. IGPs are completed throughout the year for students' on-track. Counselors meet with students receiving a fail on the 10 week grades to provide support and identify needed intervention. School site monitors and communicates credit recovery and on-track rates.

AP performance and enrollment are critical data points. In order to maximize enrollment and access to AP courses for student achievement; teacher recommendations, students' needs and the results of PSAT tests scores provide a potential list of enrollees. PSAT scores provide a potential list of students that could possibly be successful in the AP classes. Counselors and subject matter teacher use this potential list to promote student enrollment.

Smarter Balanced Assessment Consortium Summative Results are used to show proficiency rates. Students in 11th grade take state assessment in English, Math and Science summative assessments. This data along with Formative Interim Assessments is used to monitor student progress that provides the teachers a guide in planning their curricula and instructional practice. Faculty receives interim assessment data is used to reteach and guide tutoring.

The Student Experience Survey (SES) assesses attitudes related to school climate for all stakeholders. The Title I Coordinator collects responses and Faculty and Staff, evaluate data to gauge school program efficacy. The SES, as an outcome measure, is helpful in assessing the effects of the positive behavior and social emotional learning programs. The data collected is part of the whole school focus on 100% graduation with proficiency.

We also recommend a strong evaluation design (for example, pre/post assessment, and multiple participating schools) and procedures to support high-quality program implementation.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

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(b)(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 the 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).

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 local 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 local 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 local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and 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

- The school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update by holding its monthly School Site Council Meetings. All parents are welcomed to attend. Parents will also receive information during events such as Back-to-School Night, Open House (Carnival of Knowledge), Parent/Teacher Conferences, Career Day, and PTSA Parent Education night, PHBAO night, Future Freshman Night, and the monthly Coffee with the Principal sessions.
- The process by which Chatsworth Charter High School will consult with parents and teachers regarding the school's educational program is the LAUSD CHOICES Book, Parent Letters, Middle School Articulations, On-Campus Tour Visits for our parents, via email blasts, phone calls (ConnectEd), office postings, and the CCHS website. Teachers are informed through Principal and Chapter Chair Memos, Faculty Meetings, office postings and the Principal's Remind and Schoology Accounts.
- Chatsworth Charter High School will use its Web site to support stakeholder involvement by posting all minutes of meetings held on campus, provide a platform for teachers to access important information through the Teachers' Only Access Portal of the Web site. Chatsworth Charter High School Web site provides parents access to all news stories, events pertaining to the school, bell schedules, and a full master calendar, email access to their student's teachers, and parent organizations with participation opportunities.

TITLE IX, SECTION 504, 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), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 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 Local District 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 Local District 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 Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District 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 his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Chatsworth Charter High 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. 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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

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.

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 any 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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city 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.

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 use and review upon District 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. 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 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, contractors (vendors), 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 for vision, hearing, and scoliosis. 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. Ed. 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 AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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 REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(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 boundary of the school. (See Ed. Code § 47605(d)(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(d)(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 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(d).)

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 boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District 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 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 his/her 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 and the terms of this Charter.

Student Recruitment

CCHS recruits students through articulation with traditional and non-traditional feeder elementary and middle schools. Some recruitment strategies include, but are not limited to the following:

- CCHS sends out recruitment brochures to the feeder schools;
- Our college counselor, assistant principals, teachers, and students participate in “High School Night” from all middle schools in that we are invited;

- Attend Neighborhood Council Meetings to promote the programs at our school;
- CCHS recruits students through our annual “Carnival of Knowledge” in lieu of the traditional Spring Open House event.
- Host feeder schools on campus to showcase academic, co and extra-curricular programs
- Provide perspective parents and students with individual or group tours throughout the campus year round.

Lottery Preferences and Procedures

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **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 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 boundaries of Charter School, shall have **third** admission preference.

- **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.

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

¹ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

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.

Charter School's lottery applications will be made available each year on the last Monday in January. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on fourth Friday in March. On the Wednesday following the close of the application period, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's Web site and made readily available in the Main Office.

Charter School shall hold its lottery in the Main Office in the Administration Building or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the assistant principal and UTLA chapter chair will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publicly record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided five school days to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification via telephone and/or email, and will have five school days to accept the offered seat.

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

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 Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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 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/legal 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, 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.

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 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(b)(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(b)(5)(J).)

GENERAL PROVISIONS

As a District affiliated charter school, Chatsworth Charter High 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 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 interim 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 correct 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 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 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 Section 504?

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 SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

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(b)(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(b)(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 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 Charter School may contact the appropriate Local District to seek assistance in enrolling in another 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 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(b)(5)(M).)

As a District affiliated charter school, all administrators, faculty and staff of Chatsworth Charter High School are and shall be LAUSD employees. All Chatsworth Charter High 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(b)(5)(N).)

Chatsworth Charter High 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 Chatsworth Charter High School shall be resolved by a collaborative team from the appropriate Local District 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 Chatsworth Charter High 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 Chatsworth Charter High 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 5:00p.m; 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.” (Ed. Code § 47605(b)(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.

REVOCATION OF THE CHARTER

The District 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 District 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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

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 Local District 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.

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

ADDENDUM

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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her 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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(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(b)(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(b)(5)(A)(iii).)

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(e).)

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, 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 *English Learner Master Plan*.

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.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 accorded 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 on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, 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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. 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

The referral process shall include Student Success Team (SST) 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 (RtI) 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 parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. 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 provided 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 at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. 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. 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 non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified 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 District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply 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 the District's Discipline Foundation 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 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.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward 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. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District 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 or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement 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.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated

charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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 subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. 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(b)(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(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation 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(c)(1), 60605.)

Charter School shall work toward meeting 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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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 to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

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(b)(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 the 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).

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 local 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 local 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 local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and 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.

TITLE IX, SECTION 504, 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), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 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 Local District 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 Local District 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 Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District 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 his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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. 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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

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.

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 any 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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city 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.

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 use and review upon District 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. 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 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, contractors (vendors), 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 for vision, hearing, and scoliosis. 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. Ed. 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 AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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 REQUIREMENTS

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(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 boundary of the school. (See Ed. Code § 47605(d)(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(d)(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 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(d).)

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 boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District 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 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 his/her 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 and the terms of this Charter.

Lottery Preferences and Procedures

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **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 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 boundaries of Charter School, shall have **third** admission preference.

- **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.

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.

Charter School’s lottery applications will be made available each year December 1 through February 1. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on February 1st. If February 1st falls on a weekend, the due date will be the following school day. At 1:30 p.m., one week following the close of this application period, Charter School shall conduct its public

² For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the Main Office in the Administration Building or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the assistant principal and UTLA chapter chair will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publicly record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided 10 school days to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by email and/or telephone call, and will have ten school days to accept the offered seat.

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

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 Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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 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/legal 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, 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.

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 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(b)(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(b)(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 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 interim 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 correct 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 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 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 Section 504?

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 SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

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(b)(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(b)(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 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 Charter School may contact the appropriate Local District to seek assistance in enrolling in another 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 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(b)(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(b)(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 Local District 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 California, 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 5:00p.m; 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." (Ed. Code § 47605(b)(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.

REVOCATION OF THE CHARTER

The District 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 District 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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

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 Local District 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))