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# CATCH Prep

Charter High, Inc.

**College. Career. Life. Success.**

Charter Renewal Petition  
Submitted to the Board of Education of the  
Los Angeles Unified School District For the Term  
July 1, 2026 through June 30, 2031

Date of Submission: August 20, 2025

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## Assurances, Affirmations, and Declaration

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CATCH Prep Charter High School (also referred to herein as “CATCH Prep”, “CATCH” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon

request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees 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. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

# Element 1

# Educational Program

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## **Element 1 – The Educational Program**

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

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

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

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

## **ACADEMIC CALENDAR AND SCHEDULES**

Charter Schools 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.

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements 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.

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs), with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education

Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a

member of a non-LAUSD SELPA.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

## Introduction

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CATCH Prep Charter High School has served as an independent, site-based public charter school entering its twenty-third year of service to the youth and families of South Los Angeles. Established to provide a high-quality, college-preparatory education to students in the Crenshaw District and surrounding neighborhoods, CATCH continues to serve as a compelling alternative to traditional comprehensive high schools, offering a small, academically rigorous, and relationally supportive learning environment.

CATCH Prep’s student body, composed of approximately 60 percent Black and 40 percent Latino students, with over 98 percent identified as socioeconomically disadvantaged, reflects the cultural richness and historical resilience of the community it serves. Rooted in the belief that every child deserves access to a learning environment that affirms their identity, supports their growth, and prepares them for life beyond high school, CATCH remains committed to the success of all students, regardless of background or circumstance.

Founded on the principle that small schools foster deep, meaningful relationships that drive academic success, CATCH Prep has built a personalized educational model that blends rigorous instruction with a strong sense of community. This approach has empowered students to graduate not only college-ready but prepared to thrive as leaders and cultural ambassadors in the colleges, universities, and communities they go on to join. Over the past two decades, and with the support of a robust college advisory program, CATCH graduates have earned acceptance to and completed degrees at some of the most selective institutions in the nation.

CATCH Prep’s achievements are the result of a deliberate and sustained commitment to serve students who traditional public school systems have historically underserved. Research continues to demonstrate that students from low-income backgrounds face significant barriers to academic and developmental success, particularly when consistent emotional and academic support is lacking (Garcia and Weiss, 2020; ACEs Aware, 2021)<sup>1</sup>. Many CATCH students come from single-parent, foster, or low-income households. In communities where poverty, housing instability, crime, and community violence present additional obstacles, schools must offer stable, nurturing environments that address these gaps, and CATCH Prep was designed to do exactly that.

In recent years, CATCH Prep’s students and families—many of whom are immigrants or members of mixed-status households—have experienced heightened fear and trauma due to federal immigration enforcement in nearby neighborhoods. These events have taken a significant emotional toll, affecting students’ ability to feel safe, stay engaged, and focus on learning. In response, CATCH has strengthened its trauma-informed practices, fostering a school culture rooted in safety, belonging, and healing. Every student at CATCH is known, supported, and valued.

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<sup>1</sup> Garcia, E., & Weiss, E. (2020). Student absenteeism, poverty, and academic achievement. Economic Policy Institute. <https://www.epi.org/publication/student-absenteeism-who-misses-school-and-how-missing-school-matters-for-performance/>

## GENERAL INFORMATION

The contact person for the Charter School is:	Patricia D. Smith
The contact address for the Charter School is:	4120 11th Avenue, Los Angeles, CA 90008
The contact phone number for the Charter School is:	(323) 293-3917
The current address(es) of the Charter School is/are: <ul style="list-style-type: none"> <li>(Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)</li> </ul>	4120 11th Avenue, Los Angeles, CA 90008
Location(s) is/are in the LAUSD Board District:	1
Location(s) is/are in the LAUSD Region:	West
The grade configuration of the Charter School is:	Grades 9-12
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	150
The grade level(s) are:	Grades 9-12
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	300
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
The regular bell schedule will be:	M, T, TH, F: 8:30 a.m. – 3:30 p.m. Minimum Day Wednesday: 8:30 a.m. – 1:30 p.m. Minimum Day allows for staff professional development.
The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2031

## **SELF-REFLECTION FOR CHARTER SCHOOL**

### **Community Need For Charter School**

CATCH Prep serves urban secondary students in the historic Crenshaw and Leimert Park communities of South Los Angeles. Since opening its doors in 2003, the school has remained deeply committed to expanding educational opportunity and college access for students from historically underserved populations. CATCH Prep was intentionally founded to meet the needs of a community that had long faced limited access to rigorous, college-preparatory public school options. The demographic composition of CATCH Prep closely mirrors that of the neighborhoods it serves. According to the 2023 American Community Survey, approximately 38 percent of residents in the Crenshaw District identify as African American and 46 percent identify as Latino. More than 30 percent of households live below the poverty line, and fewer than 26 percent of adults hold a college degree.<sup>2</sup> CATCH Prep's enrollment reflects these same characteristics, with a high percentage of students qualifying for free or reduced-price lunch and many being the first in their families to pursue postsecondary education. Most students attending CATCH Prep would otherwise be zoned to traditional neighborhood schools such as Crenshaw STEMM Magnet, Dorsey High School, Manual Arts High School, and Washington Preparatory High School.

Although measurable progress has been achieved, students of color in Los Angeles continue to contend with deeply rooted educational inequities. African American students, in particular, experience disproportionately high dropout rates and limited access to rigorous instruction and college preparatory programming.<sup>3</sup> Latino students remain underrepresented in four-year college pathways and face additional barriers related to language proficiency, immigration-related stressors, and access to A–G aligned coursework. These disparities are well-documented and contribute to persistent gaps in academic achievement and opportunity across the region.<sup>4</sup>

CATCH Prep was designed to confront these structural barriers directly. The school provides a small, personalized learning environment rooted in academic rigor, individualized supports, and a college-going culture. Through embedded advisory programs, family engagement, on-campus health and mental health services, and community partnerships, CATCH Prep ensures that all students not only gain access to college but are prepared to thrive once they arrive.

Over the past twenty-one years, CATCH Prep has proudly provided students with a rigorous academic program and comprehensive wraparound support. Since 2018, CATCH Prep students have exceeded local and state averages in English Language Arts, earned millions in college scholarships, and matriculated to more than 300 colleges and universities across the country, including UCLA, USC, UC Berkeley, and Howard University. The Class of 2025 alone has already earned over two million dollars in scholarship offers, with three Gates Millennium Scholars and over \$1.5 million in total aid secured.

Deeply woven into the fabric of the Crenshaw community, CATCH Prep has built transformative partnerships with civic and educational organizations such as the University of Southern California, UCLA, the Crenshaw YMCA, Fernando Pullum Community Art Center, The Brotherhood Crusade, The Links Incorporated, KBLA, and the City of Los Angeles. These collaborations enhance academic

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<sup>2</sup> U.S. Census Bureau. (2023). *American Community Survey 5-Year Estimates: Crenshaw District, Los Angeles*. <https://data.census.gov>

<sup>3</sup> Los Angeles Unified School District. (2022). Black Student Achievement Plan (BSAP). <https://bsa.lausd.org/>

<sup>4</sup> California Department of Education. (2024). *California School Dashboard*. <https://www.caschooldashboard.org>

programming, provide mentorship and enrichment opportunities, and help students build the networks essential for success in college, career, and life.

Through its mission-driven model, CATCH Prep continues to meet an urgent need in South Los Angeles by closing gaps in access, achievement, and postsecondary success. The school's enduring commitment to college readiness, culturally responsive teaching, and equity ensures that every student has the opportunity to graduate prepared to lead, contribute, and succeed in a rapidly evolving world.

### **School Performance Data and Other Academic California Dashboard<sup>5</sup>**

CATCH Prep continues to demonstrate measurable success across multiple performance indicators on the California School Dashboard, reflecting the school's focus on academic achievement, equity, and whole-child development. In 2024, 81.8 percent of English Learner (EL) students made progress toward proficiency, representing a 31.8 percentage point increase from the previous year. These gains were the result of strengthened ELD instruction, targeted academic support, and the intentional creation of inclusive, language-rich learning environments that empower multilingual learners.<sup>6</sup>

In English Language Arts, Hispanic students demonstrated strong performance, scoring 34.9 points above standard and showing growth of nearly 18 points from the prior year. These results reflect the success of CATCH's literacy framework, which integrates culturally relevant texts, interdisciplinary instruction, and scaffolded writing strategies across content areas.

College and career readiness indicators also improved during the 2023 to 2024 academic year. A total of 43.8 percent of students were classified as "Prepared." Among Socioeconomically Disadvantaged students, 45.2 percent met this benchmark.<sup>7</sup> These outcomes were supported by a range of initiatives including dual enrollment, postsecondary planning modules, and capstone projects designed in -partnership with local professionals and mentors.<sup>8</sup>

In addition to academic growth, CATCH Prep earned a Blue rating for school climate by sustaining a zero percent suspension rate in 2024. This outcome reflects CATCH's intentional focus on restorative practices, trauma-informed care, and social-emotional learning strategies that prioritize student well-being. Taken together, these indicators reflect CATCH Prep success in delivering a personalized and outcomes-driven education that prepares every student to succeed in college, career, and life.

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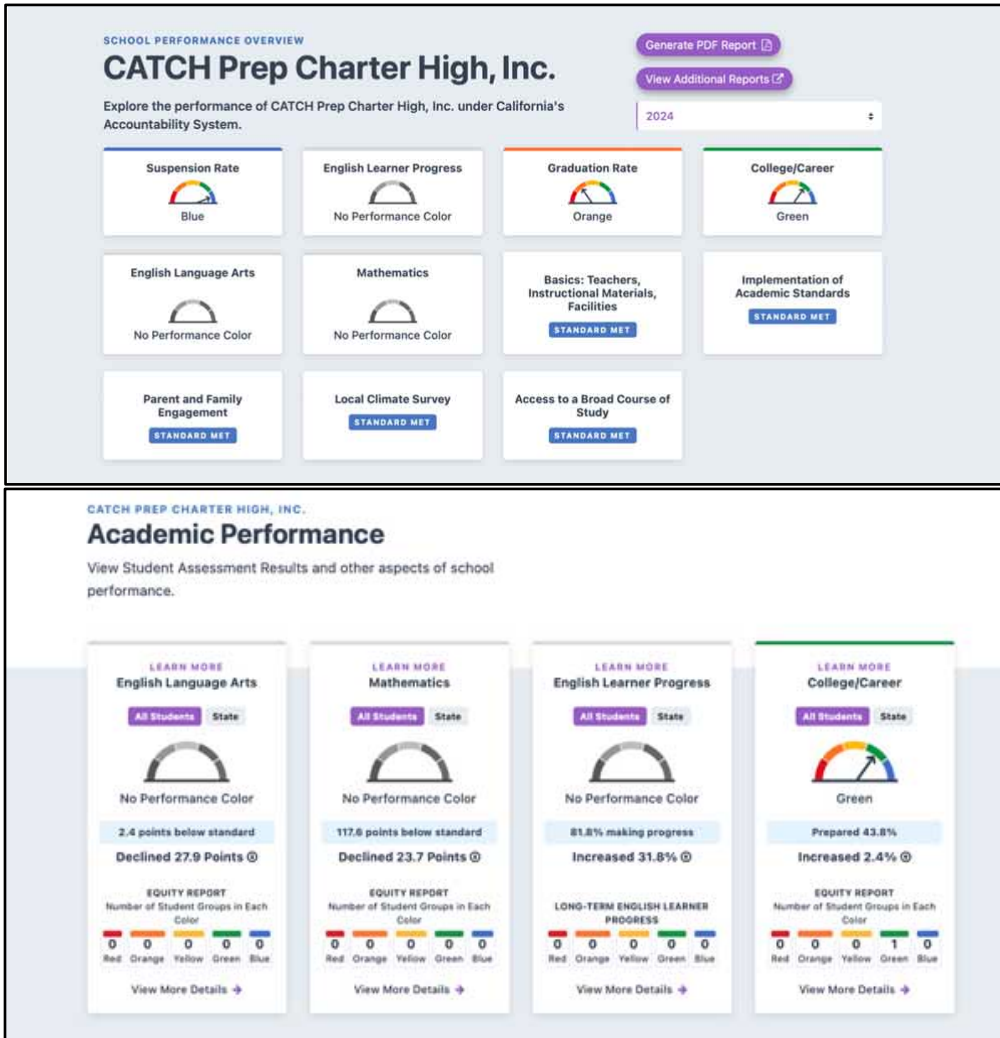
<sup>5</sup> Gándara, P., & Mordechay, K. (2017). Demographic Change and the New (and Not So New) Challenges for Latino Education. *Educational Administration Quarterly*, 53(1), 3–34.

<sup>6</sup> California Department of Education. (2024). California School Dashboard: English Language Arts Performance for Hispanic Students – CATCH Prep. <https://www.caschooldashboard.org/>

<sup>7</sup> California Department of Education. (2024). *College/Career Indicator Reports: CATCH Prep Charter High School*. <https://www.caschooldashboard.org/>

<sup>8</sup> Hooker, S., & Brand, B. (2010). Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond. <https://files.eric.ed.gov/fulltext/ED521322.pdf>

CATCH Prep Charter High School California Dashboard 9 2023-2024



**California Dashboard Overview: No performance Color Rated**

Certain academic indicators on CATCH Prep’s California School Dashboard, including English Language Arts, Mathematics, and English Learner Progress, are currently marked as “No Performance Color.” This designation does not indicate a lack of instructional quality or student progress, but rather reflects the school’s small cohort sizes that fall below the minimum threshold required for public reporting. According to the California Department of Education, a school must have at least 30 valid test scores in a given subgroup to generate a performance color. In cases where this threshold is not met, no performance color is assigned in order to preserve student privacy and data integrity.<sup>10</sup> While CATCH Prep did not receive a performance color, the school nevertheless outperformed the District, the State, and all neighboring schools on the 2023–24 English SBAC, with fifty-four percent of students demonstrating proficiency. In addition, Renaissance Star internal assessment data demonstrates that students achieved a full year’s growth in both English and Mathematics.<sup>10</sup>

CATCH Prep operates with an intentionally small enrollment model designed to foster personalized

<sup>9</sup> California Department of Education. (2024). <https://www.caschooldashboard.org>

<sup>10</sup> California Department of Education. (2024). California School Dashboard Technical Guide. <https://www.cde.ca.gov/ta/ac/cm/index.as>

learning, strong teacher-student relationships, and targeted academic support. While this structure is a central feature of the school’s academic program, it occasionally results in Dashboard indicators being suppressed due to limited testing populations. Despite the absence of public color ratings, CATCH continues to meet or exceed internal academic benchmarks across grade levels. Longitudinal data from the school’s own assessment systems show consistent growth in student achievement, with high percentages of students reaching grade-level standards in core subjects.

To ensure instructional quality and continuous improvement, the school implements a robust internal monitoring system that includes Renaissance Star assessments, interim diagnostics, and classroom-based performance tasks. These tools are used to inform instruction, adjust interventions, and guide professional learning. At the same time, CATCH Prep is expanding its visibility through targeted middle school outreach, community partnerships, and strategic storytelling to strengthen future cohort sizes and ensure eligibility for Dashboard performance color reporting.<sup>11</sup>

Although the state reporting system may not reflect every measure of student growth due to statistical limitations, CATCH Prep remains firmly committed to academic excellence, transparency, and equity. The absence of color on the Dashboard should not be interpreted as a reflection of student outcomes but rather as a technical limitation that accompanies small school environments. The school continues to use data-driven strategies to ensure that every student receives the support and rigor necessary to succeed in high school and beyond.

*Annual Performance Based Oversight Visit by the LAUSD Charter School Division*

2024-2025 Annual Oversight Score			
SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

2023-2024 Annual Oversight Score			
SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	No Rating	3, Proficient	4, Accomplished

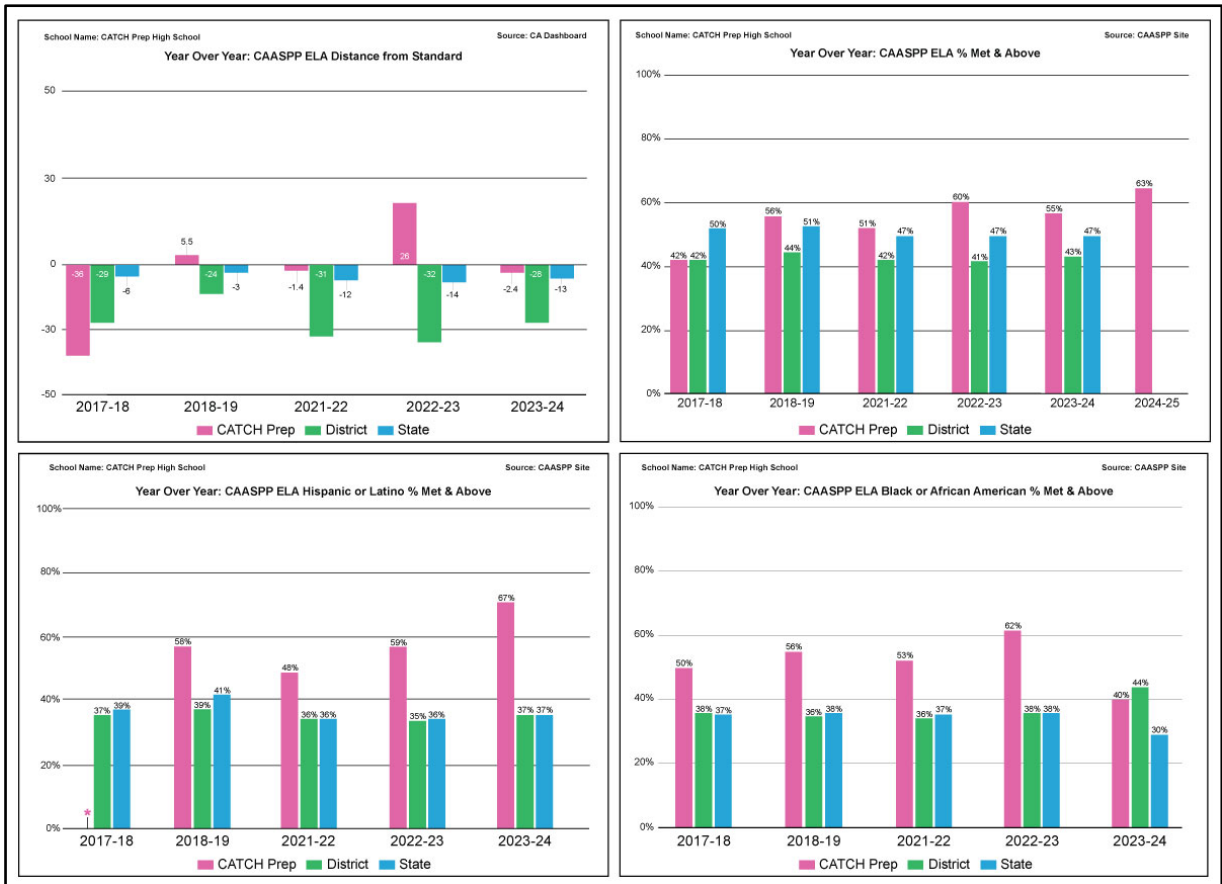
**Annual Oversight Scores<sup>12</sup> Analysis**

In 2024–25, CATCH Prep earned Accomplished ratings in Governance, Organizational Management, and Fiscal Operations, along with a Proficient rating in Student Achievement and Educational Performance, marking growth from the prior year. In 2023–24, the school was rated Proficient in Governance and Organizational Management and Accomplished in Fiscal Operations, with no rating in Student Achievement due to state data suppression. These results highlight CATCH Prep’s consistent fiscal strength and organizational effectiveness, with the school remaining fiscally solvent and its sound financial practices regularly recognized by the District, alongside steady academic progress.

<sup>11</sup> California Department of Education. (2024). California School Dashboard Technical Guide. <https://www.cde.ca.gov/ta/ac/cm/index.asp>  
<sup>12</sup> LAUSD Charter Schools Division. (2024). Annual Performance Based Oversight Reports. <https://www.lausd.org/Page/20103>

## Academic Performance Data

Table 1: CAASPP ELA Data<sup>13</sup> comparing CATCH Prep to the District and State

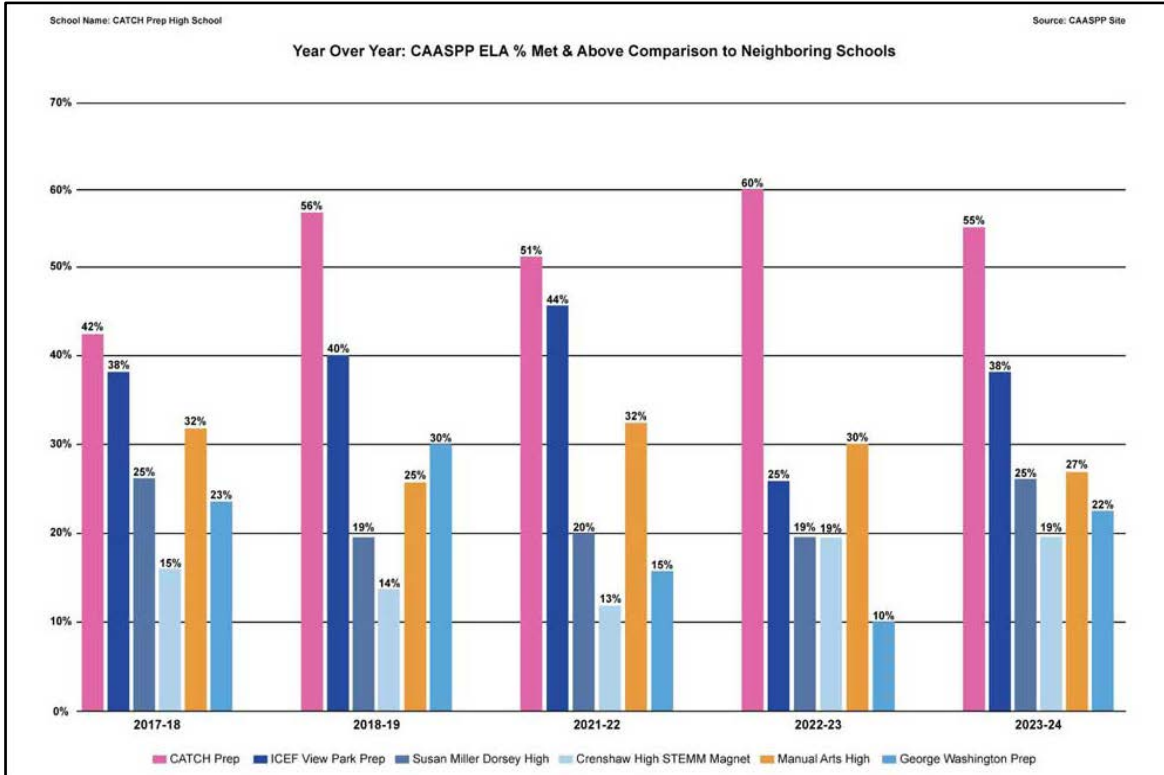


### CAASPP ELA Performance Data Compared to the District and State Overview (Year Over Year)

From 2017–18 to 2023–24, CATCH Prep’s CAASPP ELA Distance from Standard (DFS) improved dramatically, rising from 36 points below standard to just 2.4 points below, while the District and State remained far lower at -28 and -13, respectively. This steady upward trajectory was mirrored in the percentage of students meeting or exceeding standards, which increased from 42 percent in 2017–18 to 55 percent in 2023–24—consistently outperforming both the District (43 percent) and State (47 percent) and peaking at 60 percent in 2022–23. Among Hispanic or Latino students, CATCH Prep demonstrated gains, with proficiency climbing from 58 percent in 2018–19 to 67 percent in 2023–24—a 9-point increase—compared to flat results of 37 percent at both the District and State levels. Similarly, for Black or African American students, proficiency reached 62 percent in 2022–23, surpassing both the District and State by over 24 percentage points. Although the rate decreased to 40 percent in 2023–24, it remained well above the State average (30 percent) and comparable to the District (44 percent). These trends highlight CATCH Prep’s sustained, data-driven success in elevating ELA achievement across all student groups, with especially strong outcomes for historically underserved populations.

<sup>13</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2024&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

Table 2: CAASPP ELA Data<sup>14</sup> comparing CATCH Prep to Neighboring Schools

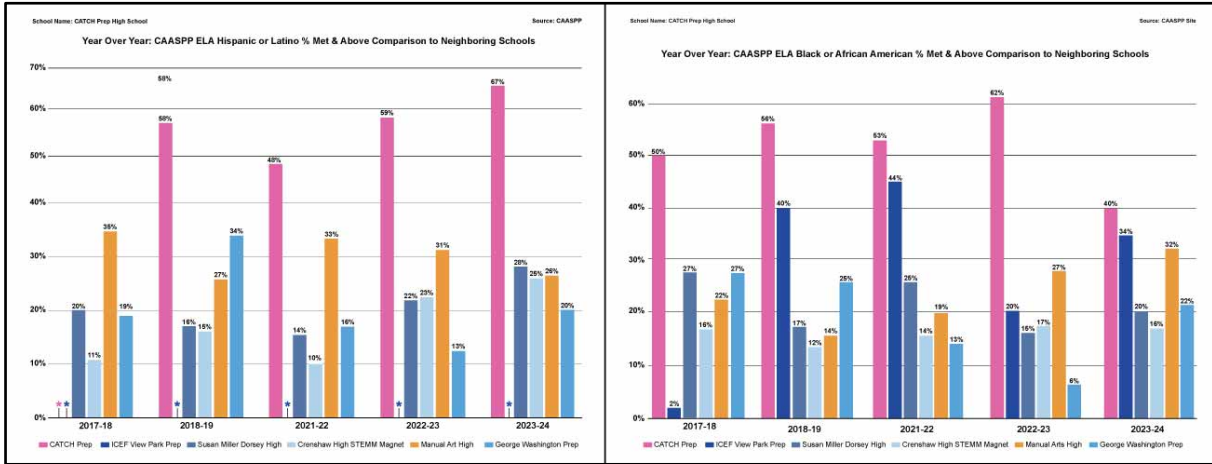


CAASPP ELA % Met & Above Comparison to Neighboring Schools (Year Over Year)

Between 2017 and 2024, CATCH Prep’s highest CAASPP ELA performance occurred in 2022–23, when 60 percent of students scored at or above the “Met” standard—marking a clear lead over all neighboring schools. In the most recent year, 2023–24, CATCH Prep maintained its position as the top-performing school in the comparison group with 55 percent of students meeting or exceeding standards, outperforming ICEF View Park Prep (38 percent), Susan Miller Dorsey High (25 percent), Crenshaw High STEMM Magnet (19 percent), Manual Arts High (27 percent), and George Washington Prep (22 percent). Throughout the charter term, CATCH has always outperformed local neighboring schools, underscoring its consistent academic strength in ELA relative to nearby schools, even as year-to-year percentages fluctuate.

<sup>14</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?lstCounty=19&lstDistrict=64733-0101659&lstFocus=a&lstGrade=11&lstGroup=1&lstSchool=0101659&lstSchoolType=A&lstSubGroup=1&lstTestType=B&lstTestYear=2024&ps=true>

Table 3: CAASPP ELA Data<sup>15</sup> comparing CATCH Prep Neighboring Schools across Student Subgroup



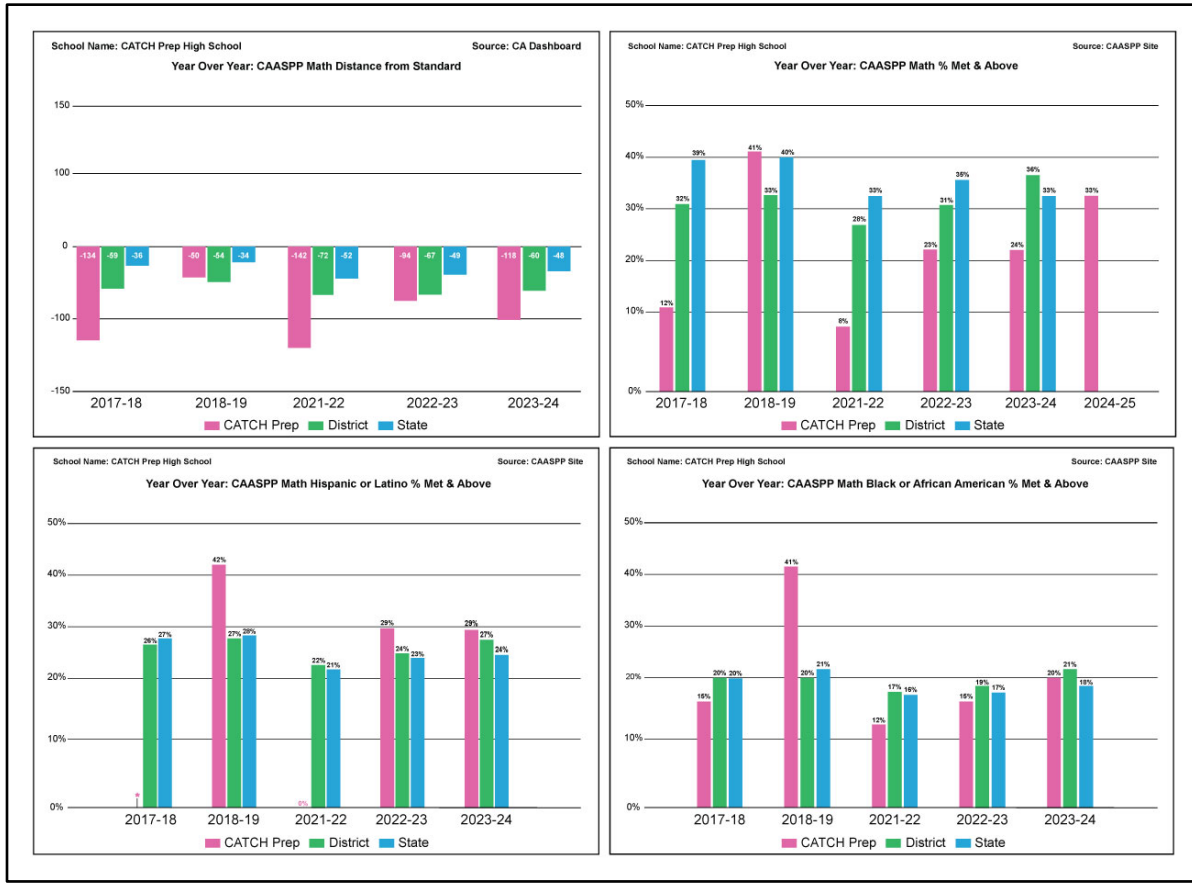
CAASPP ELA Student Subgroups Compared to Neighboring Schools (Year Over Year)

CATCH Prep’s highest CAASPP ELA Hispanic/Latino “Met & Above” percentage between 2017 and 2024 occurred in 2023–24, when it reached 67 percent, marking a significant upward trajectory from prior years and well above all earlier results. In that most recent year, CATCH Prep outperformed every neighboring comparison school by a substantial margin: its 67 percent was more than double Susan Miller Dorsey High’s 28 percent, well ahead of Crenshaw High STEMM Magnet’s 25 percent, Manual Art High’s 26 percent, and George Washington Prep’s 20 percent. This positions CATCH Prep as the top-performing school in ELA performance among Hispanic or Latino students among local neighboring schools.

CATCH Prep reached its highest CAASPP ELA Black or African American “Met & Above” result in 2022–23, posting 62 percent and setting a standout benchmark for the school over the years. In 2023–24, the school achieved 40 percent, surpassing ICEF View Park Prep at 34 percent, Susan Miller Dorsey High at 20 percent, Crenshaw High STEMM Magnet at 16 percent, Manual Arts High at 32 percent, and George Washington Prep at 22 percent. With these results, CATCH Prep led all neighboring schools in ELA performance for Black or African American students in 2023–24.

<sup>15</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?lstCounty=19&lstDistrict=64733-0101659&lstFocus=a&lstGrade=11&lstGroup=1&lstSchool=0101659&lstSchoolType=A&lstSubGroup=1&lstTestType=B&lstTestYear=2024&ps=true>

Table 4: CAASPP Math Data<sup>16</sup> comparing CATCH Prep to the District and State

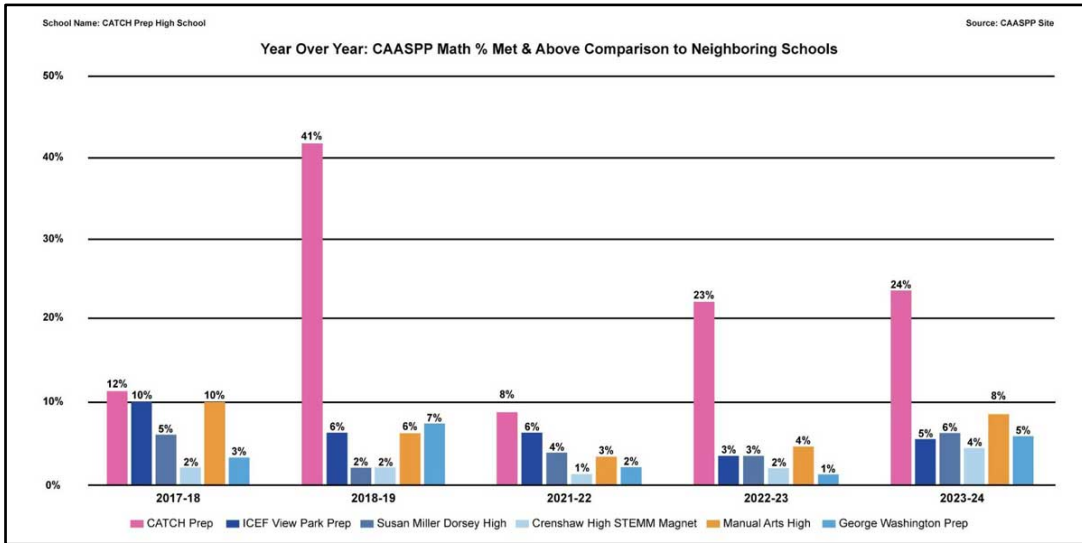


CAASPP Academic Math Achievement Compared to the District and State Overview (Year Over Year)

From 2017–18 to 2023–24, CATCH Prep’s CAASPP Math Distance from Standard reflected the challenges faced by schools serving historically underserved communities, with scores below district and state levels. Even so, the school has demonstrated meaningful progress in recent years. The percentage of CATCH students meeting or exceeding standards grew from 8 percent in 2021-22 to 24 percent by 2023-24, nearly reaching district and state averages. Black or African American also made consistent gains rising from 12 percent in 2021-22 to 20 percent in 2023-24, and in most years surpassed both district and state outcomes for the subgroup. These results highlight CATCH Prep’s progress in closing opportunity gaps and reflect the impact of its targeted supports and instructional strategies.

<sup>16</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>

Table 5: CAASPP Math Data<sup>17</sup> comparing CATCH Prep to Neighboring Schools

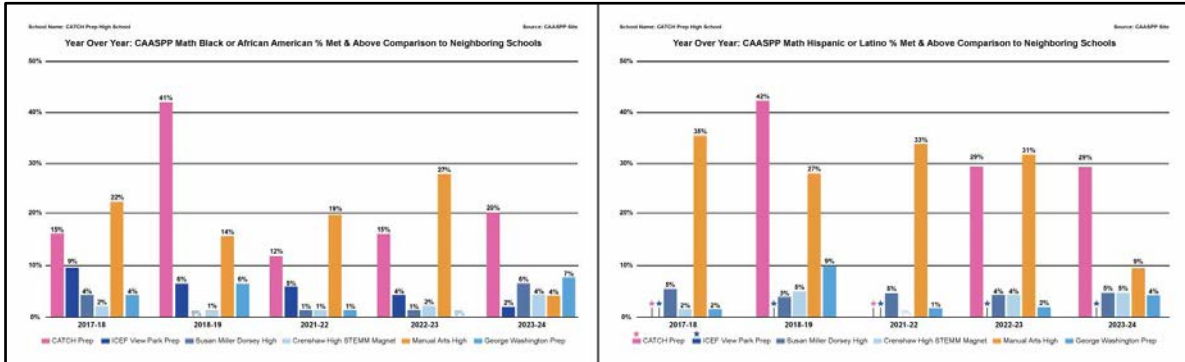


CAASPP Math % Met & Above Comparison to Neighboring Schools (Year Over Year)

2017–2024, CATCH Prep’s highest CAASPP Math “Met & Above” percentage was 41 percent in 2018–19, far surpassing all neighboring schools that year. In the most recent year (2023–24), CATCH scored 24 percent, again leading all comparison schools: ICEF View Park Prep (5 percent), Susan Miller Dorsey High (6 percent), Crenshaw High STEMM Magnet (4 percent), Manual Arts High (8 percent), and George Washington Prep (5 percent). This demonstrates that while CATCH’s performance has declined from its 2018–19 peak, it continues to significantly outperform neighboring schools in math proficiency.

<sup>17</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?lstCounty=19&lstDistrict=64733-0101659&lstFocus=a&lstGrade=11&lstGroup=1&lstSchool=0101659&lstSchoolType=A&lstSubGroup=1&lstTestType=B&lstTestYear=2024&ps=true>

Table 6: CAASPP Math Data<sup>18</sup> comparing CATCH Prep Neighboring Schools across Student Subgroups



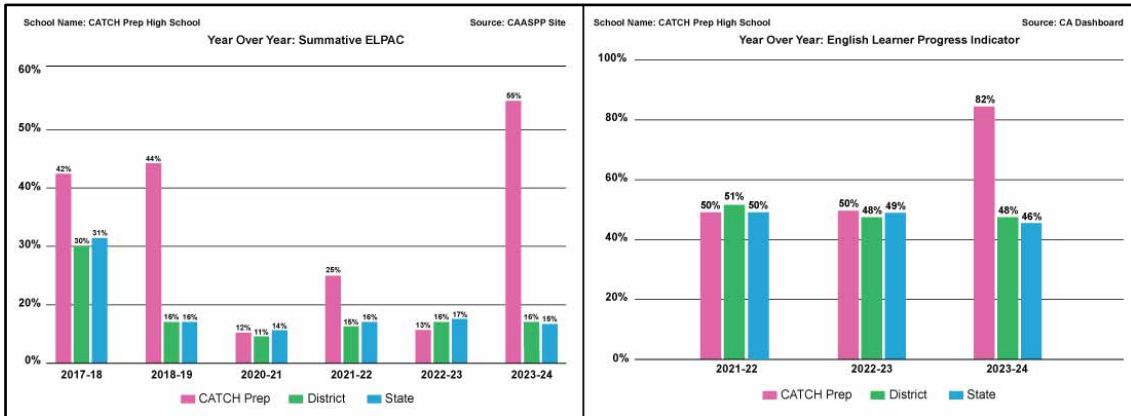
CAASPP Math Student Subgroups Compared to Neighboring Schools (Year Over Year)

Prep’s highest percentage of Hispanic or Latino students meeting or exceeding standards in CAASPP Math between 2017–2024 was 42 percent in 2018–19, which was also the top performance among all listed schools that year. In the most recent year, 2023–24, CATCH Prep scored 29 percent, which was significantly higher than all neighboring schools—Susan Miller Dorsey High (5 percent), Crenshaw High STEMM Magnet (5 percent), Manual Arts High (9 percent), and George Washington Prep (4 percent)—demonstrating a clear performance advantage over local neighboring schools in math proficiency for Hispanic or Latino students.

From 2017–2024, CATCH Prep’s peak performance for Black or African American students in CAASPP Math occurred in 2018–19, when 41 percent met or exceeded standards—leading all neighboring schools that year. In the most recent testing year, 2023–24, CATCH Prep achieved 20 percent, surpassing every local comparison school—ICEF View Park Prep (2 percent), Susan Miller Dorsey High (6 percent), Crenshaw High STEMM Magnet (4 percent), Manual Arts High (4 percent), and George Washington Prep (7 percent)—and maintaining a notable advantage in math proficiency for Black or African American students.

<sup>18</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?lstCounty=19&lstDistrict=64733-0101659&lstFocus=a&lstGrade=11&lstGroup=1&lstSchool=0101659&lstSchoolType=A&lstSubGroup=1&lstTestType=B&lstTestYear=2024&ps=true>

Table 7: ELPAC Summative Data<sup>19</sup> comparing CATCH Prep to the District and State



CATCH Prep ELPAC Summative and English Learner Progress<sup>20</sup> Compared to the District and State Overview Overview (Year Over Year)

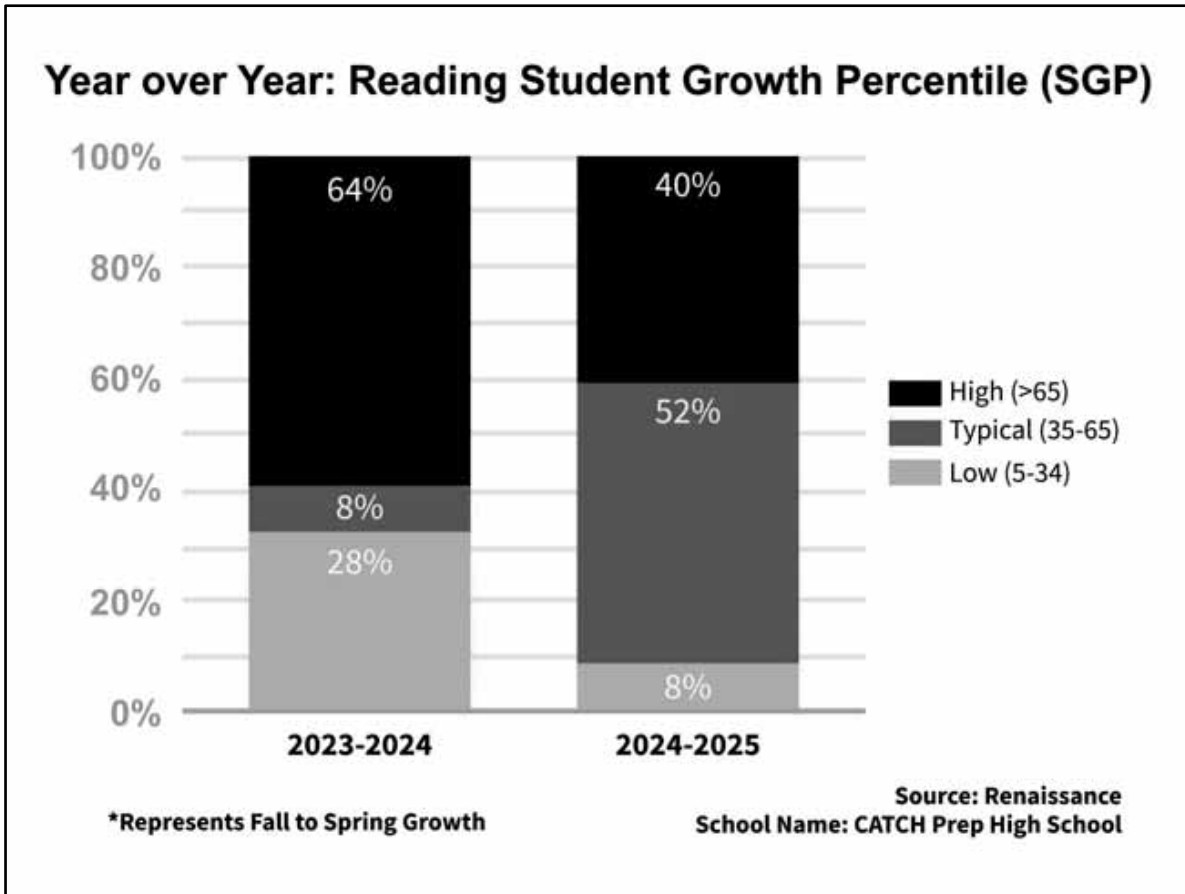
CATCH Prep’s Summative ELPAC results demonstrate significant year-over-year gains, particularly in 2023–24, when 55 percent of English Learners achieved proficiency compared to just 16 percent in the District and 15 percent statewide. While the school’s performance fluctuated between 2017–18 and 2022–23—ranging from a high of 44 percent in 2018–19 to a low of 12 percent in 2020–21—2023–24 marks a dramatic and sustained improvement, widening the performance gap between CATCH Prep and both the District and State. This upward trajectory is further reinforced by the English Learner Progress Indicator (ELPI) results, which show that CATCH Prep not only maintained steady progress from 2021–22 to 2022–23 (50 percent in both years) but then experienced a substantial increase to 82 percent in 2023–24. This rate far exceeds the District (48 percent) and State (46 percent), indicating that a significantly higher proportion of CATCH Prep’s English Learners are advancing at least one proficiency level annually. Together, these data points highlight the school’s recent success in accelerating English Learner achievement and growth well above District and State trends.

<sup>19</sup> CAASPP Research Files: <https://caaspp-elpac.ets.org/caaspp/Account/Login>

<sup>20</sup> CA Dashboard - English Learner Progress Indicator data files: <https://www.cde.ca.gov/ta/ac/cm/acaddatafiles.asp>

**Internal Assessment Verified Data**

*Table 8: Star Assessment<sup>21</sup> School Wide Student Growth Percentile in Reading*

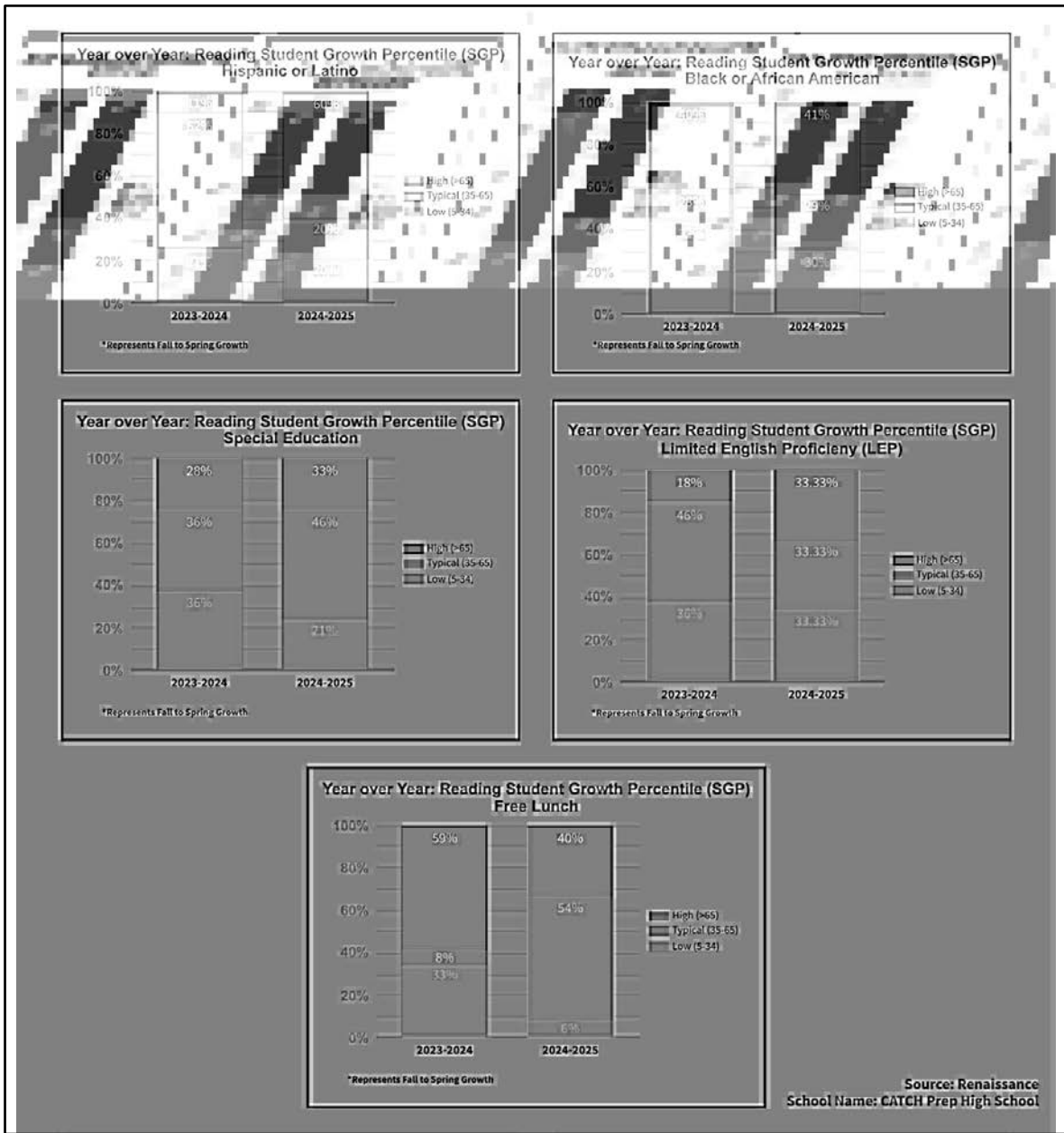


**Star Renaissance Reading Student Growth Percentile (SGP) (Year Over Year)**

Between the 2023–24 and 2024–25 school years, CATCH Prep saw a significant increase in the percentage of students achieving at least one year’s growth in Reading, with typical growth rising from 8% to 52%. While the percentage of students in the high growth category decreased from 64% to 40%, this shift reflects a more balanced distribution, with a larger portion of students now consistently meeting grade-level expectations. Additionally, the percentage of students in the low growth category declined sharply from 28% to just 8%, indicating substantial overall progress in reading achievement across the student body.

<sup>21</sup> CATCH Prep Internal Assessment Data. (2024). Renaissance Star Reading Growth Reports.

Table 9: Star Assessment<sup>22</sup> Student Subgroups Student Growth Percentile in Reading (Year Over Year)



Star Renaissance Reading Student Growth Percentile (SGP) by Subgroups Overview

CATCH Prep continues to demonstrate that the majority of students across key subgroups are meeting or exceeding one year of academic growth in reading, as reflected in year-over-year Student Growth Percentile (SGP) data. Among Hispanic or Latino students, 73 percent met or exceeded one year of growth in 2023–24, increasing to 80 percent in 2024–25. The percentage demonstrating high growth rose from 11 percent to 60 percent, while the percentage in the low growth range declined from 27 percent to 20 percent.

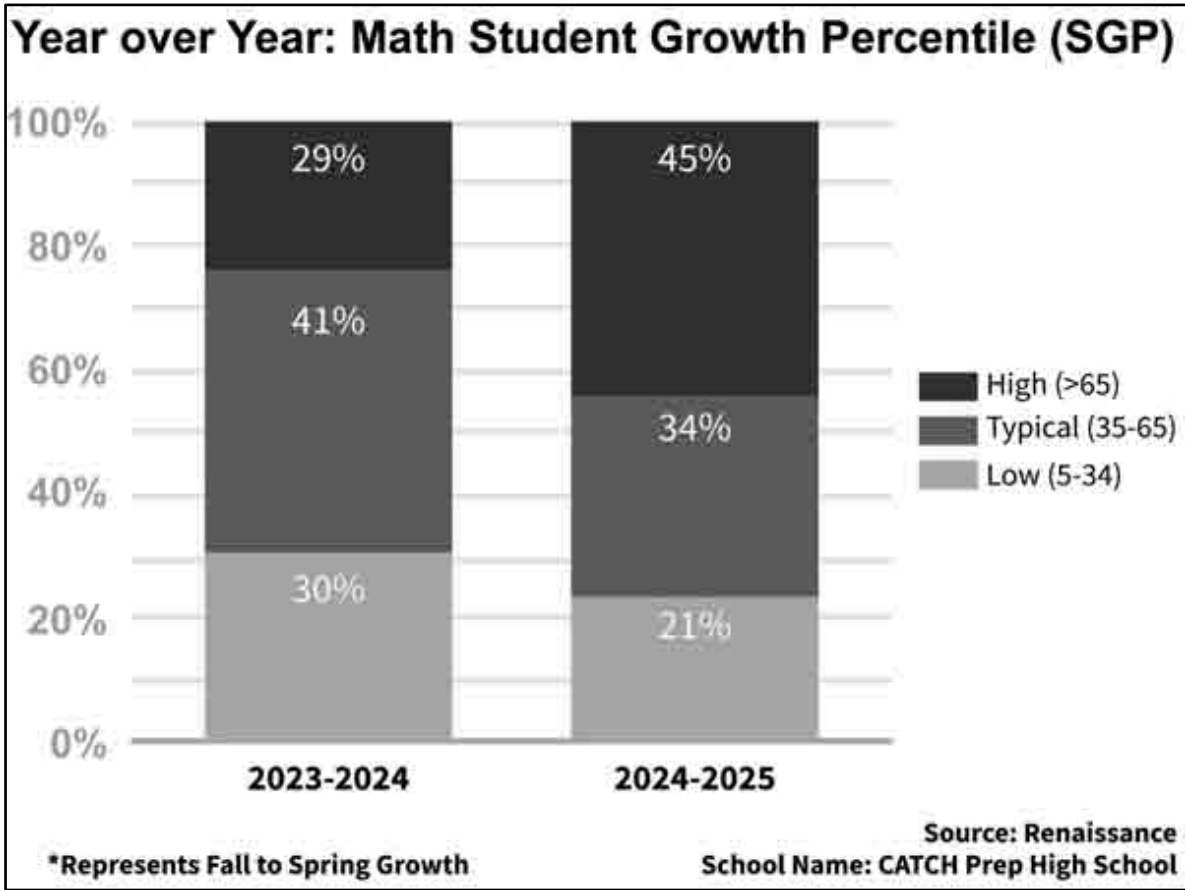
<sup>22</sup> CATCH Prep Internal Assessment Data. (2024). Renaissance Star Reading Growth Reports.

For Black or African American students, 68 percent in 2023–24 and 70 percent in 2024–25 met or exceeded one year of growth. High growth remained steady at 40 percent, while typical growth increased slightly from 28 percent to 29 percent, and low growth declined from 32 percent to 30 percent, indicating a steady upward trend.

Students with disabilities also made gains, with 64 percent meeting or exceeding one year of growth in 2023–24 and 79 percent in 2024–25. High growth increased from 28 percent to 33 percent, and the percentage in the low growth range declined from 36 percent to 21 percent, suggesting the positive impact of targeted reading supports and interventions. English Learners showed continued improvement, with 64 percent reaching one year of growth in 2023–24 and 66 percent in 2024–25. High growth rose from 18 percent to 33 percent, and low growth decreased from 36 percent to 33 percent, reflecting progress in literacy development for multilingual students.

Ninety-eight percent of CATCH Prep’s student population qualify for free lunch and are considered socioeconomically disadvantaged, and the data for this subgroup shows clear academic growth in reading. In 2023–24, 59 percent demonstrated high growth, while 33 percent were in the low growth range. By 2024–25, only 6 percent remained in the low growth category, 54 percent demonstrated typical growth, and 40 percent continued to demonstrate high growth. These results affirm that the majority of students are making or exceeding one year of academic growth and highlight CATCH Prep’s ongoing commitment to educational equity and literacy success.

Table 10: Star Assessment<sup>23</sup> School Wide Student Growth Percentile in Math

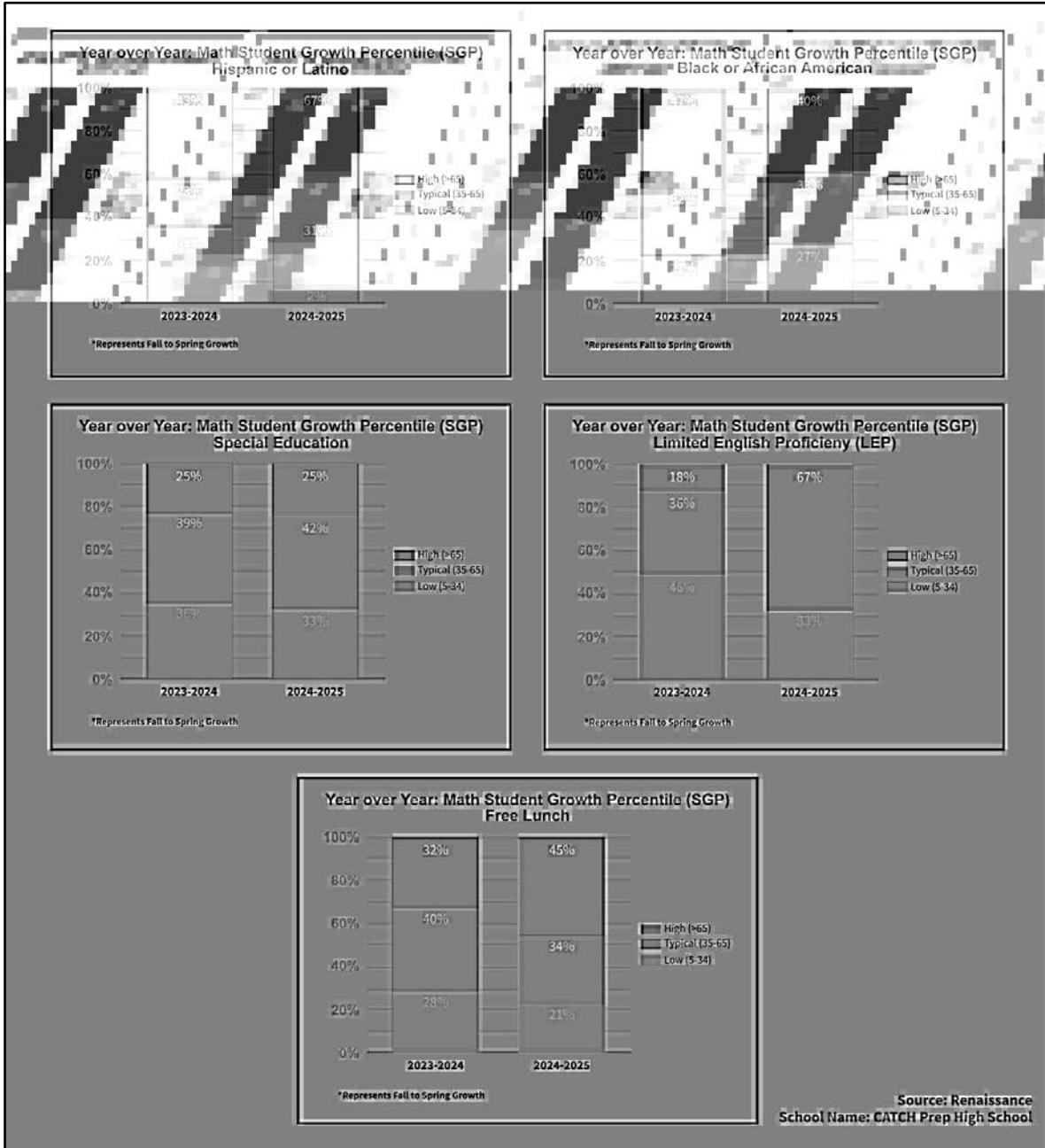


Star Renaissance Math Student Growth Percentile (SGP) (Year Over Year)

Between the 2023–24 and 2024–25 school years, the percentage of students demonstrating high growth in Math increased from 33% to 45%, while the percentage in the typical growth range decreased slightly from 45% to 34%. During this period, the percentage of students in the low growth range dropped from 34% to 21%. These results reflect continued gains in accelerating math growth and reducing the number of students performing below expectations.

<sup>23</sup> CATCH Prep Internal Assessment Data. (2024). Renaissance Star Math Growth Reports

Table 11: Star Assessment<sup>24</sup> Student Subgroups Student Growth Percentile in Math (Year Over Year)



Star Renaissance Math Student Growth Percentile (SGP) by Subgroups Overview

CATCH Prep continues to make measurable gains in mathematics across key student subgroups, with Student Growth Percentile (SGP) data indicating that most students are meeting or exceeding one year’s growth. Among Hispanic or Latino students, high growth increased

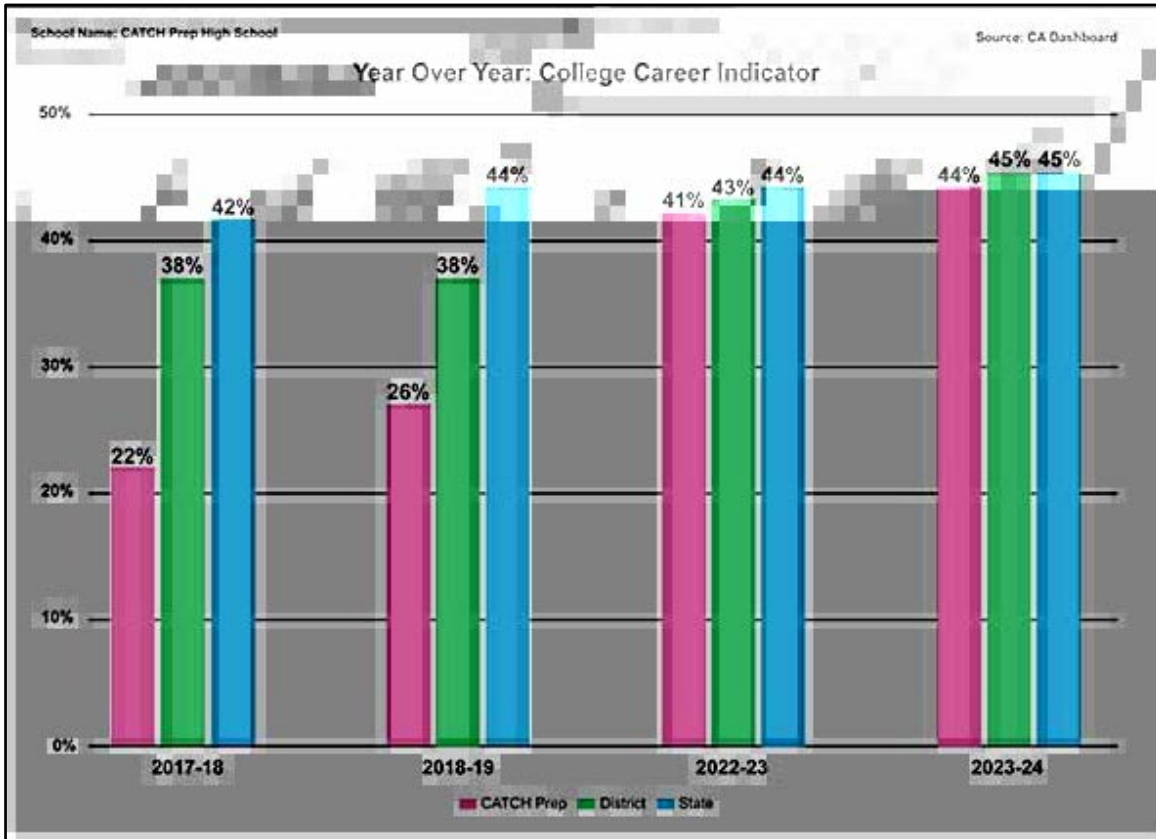
<sup>24</sup> CATCH Prep Internal Assessment Data. (2024). Renaissance Star Math Growth Reports.

from 43 percent in 2023–24 to 67 percent in 2024–25, while typical growth rose from 23 percent to 31 percent. The percentage in the low growth range declined sharply from 34 percent to just 2 percent, highlighting significant overall improvement for this subgroup.

For Black or African American students, 79 percent met or exceeded one year of growth in both years, with a slight shift from high to typical growth. High growth declined from 47 percent to 40 percent, while typical growth increased from 32 percent to 33 percent. Although the percentage in the low growth range rose from 21 percent to 27 percent, the majority of students continued to demonstrate strong academic progress.

Students with disabilities maintained steady growth, with 64 percent meeting or exceeding one year of growth in 2023–24 and 59 percent in 2024–25. High growth remained consistent at 25 percent, and while typical growth declined from 39 percent to 34 percent, the percentage in the low growth range decreased slightly from 36 percent to 33 percent. Among English Learners, math growth increased substantially, with 100 percent of students meeting one year of growth in 2024–25 compared to 54 percent the prior year. High growth jumped from 18 percent to 67 percent, and the percentage in the low growth band declined from 46 percent to 33 percent, demonstrating strong progress in math achievement for multilingual students. CATCH's socioeconomically disadvantaged students, who represent the vast majority of the student population, also showed notable improvement. In 2023–24, 79 percent met or exceeded one year of growth, increasing to 89 percent in 2024–25. High growth increased from 35 percent to 45 percent, while low growth declined from 31 percent to 21 percent. These results reflect the impact of CATCH Prep's targeted instruction, data-informed strategies, and strong commitment to supporting academic achievement for all students.

Table 12: College/Career Indicator Data<sup>25</sup> comparing CATCH Prep to the District and State

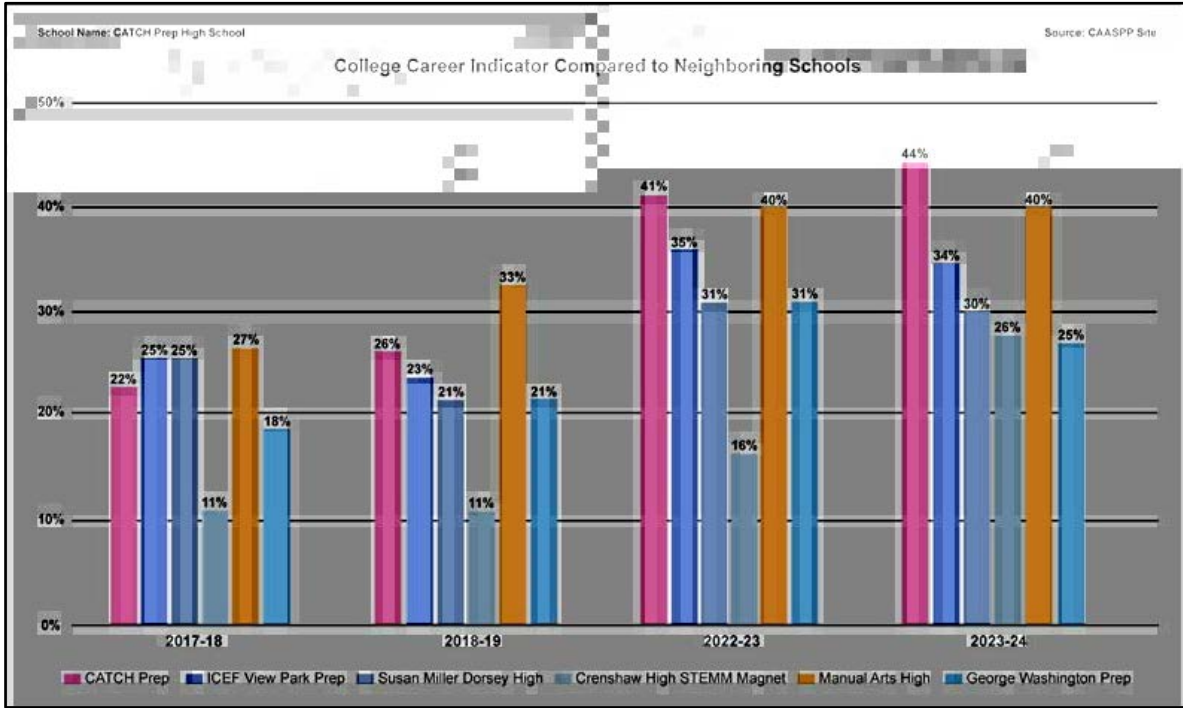


College/Career Indicator (Year Over Year)

From 2017–18 to 2023–24, CATCH Prep made progress in preparing students for post-secondary success, as evidenced by steady growth on the College/Career Indicator (CCI) reported by the California Dashboard. While only 22% of students met the CCI benchmark in 2017-19, CATCH consistently improved each year, demonstrating a clear commitment to college and career readiness. By 2022–23, CATCH increased reaching 41% and nearly matching the district and state. In 2023–24, CATCH Prep achieved full parity, with 45% of students meeting or exceeding the benchmark, on pace with both LAUSD and California. This 23-point gain over five years highlights the school’s focused investment in college and career programming and its growing success in supporting students’ futures. CATCH Prep’s College and Career Indicator (CCI) performance has shown consistent improvement over time and continues to outpace many neighboring schools. In 2022–23 and 2023–24, CATCH Prep reached 41 and 44 percent respectively, the highest rates among all comparison schools in both years.

<sup>25</sup> California Department of Education. (2024). *College/Career Indicator – California School Dashboard*. <https://www.caschooldashboard.org>

Table 13: College/Career Indicator Rate Data<sup>26</sup> comparing CATCH Prep to Neighboring Schools

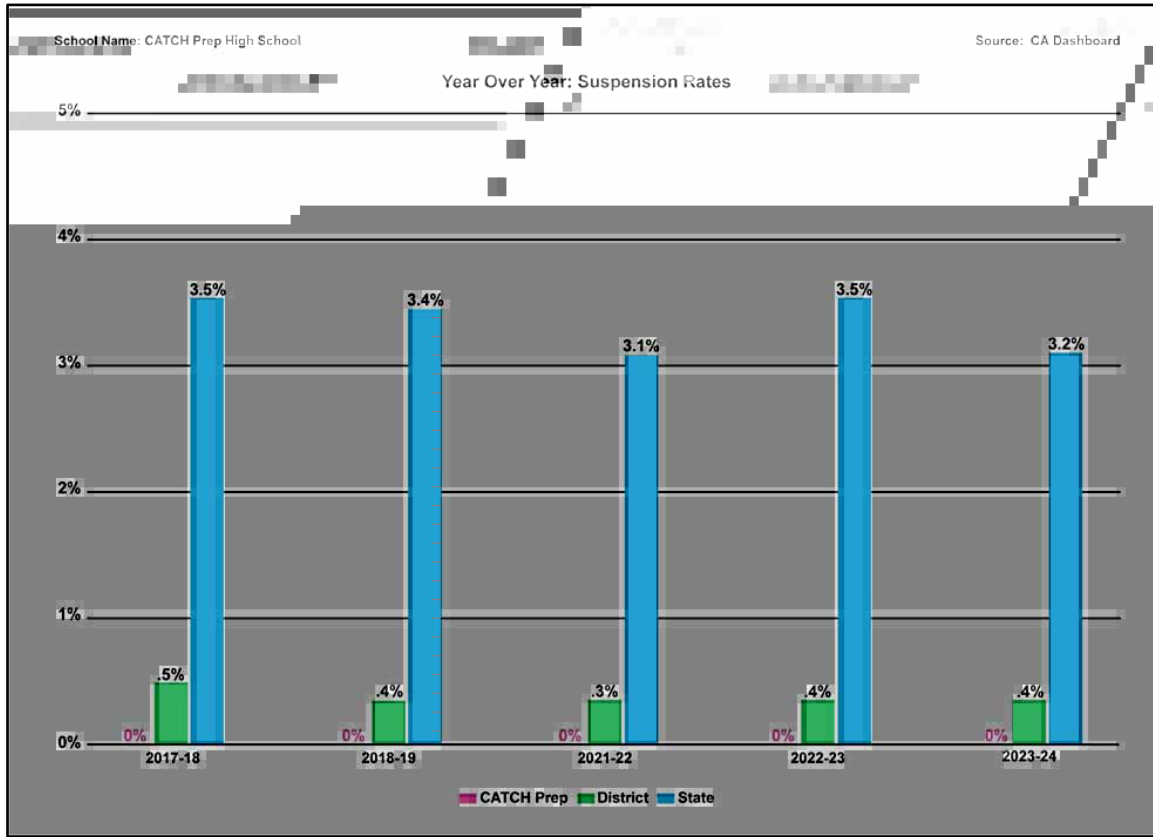


College Career Indicator Compared to Neighboring Schools (Year Over Year)

CATCH Prep’s College and Career Indicator (CCI) performance has shown consistent improvement over time and continues to outpace many neighboring schools. In 2022–23 and 2023–24, CATCH Prep reached 41 and 44 percent respectively, the highest rates among all comparison schools in both years. Manual Arts High followed closely with 40 percent in those same years, while other schools such as ICEF View Park, Dorsey, Crenshaw STEMM Magnet, and George Washington Prep remained lower. In earlier years, CATCH maintained steady growth, increasing from 22 percent in 2017–18 to 26 percent in 2018–19, before making a significant jump in recent years. These results reflect the school’s strong emphasis on college readiness, A to G completion, access to dual enrollment, and comprehensive postsecondary planning that prepares students to thrive beyond graduation.

<sup>26</sup> California Department of Education. (2024). *College/Career Indicator – California School Dashboard*. <https://www.caschooldashboard.org>

Table 14: Suspension Data<sup>27</sup> comparing CATCH Prep to the District and State



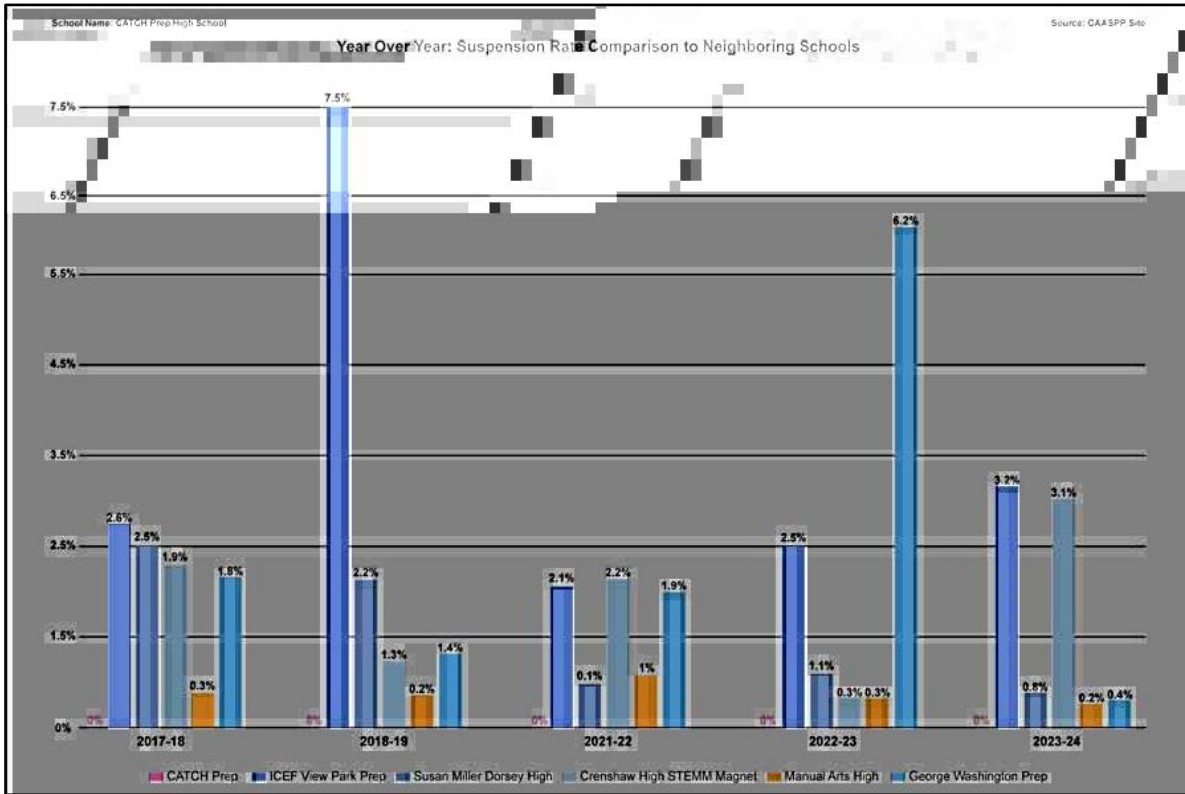
Suspension Rates (Year Over Year)

Since its founding, CATCH has maintained a strong commitment to equity, restorative practices, and an inclusive school culture, demonstrated most clearly by its sustained zero percent out-of-school suspension rate over the past five reporting years. While LAUSD’s districtwide suspension rates have ranged from 0.3 percent to 0.5 percent, and statewide rates have remained significantly higher between 3.1 percent and 3.5 percent, CATCH has not issued a single out-of-school suspension during this period. In addition, CATCH has consistently maintained a zero percent overall suspension rate over the past five years, setting it apart from all neighboring schools.

This outcome is the result of a trauma-informed, whole-child approach grounded in daily advisory, positive behavioral interventions, restorative circles, and culturally responsive instruction. Rather than excluding students from the learning environment, CATCH re-engages them through reflection, relationship-building, and targeted support. As a result, students at CATCH gain an average of 3.2 additional instructional days per year and consistently report feeling safe, supported, and respected on campus.

<sup>27</sup> California Department of Education. (2024). Suspension Rate Indicator – California School Dashboard. <https://www.caschooldashboard.org>

Table 15: Suspension Data<sup>28</sup> comparing CATCH Prep to Neighboring Schools



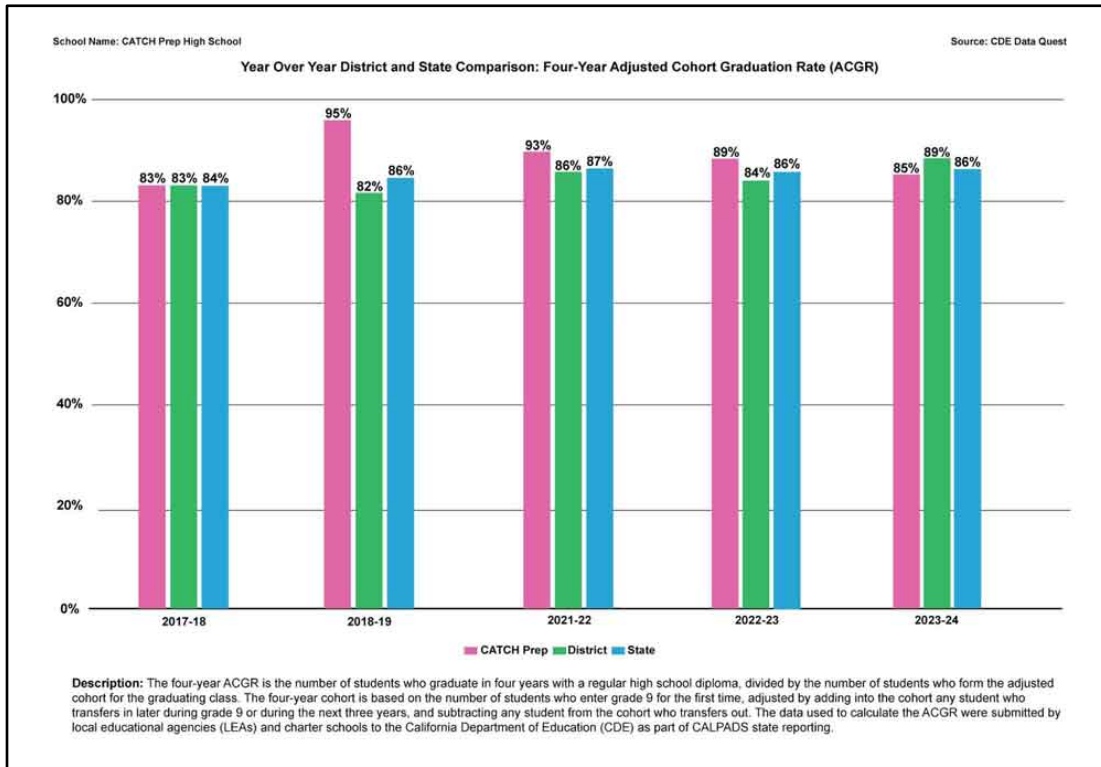
Suspension Rate Comparison to Neighboring Schools (Year Over Year)

CATCH has consistently maintained a zero percent overall suspension rate over the past five years, setting it apart from all neighboring schools. While schools such as ICEF View Park, Crenshaw STEMM Magnet, Dorsey, and George Washington Prep reported suspension rates as high as 7.5 percent in 2018–19 and 6.2 percent in 2022–23, CATCH reported no suspensions during the same periods. Even in more recent years, when neighboring schools showed modest declines, suspension rates remained between 0.2 and 3.2 percent. These results reflect CATCH’s strong commitment to restorative practices, relationship-centered discipline, and proactive student support systems that keep students engaged and learning. CATCH fosters a safe, inclusive environment that prioritizes community, healing, and opportunity over punishment.

<sup>28</sup> CDE - Suspension Data: <https://www.cde.ca.gov/ds/ad/filesd.asp>

## Postsecondary Outcomes

Table 16: Graduation Rate Data<sup>29</sup> comparing CATCH Prep to the District and State



### District and State Comparison: Four-Year Adjusted Cohort Graduation Rate (ACGR) (Year Over Year)

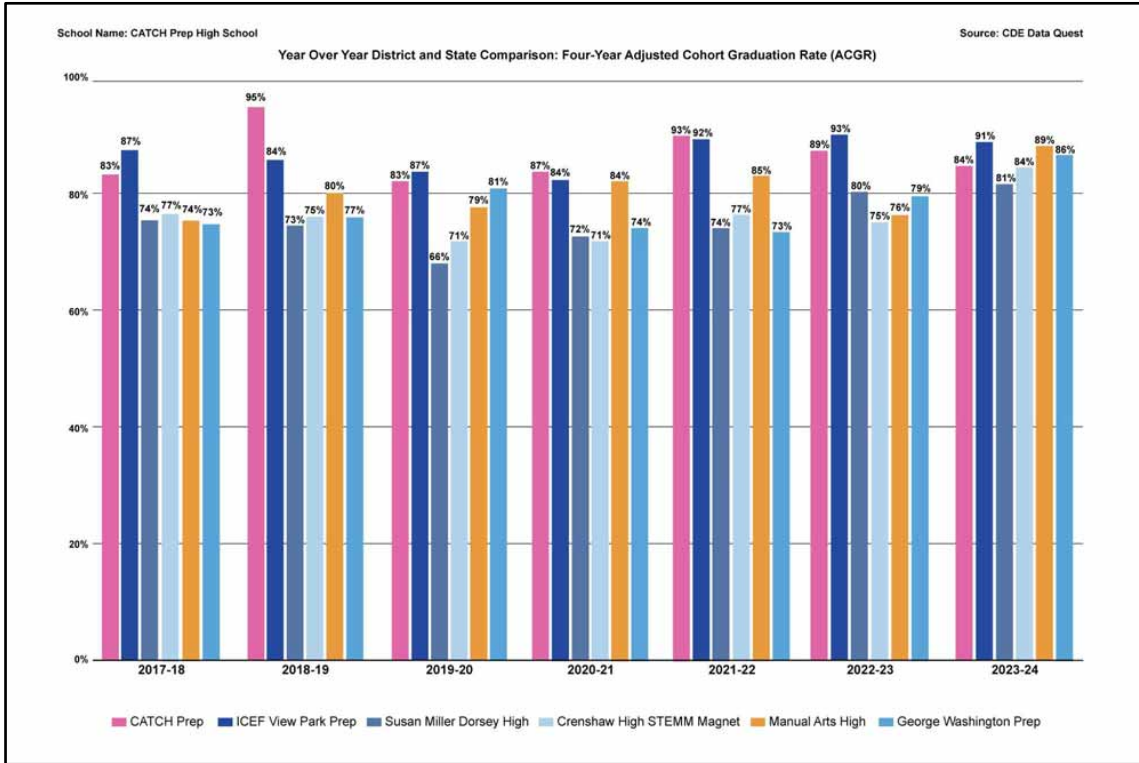
Graduation rates at CATCH Prep have remained strong and steady over time, consistently meeting or surpassing both district and state averages. In 2018–19, the school reached its highest rate at 95 percent, outpacing LAUSD at 82 percent and the state at 86 percent. In both 2021–22 and 2022–23, graduation outcomes held firm at 93 and 89 percent respectively, once again demonstrating performance that either exceeded or closely aligned with statewide benchmarks. Most recently, in 2023–24, the graduation rate remained at 89 percent, above the district and nearly identical to the state average.

Though these outcomes are commendable, the school continues to reflect critically on areas for refinement. Graduation data in recent years have been affected by the adjusted cohort methodology, particularly as several students transferred out of state or exited prior to senior year yet remained part of the cohort. In response, the school is strengthening systems to identify students at risk of falling off track, expanding credit recovery options, and increasing outreach efforts to promote continuous enrollment. Advisory remains a cornerstone of the support system, providing consistent mentorship, academic guidance, and college and career counseling from grade nine through twelve. These coordinated efforts aim to ensure that every student not only graduates but does so fully prepared for life beyond high school.

<sup>29</sup> CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>

These coordinated efforts aim to ensure that every student not only graduates but does so fully prepared for life beyond high school.

Table 17: Graduation Rate Data<sup>30</sup> comparing CATCH Prep to Neighboring Schools

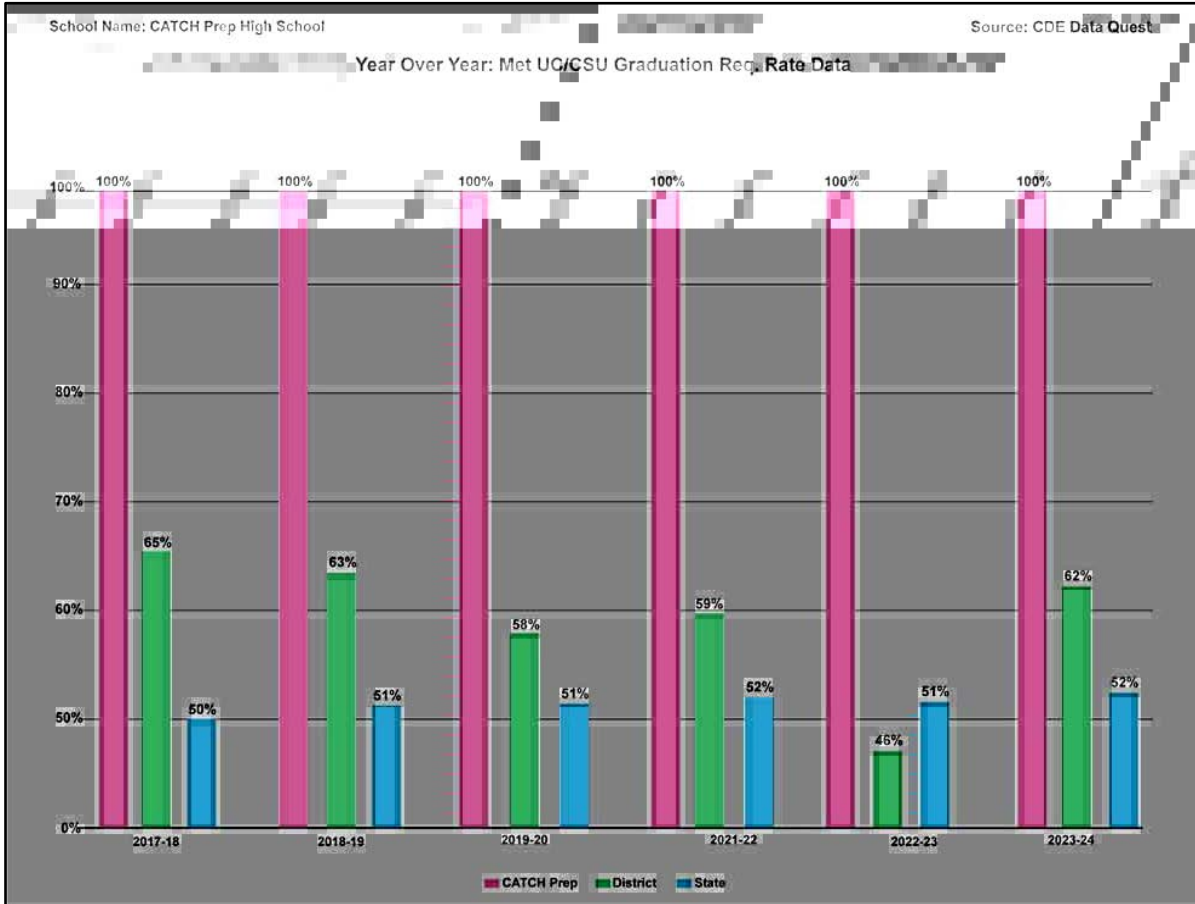


District and State Comparison: Four-Year Adjusted Cohort Graduation Rate (ACGR) (Year Over Year)

CATCH Prep’s graduation outcomes are measured using California’s four-year adjusted cohort model, which follows students from ninth through twelfth grade and may undercount success for schools serving highly mobile populations. Even within this limited framework, CATCH has consistently demonstrated strong results. From 2017 to 2018 through 2023 to 2024, graduation rates ranged from 84 to 95 percent. In the most recent year, CATCH achieved an 86 percent graduation rate—exceeding the outcomes of nearby schools such as Dorsey, Manual Arts, and Crenshaw STEMM Magnet, and outperforming or matching comparable schools like ICEF View Park and George Washington Prep. To build on this success, CATCH will strengthen early intervention systems, expand credit recovery and tutoring opportunities, and increase family engagement to ensure more students graduate on time, fully prepared for college and career pathways.

<sup>30</sup> CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>

Table 18: Met UC/CSU Graduation Requirement Rate Data<sup>31</sup> comparing CATCH Prep to the District and State

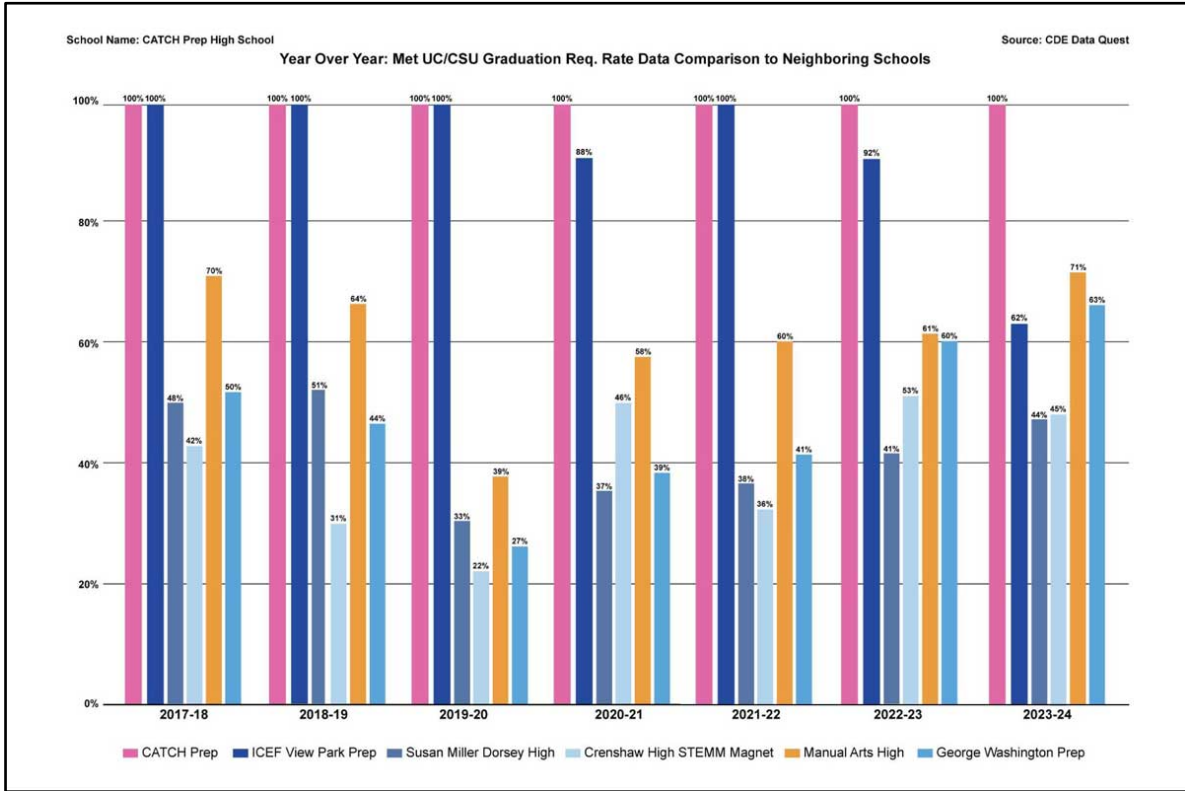


Met UC/CSU Graduation Req. Rate Data (Year Over Year)

From 2017 to 2018 through 2023 to 2024, every graduating senior successfully completed the full sequence of A to G coursework required for admission to the University of California and California State University systems. This 100 percent completion rate has remained steady for seven consecutive years, affirming the school’s commitment to providing all students, regardless of background, with a clear pathway to four year college eligibility. In 2023 to 2024, CATCH Prep outperformed LAUSD by 38 percentage points and the state by 48, continuing a six year trend of exceeding both benchmarks by at least 35 points. These results reflect more than academic compliance; they embody a belief in equitable access to higher education and a school culture where rigorous preparation is a shared expectation for all students.

<sup>31</sup> CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>

Table 19: Met UC/CSU Graduation Requirement Rate Data<sup>32</sup> comparing CATCH Prep to Neighboring Schools



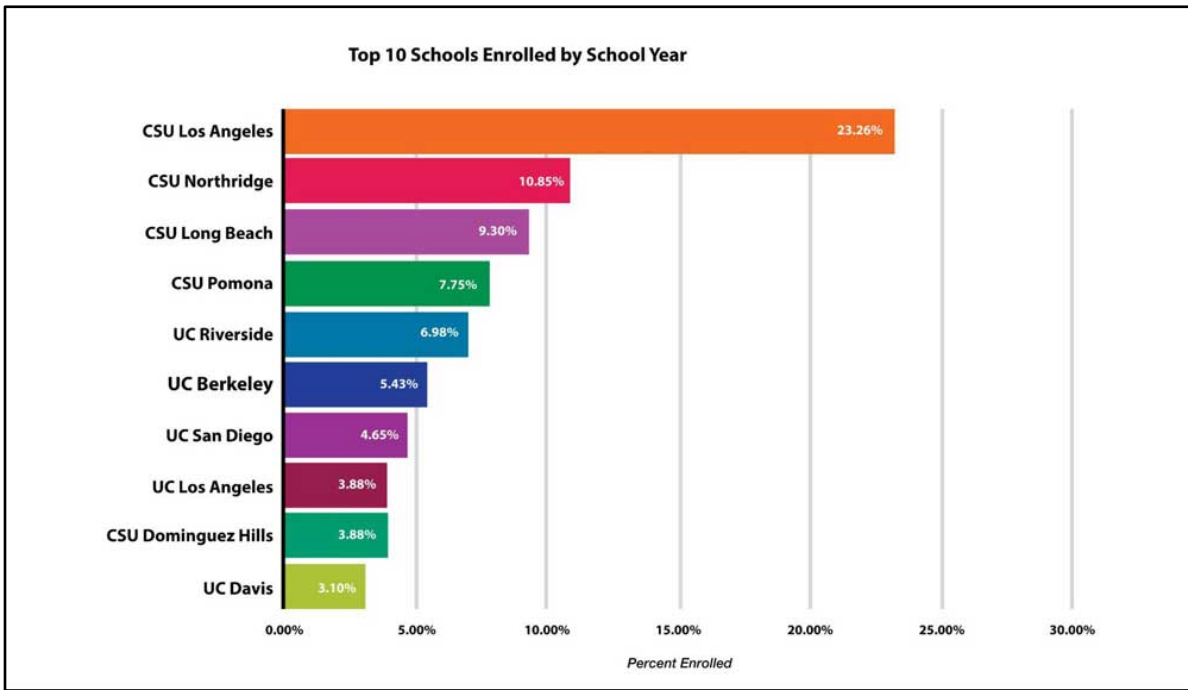
Met UC/CSU Graduation Req. Rate Data Comparison to Neighboring Schools (Year Over Year)

From 2017 to 2018 through 2023 to 2024, CATCH Prep sustained a 100 percent A–G completion rate each year, ensuring that every graduate met the course requirements for admission to the University of California and California State University systems. This level of consistency has surpassed all neighboring comparison schools, where completion rates have varied significantly—such as George Washington Prep, which ranged from 48 to 92 percent, and Manual Arts, which fluctuated between 36 and 71 percent. CATCH’s seven-year record reflects a strong commitment to academic planning, targeted student support, and alignment with college entrance expectations. By ensuring that every graduate is eligible for UC and CSU admission, CATCH continues to close access gaps for historically underserved students and stands as a model for equity-driven college readiness in South Los Angeles.

<sup>32</sup> CDE - Adjusted Cohort Graduation Rate and Outcome Data files: <https://www.cde.ca.gov/ds/ad/filesacgr.asp>

CATCH’s Top 10 enrolled universities and colleges are shown below:

*Table 20: Top 10 Universities and Colleges<sup>33</sup> enrolled by CATCH Prep Students*



For the 2024 to 2025 school year, CATCH Prep is proud to celebrate a 95 percent college enrollment rate, reflecting CATCH’s continued success in preparing students for postsecondary opportunity. According to internal data informed by the National Student Clearinghouse, the majority of CATCH graduates enroll in public four-year institutions across California, with CSU Los Angeles serving as the most common destination (23.26 percent), followed by CSU Northridge, CSU Long Beach, and CSU Pomona. In addition to strong representation across CSU campuses, CATCH students are also gaining admission to highly selective UC schools, including UC Berkeley, UC San Diego, and UCLA. This range of enrollment reflects the school’s effectiveness in supporting both broad access and competitive admissions. With strong advising, targeted support for first-generation college students, and a schoolwide culture of high expectations, CATCH continues to expand access to higher education and prepare students to succeed once enrolled.

<sup>33</sup> Data was obtained through the National Student Clearing House.



Figure 2: Bill & Melinda Gates Foundation Scholarship Winners<sup>35</sup> (2025)



**Preparing for Life Beyond Graduation: College Access, Alumni Engagement, and Postsecondary Partnerships**

CATCH Prep has evolved into a college preparatory high school committed to changing the trajectory of students’ lives through equitable access to higher education. Situated in the heart of South Central Los Angeles, CATCH prepares students, many of whom are the first in their families to attend college, for the academic, social, and emotional demands of postsecondary success. Over the course of the current charter term, CATCH graduates have collectively earned more than five million dollars in scholarships to some of the most prestigious colleges and universities in the country. In the 2024 to 2025 school year alone, CATCH proudly celebrates

<sup>35</sup> CATCH Prep Internal College Acceptance and Enrollment Data (2018–2025)

three Gates Millennium Scholars—Johana Chochon (USC), Teraiah Cole (UC Berkeley), and Blessen Sealey (UC San Diego)—each awarded over \$500,000 in scholarship funding. These outcomes reflect CATCH’s commitment to academic excellence, access, and the belief that students in underserved communities deserve a high-quality, future-ready education.

CATCH Prep prepares students for life beyond graduation through a comprehensive model that includes alumni engagement, higher education partnerships, and dual enrollment opportunities. The CATCH Alumni Network tracks outcomes in college persistence, career readiness, and community involvement, with graduates returning as mentors, guest speakers, and advocates for future generations. Alumni have gone on to attend institutions such as UCLA, USC, UC Berkeley, and Howard University, while others have successfully entered the workforce through apprenticeships, certifications, and entrepreneurship.<sup>36</sup>

Strategic partnerships with USC and UCLA provide first-generation college-bound students with early access to college campuses, mentorship, and academic enrichment through initiatives such as the Neighborhood Academic Initiative and the Early Academic Outreach Program. Research from the Postsecondary National Policy Institute (2023) highlights the barriers first-generation students face in accessing financial aid, navigating college systems, and building academic confidence.<sup>37</sup> CATCH addresses these challenges through embedded college readiness instruction, personalized advising, and real-world preparation programs like UCLA YouthSource, which offers job readiness training, financial literacy, and transition support.

Through a longstanding partnership with Los Angeles Southwest College, CATCH students may earn up to twenty transferable college units before graduating. Dual enrollment courses in health science, information technology, and public health are often taught on-site, providing students with early exposure to college-level rigor in a familiar, supportive setting. These credits are transferable to the UC, CSU, and many private university systems. By embedding college-going culture, rigorous instruction, and personalized support into every layer of the student experience, CATCH ensures that all students, regardless of background, graduate with the tools, knowledge, and resilience needed to succeed in college, career, and life.<sup>38</sup>

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<sup>36</sup> CATCH Prep Internal College Acceptance and Enrollment Data (2018–2025)

<sup>37</sup> Postsecondary National Policy Institute. (2023). First-Generation Students. <https://pnpi.org/first-generation-students/>

<sup>38</sup> Los Angeles Southwest College. (2024). Dual Enrollment Information. <https://www.lasc.edu/academics/high-school-student>

### **Success of the School’s Innovative Features**

The success of CATCH Prep’s key instructional features is evidenced by the school’s sustained record of college readiness and postsecondary achievement. Core components such as *CATCH-CLASS™*, culturally responsive and trauma-informed practices, blended learning, and strategic college advising through the College Center function in concert to ensure that every student is equipped with the academic foundation, emotional resilience, and critical thinking skills necessary for long-term success. From 2017 through 2024, CATCH Prep maintained a 100 percent A–G completion rate, with every graduating senior meeting the coursework requirements for admission to the University of California and California State University systems. In 2023–2024, CATCH Prep exceeded LAUSD’s A–G completion rate by 38 percentage points and surpassed the state average by 48 percentage points, continuing a multi-year trend of outperforming local and statewide benchmarks by a significant margin. This level of performance underscores the school’s commitment to closing access gaps and supporting historically underserved students on a clear path to higher education. Further, the Class of 2025 secured admission to a wide range of postsecondary institutions, including UC Berkeley, UCLA, UC Irvine, USC, Cal State campuses, and private colleges across the country. These outcomes reflect the effectiveness of CATCH Prep’s comprehensive instructional model, which prioritizes equity, academic excellence, and college and career readiness for all students.

### **Success of the School’s Educational Program in Meeting the Specific Needs of its Students**

CATCH Prep Charter High School, in its 22nd year of service to high school students in the Crenshaw and Leimert Park neighborhoods of South Los Angeles, continues to provide a rigorous, culturally responsive, college-preparatory education tailored to meet both the academic and socio-emotional needs of its predominantly African American (40%) and Hispanic/Latino (60%) student body.<sup>39</sup> The school’s program is purposefully designed to close longstanding opportunity gaps faced by historically underserved youth, and its long-standing outcomes reflect the success and impact of this mission.

### **Student Outcomes for Numerically Significant Subgroups**

In its twenty-second year of operation, CATCH Prep continues to deliver a rigorous, college-preparatory education that is both culturally responsive and thoughtfully aligned to the academic and social-emotional needs of its students. Situated in the heart of the Crenshaw and Leimert Park community of South Los Angeles, the school proudly serves a predominantly African American and Latino student population. Founded with a clear commitment to equity, access, and academic excellence, CATCH was established to close opportunity gaps for historically underserved youth. The success of this mission is evident in the school’s sustained outcomes, reflected in the following measures:

- **A–G Completion:** Since the 2017 to 2018 school year, CATCH has maintained a one hundred percent A–G completion rate among graduating seniors. This ensures that every graduate meets the eligibility criteria for admission to the University of California and California State University systems. The school’s performance far exceeds the most recent A–G completion rates for LAUSD and the state, which stood at approximately

54 percent and 52 percent respectively in 2022 to 2023<sup>39</sup>. These results highlight CATCH’s long-standing commitment to rigorous preparation and equitable access to college pathways.

- **College Acceptance and Enrollment:** CATCH has maintained a ninety-five percent college acceptance rate for four-year institutions, including public universities, private colleges, and HBCUs. Beyond acceptance, the majority of CATCH graduates go on to enroll in and persist through their first year of postsecondary education. This level of success reflects the school’s comprehensive support systems and personalized guidance, ensuring students are prepared for both academic demands and campus life.<sup>40</sup>
- **CAASPP Performance:** CATCH students consistently outperform peers at nearby LAUSD high schools, charter schools, and state averages in English Language Arts.

Once disaggregated data becomes available, CATCH also outperforms in Mathematics. Since the 2018 to 2019 academic year, English Language Arts scores have steadily increased, demonstrating the effectiveness of schoolwide instructional strategies, assessment alignment, and data-informed interventions.<sup>41</sup>

- **Special Education Inclusion:** CATCH is widely recognized for its full inclusion model, which integrates students with disabilities into the general education program while providing individualized academic, behavioral, and social emotional support. The model is supported by credentialed specialists, co-teaching structures, and universal access to standards-based instruction. As a result, students with disabilities are active participants in the school community and graduate fully prepared for college and career.
- **Data Informed Instructional Approach:** CATCH Prep’s academic model is grounded in accountability and continuous progress monitoring. Teachers review student data every six weeks using multiple benchmarks, including SBAC, internal assessments, the SAT, and End of Course exams. These data points are used to inform instructional planning, differentiate support, and ensure that each student receives the level of challenge or intervention they need to succeed. This individualized model has proven especially impactful for African American, Latino, English Learner, and Special Education students.

The success of CATCH Prep’s academic program is ultimately measured by the success of its students. Hundreds of graduates have gone on to become scholars, professionals, and community leaders who contribute meaningfully at universities, in the workforce, and across civic institutions. As cultural ambassadors and agents of change, CATCH alumni continue to reflect the school’s mission to prepare every student for leadership, purpose, and lifelong achievement.

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<sup>39</sup> Los Angeles Southwest College. (2024). Dual Enrollment Information. <https://www.lasc.edu/admissions/dual-enrollment>

<sup>40</sup> California Department of Education. (2023). A–G Completion Rate Dashboard. <https://www.caschooldashboard.org>

<sup>41</sup> California Department of Education. (2024). CAASPP Results Summary. <https://caaspp-elpac.ets.org/>

## **Challenges**

Over the current charter term, CATCH Prep has faced several key challenges common to urban charter schools particularly those serving historically underserved communities. Despite these challenges, our school has responded with resilience, innovation, and a deepened commitment to equity and academic excellence.

## **Enrollment**

For over two decades, CATCH Prep has remained committed to serving the youth and families of South Los Angeles through a small, student-centered learning environment rooted in personalization, strong relationships, and academic rigor. This model has remained steady even as broader demographic shifts and statewide enrollment trends—sharply impacted by the COVID-19 pandemic—have transformed the landscape of public education across California.

Since the pandemic, public schools across the nation and the state have experienced historic and sustained declines in enrollment. The Los Angeles Unified School District alone has seen a dramatic decrease in student population, with enrollment falling to just over 408,000 students in the 2023–2024 school year. Across California, enrollment has dropped for seven consecutive years, and the California Department of Finance projects that more than 585,000 additional students may be lost by 2033.<sup>42</sup>

Some forecasts estimate that the state could lose up to one million K–12 students within the next decade, driven by declining birth rates, housing instability, and a growing shift toward alternative educational pathways such as homeschooling, online learning, and charter schools. National trends mirror this decline, with many public school systems still struggling to return to pre-pandemic levels.<sup>43</sup>

In 2020, the *LA Times* informed the City of Los Angeles and the school community of the opening of LAUSD’s new magnet high school—USC Iovine and Young Academy—on Audubon Middle School’s campus, where CATCH Prep is located. The establishment of this co-located public high school offered families an on-site alternative, which contributed to a temporary decline in enrollment at CATCH Prep.

Many families experienced housing instability and relocation during this period, which further impacted application numbers and enrollment between the 2020 and 2022 school years. As a small school grounded in personal relationships and consistent community presence, CATCH experienced these shifts directly. In response, the school implemented a focused, community-centered approach to restore visibility, strengthen family trust, and rebuild its presence across South Los Angeles.

In response, CATCH Prep implemented a comprehensive, community-centered growth strategy to rebuild visibility, family trust, and enrollment pipelines. The school hired a Digital Media Strategist to elevate student achievement, college acceptances, and alumni success through

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<sup>42</sup> Los Angeles Unified School District. (2024). Fingertip Facts 2023–2024. <https://www.lausd.org>

<sup>43</sup> California Department of Finance. (2023). K–12 Enrollment Projections. <https://www.dof.ca.gov>

storytelling and online platforms. A Community Engagement and Development Team was established to represent the school at neighborhood events, middle school fairs, and civic meetings throughout South Los Angeles. For over two decades, CATCH Prep has maintained fiscal solvency while intentionally operating as a small, student-centered learning community. This model has allowed the school to remain responsive to student needs while fostering deep relationships with families and the broader community. To strengthen early outreach, CATCH developed articulation agreements with feeder middle schools and launched recruitment efforts that now begin as early as eighth grade. The school introduced refreshed branding and created the annual “Bridge Summer Institute” as a summer transition experience for incoming students. Outreach efforts were also expanded through school tours, weekend enrollment events, and partnerships with local churches and community organizations. Continued engagement within the Crenshaw and Leimert Park communities has been central to this work, helping CATCH rebuild its presence and reconnect with families across the enrollment pipeline.

Together, these efforts have resulted in sustained recovery and an increase in fall 2025 applications. By preserving its small-school culture while expanding outreach, CATCH is now well-positioned for long-term enrollment stability. Recent strategies include:

- **Digital Media and Community Recruitment**
  - Hiring of a Digital Media Strategist to use storytelling and social media to amplify student voice, academic success, and college outcomes
  - Establishment of a Community Engagement and Development Team to build connections through neighborhood events and school fairs
  - Early articulation and recruitment partnerships with middle schools to support outreach to eighth grade families
  
- **Use of Growth Data in Marketing and Messaging**
  - Promote measurable academic gains, including a 275 percent increase in English Learner reclassification, a sustained zero percent suspension rate, and high college acceptance and scholarship outcomes.<sup>44</sup>
  - Present these results as intentional outcomes of a research-based, inclusive instructional model
  - Share success stories through infographics and testimonials distributed via flyers, websites, and digital platforms to expand reach and build credibility
  
- **Communicate the School’s Value Through an Equity Lens**
  - Highlight the school’s 95 percent college acceptance rate and 100 percent graduation rate for students with disabilities
  - Share narratives of Gates Millennium Scholars, University of California and California State University acceptances, and stories of students overcoming systemic barriers

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<sup>44</sup> English Learner Reclassification and College Acceptance Reports CATCH Prep Internal Data (2023–2024).

- Promote innovative student supports such as the CATCH Writing Center, CTE Pathways, dual enrollment opportunities, and restorative practices
  - Emphasize CATCH’s trauma-informed and personalized instructional model that fosters belonging, identity, and academic confidence
- **Strengthen Community Outreach**
    - Appoint an Assistant Principal to lead initiatives related to equity and culture
    - Deepen partnerships with neighborhood middle schools; since 2022, these efforts have contributed to a broader recognition of CATCH’s college preparatory impact
    - Participate in school fairs, church events, and community programs, ensuring that outreach materials are translated into Spanish and other languages
    - Train parent and student ambassadors to serve as authentic storytellers and representatives of the school
    - Partner with community-based organizations such as Brotherhood Crusade, Community Coalition, and Los Angeles Southwest College to further local engagement
- **Leverage Data to Reach Underserved Zip Codes**
    - Analyze demographic and enrollment data to identify high-need areas
    - Deploy location-specific digital mailers and messages emphasizing school safety and college access
    - Coordinate with middle school counselors and local organizations to host information sessions and share application support
- **Elevate Student and Family Voice**
    - Launch a student ambassador program to represent the school at events and orientation activities.
    - Host Parent Testimonial Nights and Virtual Coffee Chats to promote transparency and build relationships
    - Use data from family and student surveys to highlight strengths in safety, belonging, and instructional quality
- **Improve the Enrollment Process**
    - Ensure that the CATCH Prep application is accessible by mobile device, translated into multiple languages, and takes no more than ten minutes to complete
    - Offer same-day enrollment at school tours and outreach events, with on-site technical assistance available
    - Provide transportation guidance to families, including information about Metro access and TAP card support



### *Increasing Math Achievement*

Mathematics continues to be an area of growth and improvement for CATCH Prep. Like many urban schools, CATCH experienced a decline in math performance during the 2021 to 2022 school year, a trend also reflected across LAUSD, where districtwide data showed significant learning loss among all student subgroups. However, it is important to note that while LAUSD serves a broad and diverse student population, CATCH Prep specifically serves a predominantly Black/African American and Latino/Hispanic student population, with over 98 percent of students classified as socioeconomically disadvantaged.

These declines in achievement were most pronounced among historically underserved groups, including low-income students of color. National studies from McKinsey and the Annenberg Institute emphasize that students in high-poverty communities were disproportionately impacted by the pandemic.<sup>45</sup> Moreover, research indicates that students often enter urban high schools performing two to three grade levels behind in math, making accelerated recovery especially urgent.<sup>46</sup> Compounding this challenge is the fact that most California middle schools, including those in CATCH's primary feeder patterns, no longer offer Algebra 1 in the eighth grade, delaying early exposure to foundational high school mathematics.

More recently, the 2023 CREDO Study reinforced the urgency of addressing math achievement in urban public schools, identifying it as a key equity issue requiring immediate and sustained intervention.<sup>47</sup> In response, CATCH Prep's Leadership and Math Teams conducted an in-depth analysis of SBAC and internal assessment data to develop a multi-year improvement plan. In 2021 to 2022, only eight percent of students met or exceeded standards in math. Through targeted supports, data-informed instruction, and a restructured math program, that figure has steadily increased to thirty-four percent by 2024 to 2025. Hispanic students, in particular, demonstrated strong growth, rising from zero percent proficiency in 2021 to 2022 to twenty-nine percent in both 2022 to 2023 and 2023 to 2024. This performance now surpasses LAUSD's twenty-seven percent and the state average of twenty-four percent. Black students also made notable gains, improving from twelve percent to twenty percent in the same time period, outperforming the state and approaching district averages.

While encouraged by this progress, CATCH remains fully committed to improving grade-level math proficiency and closing equity gaps. The school has implemented a comprehensive set of interventions designed to accelerate student growth and support long-term achievement

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<sup>45</sup> McKinsey & Company. (2022). COVID-19 and Learning Loss—Disparities Grow and Students Need Help. <https://www.mckinsey.com>

<sup>46</sup> Annenberg Institute at Brown University. (2023). The Learning Recovery Report. <https://annenberg.brown.edu>

<sup>47</sup> Center for Research on Education Outcomes (CREDO). (2023). Urban Charter School Study. <https://credo.stanford.edu/>

### **Instructional Capacity**

- **Math Teacher:** An additional math teacher provides push-in, pull-out, and after-school instruction that reduces class sizes and allows for targeted, skill-based support. This role strengthens core instruction and expands intervention capacity to accelerate student growth.
- **Instructional Math Coach:** Co-teaches, models lessons, and leads data-informed professional development.
- **Math Tutor:** Full-time math tutor to deliver one-on-one and small-group tutoring during and after school, focusing on skill recovery, concept reinforcement, and assessment readiness.
- **Expanded Math Faculty:** Includes paraprofessionals and instructional aides for increased individualization.

### **Student Support & Acceleration**

- **Double Blocked Courses:** Two daily math periods—one for grade-level content, one for Algebra skills or conceptual math.
- **Math Academy:** Before-semester and Wednesday after-school support for Algebra readiness and remediation.
- **Summer Bridge Math Enrichment:** Provides rising ninth graders with targeted support in foundational skills and Algebra readiness to ensure a confident start to high school.
- **Dual Enrollment Math Courses:** CATCH Prep offers Dual Enrollment Math courses in partnership with Los Angeles Southwest College, allowing students to earn college credit while strengthening skills in subjects such as Statistics and College Algebra.
- **High Dosage Tutoring:** One-on-one and small group support, before and after school.
- **ALEKS Platform:** Personalized online pathways tailored to student data.
- **AI Tutoring Tools:** Piloting programs like Khanmigo to deliver adaptive, AI-aligned support.
- **On-Demand Support:** 24/7 access to AI-enabled virtual math tools.

### **Data Use & Family Engagement**

- **Benchmarking & Assessment:** Renaissance STAR Math and CAASPP ICA/IAB three times yearly.
- **Progress Monitoring:** Monthly math data team reviews drive responsive intervention adjustments.
- **Parent Engagement:** Students set math growth goals, and families receive regular updates every six weeks.

These layered supports reflect CATCH’s strategic commitment to rebuilding student confidence in math, accelerating learning for historically underserved populations, and preparing all students with the quantitative reasoning skills needed for college, career, and civic success.

### **Student Population to be Served**

CATCH Prep serves students in grades 9 to 12 from the Crenshaw, Leimert Park, and broader South Los Angeles community, an area historically impacted by systemic inequities in education. The school’s target population includes African American and Latino youth, English Learners, students with disabilities, and students from socioeconomically disadvantaged backgrounds. In the 2023 to 2024 school year, more than 95 percent of CATCH Prep students qualified for free or reduced-price lunch, 87 percent identified as Latino or African American, and approximately 12 percent were students with disabilities.<sup>48</sup>

The school’s mission is rooted in closing the college access gap for these historically underserved populations by providing a small, relational, and college-preparatory learning environment. Many students enrolled at CATCH are the first in their families to attend college, and the school’s program is intentionally designed to meet the academic, social-emotional, and cultural needs of this population. Through personalized support, culturally responsive pedagogy, and a rigorous curriculum aligned to A through G requirements, CATCH ensures that all students, including subgroups, demonstrate academic success and graduate ready for postsecondary opportunities. CATCH Prep students consistently outperform their peers at neighboring schools and exemplify the promise of what is possible when equity and high expectations are central to a school’s mission

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<sup>48</sup> CATCH Prep Internal Demographic and Free/Reduced Lunch Reporting Data (2023–2024).

**Enrollment Rollout Plan**

*Table 21: Projected Enrollment Targets for Charter Renewal Term*

<b>5-YEAR TERM ENROLLMENT/ ROLLOUT PLAN</b>					
<b>Grade</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>
<b>9</b>	50	50	50	100	100
<b>10</b>	50	50	50	50	100
<b>11</b>	25	25	50	50	50
<b>12</b>	25	25	50	50	50
<b>Total</b>	<b>150</b>	<b>150</b>	<b>200</b>	<b>250</b>	<b>300</b>

CATCH Prep has established a thoughtful and strategic plan for enrollment growth, grounded in two decades of sound business practices and long-term financial stewardship. Since opening its doors in 2003, the school has demonstrated consistent fiscal responsibility and operational discipline, ensuring that resources are aligned with its mission to deliver high-quality, college preparatory education in South Los Angeles. Beginning in the 2026 to 2027 school year, CATCH will gradually expand enrollment from 150 to 300 students by the 2030 to 2031 school year. This growth will be carefully managed to protect the school’s personalized learning model while expanding access to students and families across the region.

The Growth and Development Team will lead a comprehensive, data-informed outreach strategy to engage prospective families throughout South Los Angeles, with particular focus on communities historically underrepresented in rigorous academic programs. Through strong middle school partnerships, multilingual communications, family-centered enrollment supports, and targeted community events, CATCH will attract a diverse and mission-aligned applicant pool.

CATCH’s capacity to grow is supported by a 22-year record of fiscal solvency, responsible leadership, and prudent planning. Since its founding, the school has maintained a balanced budget, operated without long-term debt, and consistently exceeded minimum reserve requirements. From fiscal year 2021 to fiscal year 2025 alone, net assets grew from eight hundred forty-four thousand dollars to over three point four million dollars. Annual independent audits have yielded clean opinions with no material findings, affirming the school’s strong internal controls and financial management systems.<sup>49</sup> This foundation of business acumen, coupled with strategic outreach and a deep commitment to mission, ensures that CATCH is well-positioned to continue to serve the Crenshaw and Leimert Park communities with excellence.

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<sup>49</sup> CATCH Prep Independent Financial Audit Reports (2021–2025).

## **GOALS AND PHILOSOPHY**

### **Mission Statement**

Our mission is to provide under-achieving, low socio-economic youth with an education that fosters critical thinking and the development of his or her artistic talents, interests, and learning ability. We believe our primary responsibility is to develop a learning environment that incorporates the arts, technology, and real life experiences along with preparation for college, career, and life so that our students will thus gain a practical purpose for their education. The foundation of our program is to educate our youth through inclusive partnerships between students, teachers, and parents. This approach addresses students as living, spiritual, active members of the community giving them a place to prepare to contribute a part of themselves to society at large.

### **Vision Statement**

Our vision is that every student who attends CATCH Prep will be successful, adjust, and excel despite the realities of their lives. As a community, we are dedicated to the empowerment of our inner-city youth by functioning as extensions of the family. By engendering self-motivation and critical thinking united with participation and creativity, we can impart important skills that help to unlock academic achievement and the ability to function in today's college and society. Our vision is to create a community which values, encourages, and insists upon its members' active participation in the education of its youth. We invite all that care to share in this vision for our children to become partners in this educational process.

### **What It Means To Be An Educated Person In the 21st Century**

At CATCH Prep, educating the whole child for the 21st century means preparing students to think critically, communicate effectively, and lead with empathy in a global and increasingly interconnected world. A truly educated individual must demonstrate more than academic proficiency. They must also exhibit cultural awareness, digital literacy, personal responsibility, and a strong ethical foundation. An educated person should be able to apply knowledge to real-world challenges, collaborate across lines of difference, and approach problems with both rigor and relevance.

CATCH fosters these outcomes by cultivating a learning environment grounded in equity and cultural responsiveness. The school centers students as active participants in their learning, encourages reflection and ownership, and promotes collaboration over competition. Within this environment, students are guided to respect and celebrate diversity, resolve conflict constructively, and participate meaningfully in their communities. The goal is not only to develop successful scholars, but to prepare thoughtful, compassionate, and socially conscious leaders who understand their responsibilities in an ever-changing world.

As Artificial Intelligence (AI) becomes more embedded in professional and academic settings, CATCH Prep recognizes that its limitations require students to engage with AI critically—not as passive consumers, but as thoughtful evaluators of its output. Rather than relying on technology as a final authority, students are taught to question, analyze, and interpret AI-

generated content through a rigorous framework of inquiry and reflection.<sup>50</sup>

At CATCH Prep, this type of deep critical thinking and problem solving is embedded throughout the instructional program. Technology is used intentionally to support learning and streamline tasks, creating more time and space for high-level thinking, collaboration, and human-centered inquiry.

This vision is supported by an instructional program rooted in the principles of Universal Design for Learning, multiple intelligences theory, and project-based learning. CATCH develops each student's capacity for higher order thinking through interdisciplinary instruction aligned with Bloom's Taxonomy.<sup>51</sup>

This vision is supported by an instructional program rooted in the principles of Universal Design for Learning,<sup>52</sup> multiple intelligences theory,<sup>53</sup> and project-based learning<sup>54</sup>. CATCH develops each student's capacity for higher order thinking through interdisciplinary instruction aligned with Bloom's Taxonomy.<sup>55</sup> Teachers use diagnostic assessments, ongoing formative evaluation, and individual learning profiles<sup>56</sup> to tailor instruction to student strengths, needs, and interests. In doing so, CATCH ensures that each learner is challenged and supported to reach their full academic and human potential.

### **Student Learning Outcomes**

The profile of a CATCH Prep graduate reflects the school's holistic approach to education. Students are supported in developing a broad range of competencies that prepare them to thrive in college, career, and civic life. These outcomes are grounded in the school's mission to cultivate thoughtful, informed, and compassionate leaders who understand their role in a global society. CATCH Prep graduates demonstrate mastery in the following domains:

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<sup>50</sup> Future of Life Institute. (2023). Preparing Students for an AI World. <https://futureoflife.org>

<sup>51</sup> CAST. (2022). Universal Design for Learning Guidelines. <https://udlguidelines.cast.org>

<sup>52</sup> CAST. (2022). Universal Design for Learning Guidelines. <https://udlguidelines.cast.org>

<sup>53</sup> Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.

<sup>54</sup> Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>

<sup>55</sup> Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman.

<sup>56</sup> Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.

Figure 3: CATCH Prep Student Learner Outcomes (SLOs):

**CATCH PREP HIGH SCHOOL**  
**SCHOOLWIDE LEARNER OUTCOMES (SLOs)**  
*At CATCH Prep Charter High School, we prepare students to thrive in a rapidly changing world by ensuring they graduate as:*

**PREPARED FOR POST-SECONDARY LIFE: COLLEGE & CAREER READY**  
**CATCH graduates are equipped with the academic, digital, and interpersonal skills to succeed in college, career, and beyond. They:**

- Complete A-G requirements with a grade of "C" or better
- Communicate clearly, persuasively, and with purpose in both written and oral forms
- Demonstrate adaptability, initiative, and time management in pursuit of long-term goals
- Apply academic and digital literacy skills to research, collaborate, and present ideas
- Utilize technology responsibly to access, evaluate, and synthesize information

**BROAD-MINDED AND BALANCED LIFELONG LEARNERS**  
**CATCH graduates approach learning with curiosity, reflection, and creativity. They:**

- Analyze and synthesize information from diverse sources to draw evidence-based conclusions
- Apply critical thinking and creativity to solve real-world problems
- Evaluate the credibility of information and make reasoned, ethical decisions
- Connect classroom learning to real-life experiences and future goals
- Embrace learning as a lifelong process and actively seek mentorship and growth opportunities

**HIGH ACHIEVING**  
**CATCH graduates set ambitious goals and strive for academic excellence and personal growth. They:**

- Maintain strong attendance, engagement, and academic performance
- Monitor their own progress toward short- and long-term academic goals
- Demonstrate growth on internal benchmarks and state indicators
- Participate actively in intervention programs, enrichment, and dual enrollment opportunities
- Reflect on their performance and take initiative to improve and excel

**SOCIALLY RESPONSIBLE AND ENGAGED**  
**CATCH graduates are compassionate leaders and responsible global citizens. They:**

- Act with empathy, integrity, and accountability in all settings
- Respect cultural differences and promote equity and inclusion
- Engage meaningfully in service, leadership, and civic participation
- Approach conflict with a mindset of peace-building and shared responsibility
- Demonstrate a commitment to justice, compassion, and positive social change

**RIGOR · RELEVANCE · RELATIONSHIPS · RESULTS**

**CATCH Prep High School**  
 4120 11<sup>th</sup> Avenue, Los Angeles, CA 90008 | 323-293-3917 | catchhighschool.com

Through the development of these competencies, CATCH ensures that every student graduates not only academically prepared, but equipped with the skills and mindset to lead, serve, and succeed in a rapidly changing world.<sup>57</sup>

<sup>57</sup> World Economic Forum. (2020). *Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution*. <https://www.weforum.org>

## **How Learning Best Occurs**

Learning best occurs most effectively when instruction is purposeful, personalized, and deeply connected to students' lived experiences.<sup>58</sup> The school believes that students thrive when they are active participants in the learning process, when content is relevant to their lives, and when the classroom environment fosters curiosity, resilience, and collaboration.

Drawing from research in cognitive science, adolescent development, and culturally responsive pedagogy, CATCH embraces a student-centered instructional model grounded in the following principles:

- **Authentic and Experiential Learning:** Students develop a deeper understanding when solving real-world problems that connect academic content to their lives and long-term goals.<sup>59</sup> As emphasized by the Partnership for 21st Century Learning, preparing students for college, career, and civic life requires opportunities to apply knowledge across disciplines. As emphasized by the Partnership for 21st Century Learning, preparing students for college, career, and civic life requires opportunities to apply knowledge across disciplines. At CATCH, students may create social media profiles for historical figures, debate policy proposals, or use community data to develop solutions to local issues. These project-based, inquiry-driven experiences promote collaboration, creativity, and critical thinking.
- **Voice, Choice, and Ownership:** Grounded in the principles of Universal Design for Learning<sup>60</sup> and student-centered research,<sup>61</sup> CATCH empowers students to take ownership of their educational experience. CATCH empowers students to take ownership of their educational experience. Students co-design classroom expectations, participate in curriculum design, and help shape interdisciplinary projects. They also engage in reflection and learn from mistakes as part of a growth mindset culture that fosters perseverance and intellectual risk-taking.
- **Learning Through Multiple Modalities:** CATCH affirms the importance of honoring student strengths, intelligences, and learning styles. Instruction incorporates visual, kinesthetic, musical, linguistic, and interpersonal modalities to reflect a full range of learning preferences<sup>62</sup>. Drawing from diagnostics and performance data, students demonstrate understanding through essays, presentations, models, podcasts, and other creative formats. This multimodal approach encourages deeper engagement and student agency.

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<sup>58</sup> Darling-Hammond, L., et al. (2020). *Implications for educational practice of the science of learning and development*. Applied Developmental Science, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>

<sup>59</sup> Partnership for 21st Century Learning. (2019). *Framework for 21st Century Learning*. [http://static.battelleforkids.org/documents/p21/P21\\_Framework\\_Brief.pdf](http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf)

<sup>60</sup> CAST. (2022). *Universal Design for Learning Guidelines*. <https://udlguidelines.cast.org>

<sup>61</sup> Toshalis, E., & Nakkula, M. (2012). *Motivation, Engagement, and Student Voice*. Students at the Center Series. <https://studentsatthecenterhub.org>

<sup>62</sup> Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books

- **Socially Embedded Learning and Community Engagement:** Learning is strongest when it is emotionally supportive and rooted in human connection. Consistent with the Aspen Institute’s findings, CATCH cultivates school connectedness through its advisory model, while leadership and service learning programs help students take active roles in shaping school culture. Students explore their identities, strengthen their communication skills, and contribute meaningfully to the school and broader community.<sup>63</sup>
- **Cultural Responsiveness and Equity:** CATCH recognizes that identity and belonging are central to academic motivation. Informed by the work of Zaretta Hammond and others, the school activates students’ prior knowledge and affirms their cultural experiences in the learning process. Curriculum includes literature, historical case studies, and contemporary topics that reflect the diversity of the student body and the broader Los Angeles community.<sup>64</sup>

Through these principles, CATCH ensures that instruction is designed not only to build academic proficiency, but also to empower students as self-aware, socially conscious, and confident learners prepared to succeed in a complex and connected world.

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<sup>63</sup> The Aspen Institute. (2019). A Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Development. <https://www.aspeninstitute.org/news/nation-at-hope>

<sup>64</sup> Hammond, Z. (2015). Culturally Responsive Teaching and the Brain. Corwin Press.

**THE REQUIREMENTS OF EDUCATION CODE SECTION 47605(C)(5)(A)(II)**

CATCH Prep Charter High School maintains a clear commitment to advancing student achievement for all learners, including numerically significant subgroups, through rigorous academic goals and meaningful outcomes aligned with the eight state priorities defined in Education Code Section 52060(d). The school’s goals, actions, and measurable outcomes are informed by state and local priorities, California School Dashboard metrics, and internal benchmark assessments.

To ensure academic progress, CATCH Prep uses a range of valid and reliable formative and summative assessments aligned to California state standards, including the Common Core State Standards (CCSS) and performance indicators required by the California Assessment of Student Performance and Progress (CAASPP). The school continuously monitors progress at the schoolwide, subgroup, and individual student level to inform instructional decisions, promote equity, and drive improvement.

Each year, in accordance with the Education Code, CATCH engages stakeholders—students, families, teachers, administrators, and community partners—in a collaborative process to develop and update its Local Control and Accountability Plan (LCAP). This plan serves as a roadmap for prioritizing the use of resources to meet the needs of all students. As part of this commitment to transparency and engagement, CATCH Prep presents an annual LCAP update and the Local Control Funding Formula Budget Overview for Parents at a regularly scheduled public Board meeting on or before February 28.

The chart that follows outlines the goals, actions, and anticipated outcomes CATCH Prep has identified at the time of this charter submission. These priorities represent the school’s ongoing commitment to equity, college and career readiness, and whole-child development—ensuring that all students graduate prepared to thrive in postsecondary education, the workforce, and civic life.

<b>LCFF STATE PRIORITIES</b> (Charter Term Commencing July 1, 2026)	
GOAL #1	
CATCH Prep is committed to raising student achievement in English Language Arts, Mathematics, and Science, while improving overall outcomes in college and career readiness. Our efforts will prioritize the success of all students, with targeted support for multilingual learners, students with disabilities, and other historically underserved subgroups.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Specific Annual Actions to Achieve Goal	
<b>Action 1.1: Intervention and Supports</b> CATCH Prep has expanded the scope and operating costs of its academic programs and services to ensure students receive the targeted support necessary for success. This includes increased investment in instructional supplies, curriculum materials,	

and the implementation of new intervention programs designed to mitigate learning loss both as a continued response to the effects of the pandemic and as part of the school's focus on improving student achievement.

As part of its multi-tiered system of support (MTSS), CATCH offers an additional daily math period titled *Creative Problem Solving*, which provides students with a second hour of math instruction focused on critical thinking, real-world application, and skill-building. To further address individual learning needs, CATCH integrates intervention tools such as ALEKS, Illuminate, and Renaissance Star Math throughout the school day. These data-driven platforms support personalized learning, monitor progress, and guide instructional planning to ensure that all students particularly those performing below grade level receive timely, targeted interventions.

**Action 1.2: Intervention Period**

Continue 11th grade digital Math and English interventions through additional periods of blended learning support class.

Adaptive Digital Platforms

- ALEKS for individualized math skill development
- Renaissance Star Reading & Star Math for real-time diagnostics and growth monitoring
- Illuminate Education assessments to pinpoint standards-based gaps and inform mini-lessons

Small-Group & One-to-One Instruction

Credentialed teachers and instructional aides will use live data from the platforms to deliver targeted mini-lessons, peer-tutoring rotations, and conferencing that address each learner's specific needs—especially those approaching college-readiness benchmarks and A–G requirements.

After-School Extended Learning Sessions

To ensure sufficient time on task, students will have access to a 60-minute teacher-led session after the regular dismissal bell.

Integrated Supports & Progress Monitoring

- Weekly formative data reviews by the MTSS team guide grouping and instructional adjustments.
- SEL check-ins and goal-setting protocols ensure students build confidence alongside academic skills.
- Quarterly progress reports track movement toward CAASPP proficiency and on-track graduation indicators.

**Action 1.3: 1:2 Student Chromebooks**

CATCH Prep will deepen its commitment to digital equity and 21st-century learning by expanding both device access and specialized technology resources:

1. 1:2 Chromebook Ratio – Maintain and refresh a minimum student-to-device ratio of one Chromebook for every two students, ensuring daily access for core instruction, intervention, and assessment.
2. Google Workspace for Education – Systematically embed Docs, Slides, Sheets, Classroom, and Forms into lessons to strengthen reading comprehension, academic writing, numeracy, collaboration, and real-time feedback loops.
3. Technology Lab (Mac Suite) – Design and outfit a dedicated lab featuring Apple iMacs/MacBooks, industry-standard creative software (e.g., Final Cut Pro, Logic Pro, Adobe Creative Cloud), and peripherals such as drawing tablets, podcasting microphones, and green-screen video equipment. The lab will support:
  - Digital media production, coding, and STEAM electives
  - CTE pathway projects aligned to college- and career-readiness standards
  - After-school clubs (e.g., Robotics, Digital Media, Photography and dual-enrollment coursework with LASC)

**Action 1.4 Adaptive Benchmarking & Progress Monitoring**

Train in, and utilize, the tools provided by data partners Illuminate, Aleks, and Renaissance Star. Use digital benchmarking and diagnostic testing to assess student learning ongoingly throughout the school year in English, Math, SAT prep, and AP courses.

CATCH Prep will strengthen its data-driven instructional system through the full implementation of Illuminate, ALEKS, and Renaissance Star. This investment covers platform licenses, professional development, and ongoing technical support so that teachers can:

- Administer adaptive benchmark and diagnostic assessments in ELA, mathematics, SAT prep, and AP courses at scheduled intervals (beginning, middle, and end of term, with interim checks every six weeks).
- Analyze real-time results during PLC data cycles to identify skill gaps, set growth targets, and plan differentiated instruction within the MTSS framework.
- Monitor individual and subgroup progress, ensuring timely interventions and enrichment for all learners, especially those performing below grade level or approaching college-readiness benchmarks.

#### **Action 1.5: Additional instructional support in Math**

An instructional aide will be assigned to assist students with designated skill gaps to provide targeted support to students demonstrating specific skill gaps in mathematics. The aide will collaborate closely with classroom teachers to deliver targeted, small-group and one-on-one interventions tailored to each student's specific needs. By reinforcing foundational concepts and pre-teaching or re-teaching key skills, the aide will help students build confidence and competence in core math areas. This support will be provided both during class and in designated intervention blocks, with the goal of accelerating students' progress toward grade-level proficiency and improving overall math achievement.

#### **Action 1.6: Additional instructional support for EL students**

A full-time instructional aide will be assigned to assist our English Learner population with designated skill gaps. The aide will work closely with classroom teachers to deliver small-group and one-on-one interventions, reinforcing foundational concepts and assisting students in mastering grade-level standards in both designated and integrated ELD settings. The aide will collaborate with classroom teachers to provide small-group instruction and individualized support focused on identified language development needs, including listening, speaking, reading, and writing skills.

This action will also support:

- ELPAC test preparation and practice, ensuring students are familiar with the structure and demands of the assessment.
- Progress monitoring using formative tools aligned to ELD standards to track language acquisition and guide instruction.
- Supplemental language development materials and digital resources to reinforce vocabulary, grammar, and academic discourse.

#### **Action 1.7: ELD Program Development**

Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support.

#### **Action 1.8: DELAC Development**

Further develop parent outreach programs to increase participation in parent education and DELAC. Key components include:

- Targeted Outreach & Communication: Launch bilingual (English/Spanish) communications via text, email, social media, and printed flyers to increase awareness of DELAC meetings and parent workshops.
- Provide real-time interpretation and translated materials to ensure full access for multilingual families.
- Parent Education Series: Offer monthly workshops on topics such as supporting literacy at home, navigating high-school graduation and A–G requirements, college financial aid, and social-emotional well-being.
- Feature guest speakers (counselors, community partners, and higher-education representatives) to broaden parent knowledge and resources.
- DELAC Capacity-Building: Facilitate leadership training for DELAC officers and members on roles, responsibilities, and data analysis so families can meaningfully advise the school on English Learner programs and services.
- Continuous Feedback & Monitoring: Collect parent feedback after each session and track attendance metrics to refine programming.

- Report DELAC recommendations to the governing board and integrate them into LCAP updates.

**Action 1.9: Advisory Committee for Exceptional Needs**

Establish/maintain a community advisory committee of parents to support improved engagement, parent education, and communication with parents of individuals with special needs to strengthen engagement, communication, and collaboration with families of students with disabilities. This parent-led committee will serve as a platform for families to share feedback, learn about available supports and services, and actively participate in the continuous improvement of the school’s special education program which also include the following:

- Outreach and Recruitment of diverse parent representatives, including multilingual families, to ensure inclusive participation.
- Monthly Advisory Meetings to provide updates on student support services, IEP compliance, and inclusive instructional practices.
- Parent Education Workshops on topics such as understanding the IEP process, advocacy skills, transition planning, and accessing community resources.
- Two-Way Communication Structures, including surveys, listening sessions, and newsletters, to gather parent input and share progress on program goals.

**Action 1.10: Artificial Intelligence**

To accelerate academic growth and provide personalized support for all students, particularly those performing below grade level, CATCH Prep will implement and integrate AI-powered instructional tools into its intervention and core academic programs. This includes the strategic use of: Freckle, Khan AI Tutor, and Aleks.

**Action 1.11: Full-time Math Coach and Math Intervention Aide**

Utilizing Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year, this action will fund a full-time Math Coach and Intervention Aide to strengthen mathematics instruction and accelerate learning recovery. The position will provide ongoing instructional coaching to math teachers while delivering targeted, data-driven interventions to students who require additional academic support. This role is specifically designed to address COVID-related learning loss and improve math outcomes for unduplicated pupil groups including English Learners, foster youth, and low-income students as well as other historically underserved populations such as African American students and students with disabilities who continue to perform below standard on the Math CAASPP.

Expected Annual Measurable Outcomes

**Outcome #1:** Increase percentage of students meeting/exceeding standards in ELA by 3% Annually (CAASPP)

**Metric/Method for Measuring:** Scale scores & Proficiency Growth targets for all students, including numerically significant student groups in ELA

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	54%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	54%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	8%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase

African American Students	40%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	67%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #2:** Increase percentage of students meeting/exceeding standards in Math (CAASPP)  
**Metric/Method for Measuring:** Scale scores & Proficiency Growth targets for all students, including numerically significant student groups in Math

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	54%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	24%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
African American Students	20%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	29%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #3:** Increase College/Career Index Readiness By 3% Annually  
**Metric/Method for Measuring:** California State Dashboard Site

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	43.8% of students are	+3% increase	+3% increase above baseline	+3% increase above baseline	+3% increase	+3% increase

	prepared and 56.2% are approaching	above baseline			above baseline	above baseline
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	43.8% of students are prepared and 56.2% are approaching	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	33.3% of students are prepared and 66.7% are approaching	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	52.9.3% of students are prepared and 41.7% are approaching	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #4: Increase Number of Students Scoring 3+ On AP Exams Yearly</b>						
<b>Metric/Method for Measuring:</b> AP College Board						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	55%	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	55%	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline	+3% increase above baseline

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

**Outcome #5:** Increase Number of Students Who Make Progress In English Proficiency  
**Metric/Method for Measuring:** CALIFORNIA SCHOOL DASHBOARD SITE

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	81.8%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Long-Term English Learner Students	81.8%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #6:** Implementation of the academic content and performance standards adopted by the State Board of Education  
**Metric/Method for Measuring:** CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #7:** English Learner Reclassification Rate  
**Metric/Method for Measuring:** CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	54%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Long-Term English Learner Students	54%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #8** The new California ELD Standards will be fully implemented  
**Metric/Method for Measuring:** CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	+100%	+100%	+100%	+100%	+100%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #9** Parent/Guardian involvement in the District English Language Advisory Committee  
**Metric/Method for Measuring:** Internal Data

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #10 % EL students with access to CCSS & ELD Standards**  
**Metric/Method for Measuring: CALPADS**

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**LCFF STATE PRIORITIES  
(Charter Term Commencing July 1, 2026)**

GOAL #2

Improve college and career readiness by providing all students access to an A-G curriculum founded on the California Common State Standards and increase AP Exam passage rates of 3 or higher on end-of-course exams.

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

Local Priorities:  
:  
:

Specific Annual Actions to Achieve Goal

**Action 2.1: Professional Development**

CATCH Prep will provide ongoing, high-impact professional development and teacher training designed to build instructional capacity, promote college and career readiness, and improve academic outcomes for all students. This action focuses on equipping educators with research-based strategies that integrate the key domains of listening, speaking, reading, and writing across content areas.

Key areas of focus will include:

- College and Career Readiness strategies aligned with A–G requirements, dual enrollment pathways, and 21st-century skills.
- Instructional Best Practices such as differentiated instruction, culturally responsive pedagogy, and interdisciplinary project-based learning.
- Integrated Literacy Strategies that reinforce the connection between oral and written communication in all subjects, supporting both general education and English Learner populations.
- Data-Driven Instruction and the use of formative assessments (ICA, Renaissance Star, ALEKS) to inform planning and targeted interventions.

**Action 2.2: College Guidance Counseling**

CATCH Prep will deliver one-on-one academic and college counseling beginning in 9th grade through its four-year *CATCH Plan*. Students complete diagnostic tools (Myers-Briggs, Strong Interest Inventory, goal-setting inventories) to craft an individualized roadmap aligned with A-G requirements, updated annually by CATCH’s counselor.

Key program features:

- Career Exposure: job shadowing, guest speakers, and site visits.
- Work-Based Learning: internships and externships with local partners.
- Capstone & Senior Defense: projects and portfolios that demonstrate post-secondary readiness.

- College Admissions Support: workshops and individualized coaching on essays, financial aid, and scholarship applications, with examples and revision rubrics.

This action ensures every student—especially first-generation college-goers—receives early, personalized guidance to navigate college admission and launch a successful post-secondary pathway.

**Action 2.3: Summer School**

CATCH Prep will offer a comprehensive Summer School Program open to all students, with a focus on mitigating unfinished learning resulting from prior disruptions and supporting credit recovery for those at risk of falling behind. The program will provide targeted instruction in core academic subjects, including English, mathematics, science, and social studies, allowing students to strengthen foundational skills, complete incomplete coursework, or recover credits needed for on-time graduation.

**Action 2.4: Renaissance Star Benchmarking**

CATCH will administer the Renaissance Star digital benchmarking suite at scheduled checkpoints throughout the year to generate timely, standards-aligned data on student growth in reading and mathematics. Teachers and PLC teams will analyze these results to:

- Monitor individual and subgroup progress, adjusting instruction and interventions in real time.
- Identify students ready for, or in need of additional support within, Honors and AP courses by using Star’s predictive analytics to estimate end-of-course exam performance.
- Inform targeted tutoring, enrichment, and scheduling decisions that keep students on pace for A–G completion and college readiness.

**Action 2.5: Renaissance Star/Illuminate Education Workshop**

Teachers in grades 9-12, across disciplines, will receive additional professional development, coaching, in the area of Data Analysis utilizing Illuminate Education in order for our English Learner, Foster Youth, and Low Income students to be college and career ready.

This training will empower educators across disciplines to interpret assessment data, monitor student progress, and make informed instructional decisions that directly support English Learners, Foster Youth, and Low-Income students.

Through workshops, PLC collaboration, and real-time coaching, teachers will learn to:

- Analyze benchmark and formative assessment data to identify learning gaps and trends
- Develop and adjust lesson plans and intervention strategies based on student performance
- Use data dashboards to monitor growth, inform re-teaching, and support differentiated instruction

**Action 2.6: Dual Enrollment/CTE Pathways**

CATCH Prep will expand college-and-career pathways by deepening its tuition-free dual-enrollment partnership with Los Angeles Southwest College enabling students to take up to 11 units per term and graduate with as many as 20 transferable credits while simultaneously hiring a dedicated CTE instructor to deliver industry-aligned courses during and after school, giving students hands-on experience, work-based learning, and certification opportunities in high-demand fields such as digital media, health sciences, business, and technology.

Expected Annual Measurable Outcomes

**Outcome #1:** Maintain 100% A-G Completion Rate  
**Metric/Method for Measuring:** SCA State DASHBOARD, Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
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All Students (Schoolwide)	(23-24) CATCH Prep students maintained a 100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	(23-24) CATCH Prep students maintained a 100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	(23-24) CATCH Prep students maintained a 100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate
African American Students	(23-24) CATCH Prep students maintained a 100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	(23-24) CATCH Prep students maintained a 100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate	100% A-G Completion Rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #2</b> Students are currently receiving scores of 3 or higher on end-of-course AP Exams <b>Metric/Method for Measuring:</b> AP College Board						

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	(23-24): 55% students are currently receiving scores of 3 or higher on end-of-course AP Exams in 2023.	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	(23-24): 55% students are currently receiving scores of 3 or higher on end-of-course AP Exams in 2023.	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #4</b> Increase percentage of students graduating who have earned the State Seal of Biliteracy by 3% Annually <b>Metric/Method for Measuring:</b> CALPADS						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	67% of graduates qualified for the Seal of Biliteracy	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase

English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	67% of graduates qualified for the Seal of Biliteracy	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	50% of graduates qualified for the Seal of Biliteracy	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
African American Students	55.5% of graduates qualified for the Seal of Biliteracy	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	77% of graduates qualified for the Seal of Biliteracy	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #5** Increase percentage of students graduating who have earned a Golden State Seal Merit Diploma (GPA/SBAC results) by 3% annually.

**Metric/Method for Measuring:** CALIFORNIA SCHOOL DASHBOARD SITE

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	37% of graduates are denoted as college ready	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	37% of graduates are denoted as college ready	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	33% of graduates are denoted as college ready	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	40% of graduates are denoted as college ready	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #6</b> Increase the number of Early Assessment Program (EAP) participants as a measure of college readiness <b>Metric/Method for Measuring:</b> CAASPP Scores, CA State Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	(23-24) Currently 41.3% of graduates are denoted as college ready based on 11 <sup>th</sup> grade CAASPP scores indicating standard exceeded or standard met in ELA and Math.	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	(23-24) Currently 41.3% of graduates are denoted as college ready based on 11 <sup>th</sup> grade CAASPP scores indicating standard	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase

	exceeded or standard met in ELA and Math.					
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #7 Increase CATCH's Graduation Rate**  
**Metric/Method for Measuring:** CA State Dashboard, Data Quest

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	84%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Student	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	87%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	52%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	+3% increase	+3% increase	+3% increase	+3% increase	+3% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
<b>Outcome #8</b> Participation rate and involvement with community advisory committee of CATCH parents <b>Metric/Method for Measuring:</b> Internal Data						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	(23-24) Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	(23-24) Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15	Participation rate and involvement with the community advisory committee of District parents was 15
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #9</b> Students with access to a broad course of study (Science, VAPA, World History). <b>Metric/Method for Measuring:</b> SARC, CA State Dashboard						

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	(23-24) 100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	(23-24) 100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	(23-24) 100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	(23-24) 100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b>						
<b>GOAL #3</b>						
Maintain a safe and college prep learning environment where students and parents feel welcomed, supported, and able to academically and socially excel.					Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	

	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>
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**Specific Annual Actions to Achieve Goal**

**Action 4.1: 24-Hour Access To School**

CATCH Prep will provide 24-hour digital access to weekly Student/Parent Assemblies by broadcasting and archiving them as part of the “Parent University” initiative. These sessions will offer families on-demand access to essential presentations on topics such as 4-Year College Readiness, Suicide Prevention, Mental Health & Wellness, and other timely issues to support student success and whole-family engagement.

**Action 4.2: Parent-Teacher Communication**

CATCH Prep will enhance parent-teacher communication through formal conferences held every six weeks following each grading period, with options for in-person, virtual, or phone meetings and interpretation services provided. Teachers will also offer ongoing updates via PowerSchool, Google Class, Parent Square, and weekly virtual office hours. Each conference will include academic data, attendance, SEL check-ins, and a personalized Next-Step Plan to support student progress. Monthly “Parent University” workshops will further equip families with tools to support learning, with all sessions archived online for 24-hour access. Translation, device checkout, and parent feedback surveys will ensure accessibility and continuous improvement. This initiative aims to increase family engagement, reduce absenteeism, and improve academic outcomes.

**Action 4.3: Community Partnerships**

CATCH Prep will strengthen community partnerships with organizations such as USC, UCLA, The Brotherhood Crusade, The Links Rancho Palos Verdes, Snap Inc., and the Leimert Park Business Association to expand student access to internships, mentorship, and mental wellness support. These collaborations will provide real-world learning experiences, college and career exposure, and culturally relevant enrichment that foster student engagement and a sense of purpose. A designated Community Partnerships Lead will coordinate activities, including guest speakers, workshops, and internship placements, with a focus on supporting student well-being, leadership development, and postsecondary readiness.

**Action 4.4: Social Emotional Learning Supports**

CATCH Prep will continue to prioritize social-emotional learning through its daily *CATCH-CLASS™*, a dedicated advisory block focused on identity, resilience, and school connectedness. This time includes discussions on social justice, personal storytelling, and cultural reflection. Embedded within this block is the CATCH Character Cultivation program, a daily SEL curriculum where students develop core competencies such as integrity, motivation, and perseverance through structured reflections and weekly goal setting. Aligned with LAUSD’s Whole Child Framework, this approach ensures students build the emotional intelligence needed for postsecondary success. To support implementation, all staff engage in SEL Curriculum Immersion, which includes an 8-day summer institute and weekly “Tune-Up Tuesdays” for continuous professional learning. Student progress is monitored using the SEL Growth Gauge, a formative assessment tool capturing growth across multiple domains.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Increase Student Participation On End Of Year Climate Survey By 10%

**Metric/Method for Measuring:** CATCH EOY Surveys

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Student survey participation rate is 80%	+10% increase above baseline	100% Student survey participation rate	100% Student survey participation rate	100% Student survey participation	100% Student survey participation

					rate	rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Student survey participation rate is 80%	+10% increase above baseline	100% Student survey participation rate	100% Student survey participation rate	100% Student survey participation rate	100% Student survey participation rate
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	Student survey participation rate is 47%	+10% increase above baseline	+10% increase	+10% increase	+10% increase	100% Student survey participation rate
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Student survey participation rate is 53%	+10% increase above baseline	+10% increase	+10% increase	+10% increase	100% Student survey participation rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #2: Increase Parent Participation on End of Year Survey by 10%</b>						
<b>Metric/Method for Measuring: CATCH EOY Surveys</b>						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Parent Survey participation rate is 85%	+10% increase above baseline	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Parent Survey participation rate is 85%	+10% increase above baseline	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	Parent Survey participation rate is 85%	+10% increase above baseline	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Parent Survey participation rate is 85%	+10% increase above baseline	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate	100% Parent Survey participation rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** Decrease Chronic Absenteeism Rate  
**Metric/Method for Measuring:** Data Quest/DASHBOARD

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	CATCH Chronic Absenteeism rate is 3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	CATCH Chronic Absenteeism rate is 3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%	Chronic Absenteeism rate is <3%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #4: Maintain 0% Suspension Rate**  
**Metric/Method for Measuring:** CA State Dashboard, Data Quest

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #5: Maintain 0% Expulsion Rate**  
**Metric/Method for Measuring:** CA State Dashboard, Dataquest

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #6:** Maintain low overall dropout rate  
**Metric/Method for Measuring:** DataQuest

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	6% Drop out rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	6% Drop out rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate	≤ 5% Overall dropout rate

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
<b>Outcome #7:</b> School attendance rate using average P2-ADA/Enrollment <b>Metric/Method for Measuring:</b> CALPADS						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	Attendance rate at P2 was 121.56	Attendance rate will be at 140	+1.5 increases	+1.5 increases	+1.5 increases	+1.5 increases
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Attendance rate at P2 was 121.56	Attendance rate will be at 140	+1.5 increases	+1.5 increases	+1.5 increases	+1.5 increases
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*



## INSTRUCTIONAL DESIGN

### **Innovative Components and Key Features of the Educational Program**

CATCH Prep has established a comprehensive educational model grounded in equity, college readiness, and real-world skill development. Over time, the school has refined a set of interrelated programs and support systems that function together as an integrated framework for student success. Rather than isolated initiatives, these components form a cohesive and future-focused model designed to prepare historically underserved students for achievement in high school, postsecondary education, and life beyond the classroom.

### **CATCH College Center**

The CATCH College Center is a pivotal part of the school’s college-preparatory model, providing students with individualized college advisory, postsecondary planning, and academic support designed to ensure readiness for life beyond high school. More than just a traditional counseling space, the Center empowers students to explore college and career pathways, navigate the admissions process with confidence, and make informed decisions about their futures. It also serves as an essential resource for multilingual learners, first-generation college applicants, and helping them build the skills needed to succeed in both college and career. In addition to foundational academic support, the College Center offers comprehensive college advisory services, guiding students through each stage of the college admissions process. Each student follows a personalized *CATCH Plan*, a structured academic roadmap designed to ensure students remain on track to meet the A–G college entrance requirements and graduate eligible for admission to UC and CSU systems. In addition, these services include personalized college counseling, where students receive one-on-one sessions to identify the best-fit schools and tailor applications to highlight their unique strengths. The Center also provides essay coaching, assisting students with brainstorming, drafting, and refining personal statements and supplemental essays, as well as creating a strategic college list aligned with academic and personal aspirations. Through this process, students are guided in discovering their authentic voice and crafting compelling narratives that reflect their lived experiences and aspirations, while also developing a strategic college list aligned with both academic and personal goals.

Beyond application support, the College Center offers SAT/ACT test prep, helping students prepare through customized tutoring, practice tests, and effective test-taking strategies. Advisors assist with organizing applications, tracking deadlines, and reviewing materials such as transcripts and recommendation letters to ensure students submit high-quality, timely applications. The Center also provides financial aid and scholarship guidance, supporting students with FAFSA and CSS Profile completion, identifying scholarships, and interpreting financial aid packages. Interview preparation, extracurricular activity strategy, and college visit coordination round out the services offered, ensuring students are well-prepared for interviews, have a strong extracurricular profile, and receive personalized assistance in planning campus visits.

Through these services, the CATCH College Center equips students with the tools and resources necessary for success in the competitive college admissions process and for thriving in higher education.<sup>65</sup>

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<sup>65</sup> The Education Trust. (2021). How School Counselors Can Help Students Navigate the College Process. <https://edtrust.org>

### **CATCH-CLASS™ and SEL Integration**

*CATCH-CLASS™* serves as a cornerstone of the school’s instructional model. As a dedicated advisory and Social Emotional Learning block, it provides students with daily opportunities to reflect, connect, and grow. This structured course supports student identity development, emotional resilience, and school connectedness by creating a safe, consistent space for meaningful dialogue, personal goal setting, and the exploration of culturally relevant topics. Through this intentional design, students build the social and emotional competencies necessary for long-term academic success, personal growth, and well-being.

Each day, students participate in CATCH Character Cultivation, a 20-minute SEL session that reinforces core values such as integrity, motivation, perseverance, empathy, and self-awareness. Instruction includes reflection journals, storytelling, peer conversations, and structured routines that promote positive behavior and self-regulation. Students are encouraged to take ownership of their emotional development by setting personal goals, engaging in self-assessment, and contributing to classroom dialogue, promoting a strong sense of voice and agency across all grade levels.

*CATCH-CLASS™* is aligned with LAUSD’s Whole Child Framework and guided by research on effective schoolwide SEL practices. The curriculum is intentionally embedded into the school day and contributes to a unified campus culture where social-emotional growth is valued alongside academic achievement. Community partnerships with local mental health providers, postsecondary institutions, and youth development organizations extend this support beyond the classroom, strengthening school-home connections and ensuring continuity of care. Through this model, students develop the emotional intelligence, purpose, and resilience needed to navigate academic challenges and lead meaningful lives in school and beyond.<sup>66</sup>

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<sup>66</sup> CASEL. (2023). Core SEL Competencies and Effective Implementation. <https://casel.org>

Figure 4: CATCH Prep CASEL Framework <sup>67</sup>



CATCH Prep integrates the CASEL framework to support whole-child development by embedding social-emotional learning (SEL) into all aspects of the school experience. Through a focus on five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—students develop the emotional intelligence and resilience needed for success in school, college, and life.

SEL is taught explicitly in classrooms and reinforced through reflection, collaboration, and restorative practices. CATCH classrooms are intentionally designed to foster trust, inclusion, and belonging, supported by consistent routines, strengths-based grading, and extracurricular activities that reflect shared values. Beyond the classroom, students apply SEL through service learning, internships, and dual enrollment, with capstone projects and mentoring opportunities that promote leadership and voice. In partnership with families and community organizations, CATCH ensures every graduate is prepared to lead with confidence, compassion, and purpose.

<sup>67</sup> CASEL. (2023). What is SEL? <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

### **Blended Learning and Personalized Instruction**

Blended learning is a core element of CATCH Prep’s instructional design. It combines teacher-led instruction with adaptive digital platforms to deliver personalized, data-informed learning experiences. This flexible model allows students to move through standards-based content at their own pace while receiving targeted support or extension aligned to their academic needs. The approach fosters equity, accessibility, and academic growth by integrating technology and human connection.

With a one-to-one student-to-device ratio and consistent internet access, students engage in both online and in-person learning designed to promote content mastery and confidence. Teachers use tools such as ALEKS, Newsela, and Renaissance Star to assess performance in real time, adjust instruction, and guide small group instruction. Formative strategies including exit tickets, short mini-lessons, and daily feedback checkpoints enable educators to respond with precision to each student’s progress.

This model also expands opportunities for deeper thinking and authentic learning. As foundational skills are reinforced through digital platforms, instructional time is used for collaborative projects and inquiry-based tasks. Students participate in Socratic seminars, interdisciplinary challenges, and real-world applications that strengthen higher-order reasoning. For example, a student may learn algebraic concepts in the morning and apply them in a budgeting activity later that day as part of a capstone project.

CATCH Prep’s blended model also supports the development of critical 21st-century competencies, including communication, collaboration, and digital literacy. Instructional materials are offered through multilingual platforms, and students receive structured guidance in building digital fluency. Culturally relevant content and varied assessment options ensure that instruction remains inclusive and responsive to the needs of diverse learners.

In a small school community like CATCH Prep, blended learning serves as a powerful tool for personalization. Grounded in research that links student-centered learning to improved outcomes for historically underserved populations, CATCH teachers use both academic and social-emotional data to tailor instruction to each student's strengths, needs, and goals. Strong student-teacher relationships provide the foundation for personalized pathways that reflect students’ cultural backgrounds, learning preferences, and future aspirations. Technology is used intentionally to enhance human connection, creating a learning environment where every student is known, supported, and empowered to take ownership of their academic journey with purpose, confidence, and clarity. Technology is used intentionally to enhance human connection, creating a learning environment where every student can thrive.<sup>68</sup>

### **Culturally Responsive and Trauma-Informed Practices**

CATCH Prep recognizes the complex realities many students face, including poverty, community violence, housing instability, and systemic inequities. In response, the school has adopted a schoolwide commitment to culturally responsive and trauma-informed education. The goal is to create a safe, affirming environment where all students are supported not only to learn, but to heal, grow, and lead.

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<sup>68</sup> Darling-Hammond, L., et al. (2014). Using Technology to Support At-Risk Students’ Learning. Alliance for Excellent Education and Stanford Center for Opportunity Policy in Education (SCOPE). <https://edpolicy.stanford.edu>

This philosophy is embedded into academic programming, advisory circles, and restorative practices. Drawing from current research on school safety and resilience, CATCH understands that protective learning environments are essential for fostering emotional regulation, cognitive development, and long-term academic success—especially for students experiencing chronic stress.<sup>69</sup>

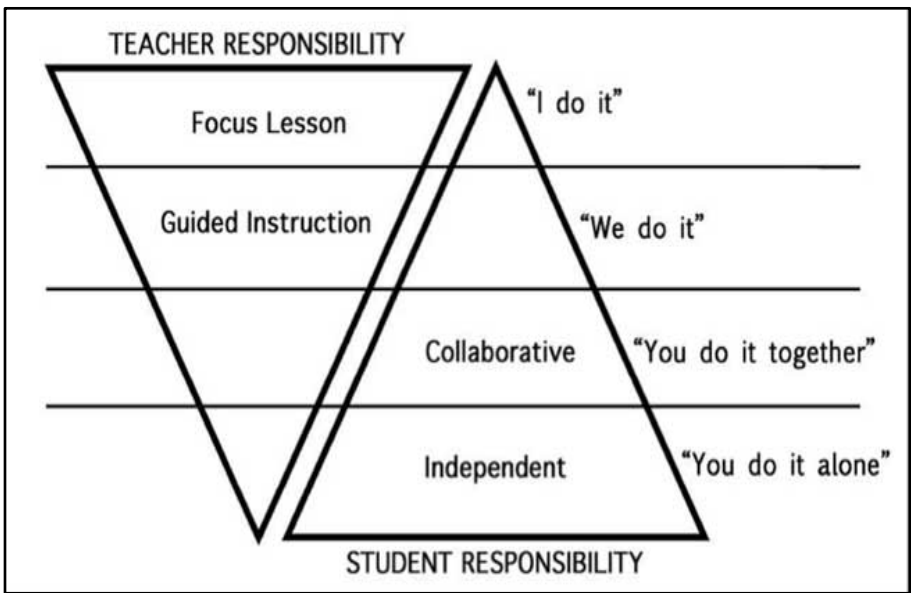
CATCH’s trauma-informed infrastructure includes on-site mental health professionals, a wellness center focused on regulation and emotional well-being, and a dedicated space for student check-ins. These supports are aligned with the SAMHSA trauma-informed care framework and are reinforced through ongoing staff development, inclusive instructional practices, and real-time data tracking of student wellness and engagement.<sup>70</sup>

In collaboration with partners such as UCLA and USC, CATCH integrates trauma literacy into college and career planning and hosts family-centered programming, including Family Healing Nights. These initiatives strengthen the connection between school and home, promote whole-child development, and build the capacity of students and families to thrive together.

**Instructional Design: “THE CATCH WAY”**

CATCH Prep believes that instruction must be purposeful, inclusive, and grounded in a coherent and research-based framework in order to be meaningful. “The CATCH Way” reflects not only the school’s philosophical foundation, but also the practical, standards-aligned strategies that guide daily instruction and support student achievement. Rooted in both state and national standards, and deeply responsive to the needs of historically underserved students, the CATCH model integrates strategic teaching, arts and technology integration, culturally responsive practices, and Universal Design for Learning. This approach ensures that every student receives access to rigorous, engaging, and equitable learning experiences.

*Figure 5: Teacher Gradual Release Model*



<sup>69</sup> National Child Traumatic Stress Network (NCTSN). (2022). Creating, Supporting, and Sustaining Trauma-Informed Schools. <https://www.nctsn.org>

<sup>70</sup> Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach. <https://www.samhsa.gov>

Instruction at CATCH is anchored in the Strategic Teaching Model, which emphasizes explicit modeling, guided practice, collaboration, and gradual release of responsibility. Teachers implement the “I Do, We Do, You Do” framework to scaffold learning and support mastery.

Figure 6: The CATCH Prep Lesson Plan Template

**Data Observation Protocol**  
*Lesson Design & Implementation*

Teacher Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Course Title: \_\_\_\_\_

DEPENDENT      SHARED      INDEPENDENT

“I Do” It		“We Do” It		“You Do” It (together/alone)	
Input	Modeling	Guided Practice		Independent Practice	
Teacher	Teacher	Teacher		Teacher	
<ul style="list-style-type: none"> <li>* Provides Anticipatory Set/“Hook”</li> <li>* Identifies Objectives * Sets High Expectations</li> <li>* Explains New Language</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates *Scaffolds*Thinks Aloud</li> <li>* Describes *Asks Q’s (CEU) *Clarifies</li> <li>* Discuss (“Volleyball”)</li> </ul>	<ul style="list-style-type: none"> <li>* Responds (Praise, Prompt, Probe, Correct)</li> <li>* Differentiates *Holds Accountable (100%)</li> </ul>		<ul style="list-style-type: none"> <li>* Acknowledge * Assesses * Challenges * Evaluates</li> </ul>	
	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;">           Hand Over Responsibility         </div>	<ul style="list-style-type: none"> <li>* Applies Learning * Examines * Practices</li> <li>* Collaborates * Self-Regulates * Self-Corrects</li> </ul>		<ul style="list-style-type: none"> <li>* Problem-Solves * Self-Monitors * Reflects</li> <li>* Explores * Initiates * Extends * Self-Assesses</li> <li>* Applies To New Setting * Sets Own Goals</li> </ul>	
<b>Student</b> <ul style="list-style-type: none"> <li>* Responds * Records * Asks Q’s (CEU) * Engages</li> </ul>		<b>Student</b> <ul style="list-style-type: none"> <li>* Observes * Listens * Processes * Interacts</li> </ul>			
Instructional Context, Resources, Modifications, And Accommodations (EL/Special Education)				Practice & Application	
Social Emotional Support:				Special Education Accommodations:  EL Accommodations:	
				In-class practice:  Homework:  Application/Assessment:  Digital Integration:	
<i>Student learning occurs in a multitude of conditions and circumstances, and observations may only be of a fraction of a single period/lesson or a segment of several days of scaffolded instructions</i>					

Since 2017, CATCH has continued to refine this model by incorporating emerging research in adolescent learning, social emotional development, and inclusive instructional design. Informed by current studies, the school has expanded its understanding of how students learn best in diverse, post-pandemic contexts. Lessons are strengthened by trauma-informed pedagogy, culturally sustaining practices, and digital tools that promote voice, choice, and independence.<sup>71</sup> CATCH classrooms are guided by the principle that learning is both cognitive and social. Drawing on foundational theories such as Vygotsky’s Zone of Proximal Development,<sup>72</sup> teachers create lessons with multiple access points to meet the needs of English Learners, students with disabilities, and those performing below grade level.

Instruction is differentiated, data-informed, and continually adjusted through weekly planning sessions and real-time data review. Teachers use tools such as Renaissance STAR, Interim Assessment Blocks, and Interim Comprehensive Assessments to measure student progress and refine instruction with precision.

<sup>71</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

<sup>72</sup> National Reading Panel. (2000). *Teaching Children to Read*. National Institute of Child Health and Human Development.

To build academic literacy across content areas, teachers implement evidence-based strategies including Cornell Notes, concept mapping, and structured classroom discourse. In alignment with the National Reading Panel and leading researchers such as Fisher and Frey,<sup>73</sup> instruction includes metacognitive strategies that support comprehension, activate prior knowledge, and strengthen vocabulary development.

These practices are embedded across subject areas and are used to develop students' ability to think critically, reason effectively, and communicate with clarity and confidence.

Aligned with our equity mission, CATCH Prep centers students' lived experiences, languages, and identities in the learning process. Culturally responsive) are used to engage students in texts, case studies, and projects that reflect their communities and foster meaningful dialogue.<sup>74</sup> Inquiry-based, interdisciplinary, and project-based learning are embedded across grade levels, culminating in capstone projects, service learning, and portfolio exhibitions that serve as authentic, performance-based assessments. At CATCH Prep, instruction is never one-size-fits-all. It is learner-centered, equity-informed, and intentionally designed to affirm identity, foster intellectual growth, and prepare every student for success in college, career, and life. "The CATCH Way" reflects this commitment and brings it to life in every classroom, every day.

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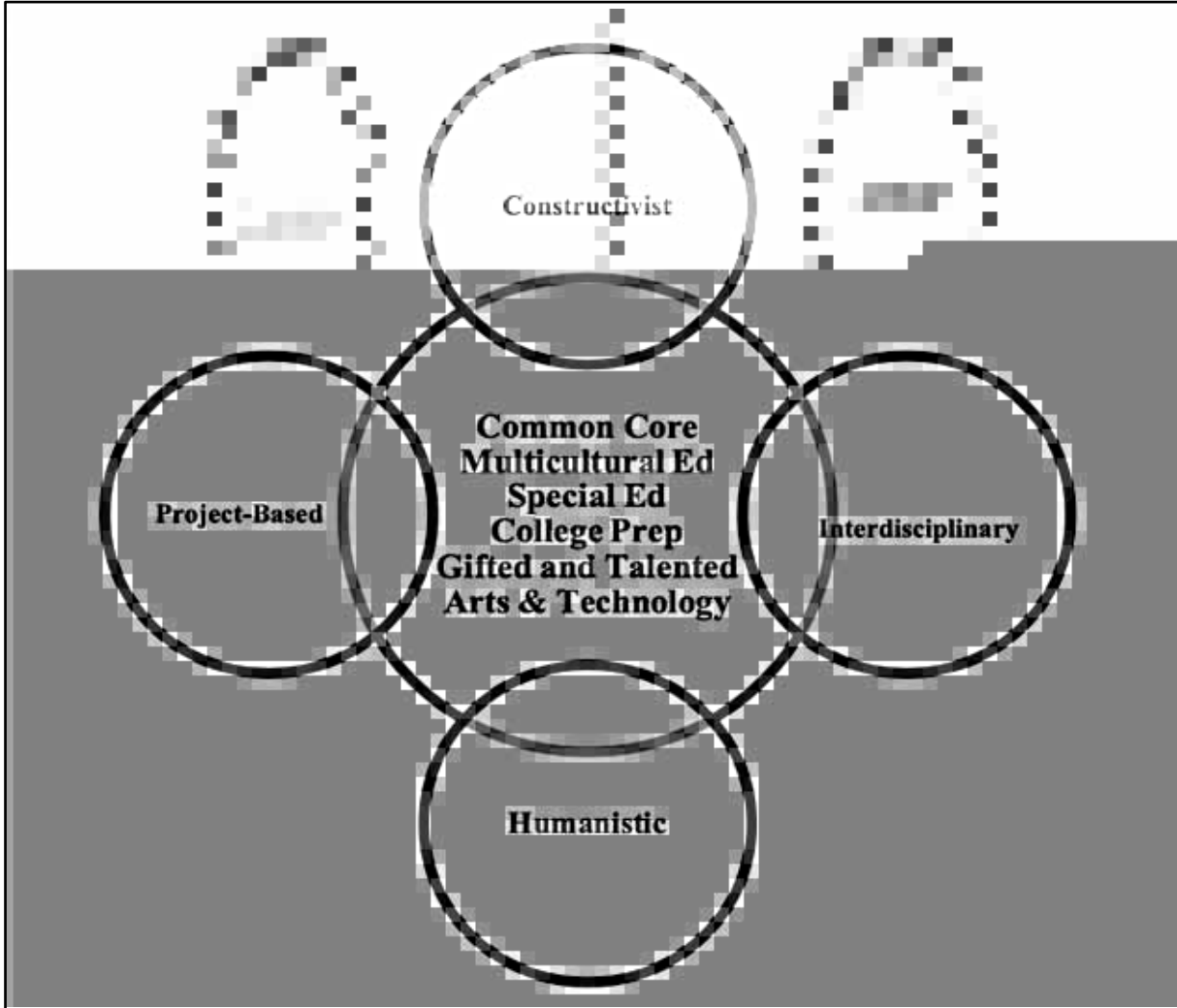
<sup>73</sup> Fisher, D., & Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. ASCD.

<sup>74</sup> Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Corwin Press.

**Instructional Approach**

The theoretical framework for the CATCH Prep curriculum is a humanistic, constructivist, interdisciplinary, and project-based approach that provides students with an academic learning environment both personally fulfilling and relevant to the world around them.<sup>75</sup>

*Figure 7: Instructional Approaches utilized in CATCH Prep Curricular*



CATCH Prep’s instructional model is designed to prepare students for success in college, career, and civic life by aligning rigorous academic standards with culturally responsive teaching, social emotional learning, and meaningful real-world application. All courses are aligned to or exceed the expectations of the California Common Core State Standards, the Next Generation Science Standards, and the University of California and California State University A through G subject requirements. The curriculum is further enhanced by the California Arts Standards, the Computer Science Framework, and the Learning for Justice Social Justice Standards. Through this integration, CATCH ensures that students graduate with both academic competency and the critical consciousness needed to lead and contribute

<sup>75</sup> Brooks, J. G., & Brooks, M. G. (1999). In Search of Understanding: The Case for Constructivist Classrooms. ASCD

in a complex, interconnected world.<sup>76</sup>

### **Instructional Framework**

CATCH Prep’s instructional framework is grounded in four research-informed approaches: Humanistic Learning, Constructivist Teaching, Interdisciplinary Design, and Project-Based Learning. These pedagogies are woven together within a Universal Design for Learning framework that promotes accessibility and engagement for all students. This model reflects current findings in brain science, adolescent development, and equity-driven education.

- **Humanistic and Social Emotional Learning Integration**

Humanistic learning environments promote student voice, intrinsic motivation, and psychological safety. Research by Darling-Hammond and others confirms that these conditions significantly improve academic performance and student well-being. CASEL’s recent studies show that students participating in structured SEL programs experience meaningful academic growth. At CATCH Prep, students begin each unit with reflective goal setting, engage in self-assessment, and choose from multiple formats to demonstrate their understanding. These strategies build self-efficacy, moral development, and identity awareness, especially for historically marginalized youth.<sup>77</sup>

- **Constructivist Teaching and Technology Integration**

Constructivist pedagogy encourages students to build knowledge through hands-on exploration and reflection. When paired with technology, this approach supports collaboration, creativity, and higher-order thinking. At CATCH Prep, students use digital tools such as collaborative writing platforms, interactive simulations, and data visualization software to investigate complex problems. Teachers serve as facilitators, guiding students through inquiry-based cycles that reflect current research on active learning and neural engagement.<sup>78</sup>

- **Interdisciplinary and Thematic Design**

Connecting academic disciplines to real-world themes increases both engagement and the transfer of knowledge across subject areas. The National Academies of Sciences emphasizes that interdisciplinary approaches deepen understanding and retention. At CATCH, educators co-create interdisciplinary units based on student voice and local relevance. Projects may focus on issues such as climate change, public health, or social justice, and are aligned across English, science, history, math, and the arts. Each unit is built around a central driving question and designed to integrate multiple perspectives for deeper understanding.<sup>79</sup>

- **Project-Based Learning**

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<sup>76</sup> Learning for Justice. (2021). Social Justice Standards. <https://www.learningforjustice.org/frameworks/social-justice-standards>

<sup>77</sup> Darling-Hammond, L. (2020). The Science of Learning and Development. Applied Developmental Science. <https://doi.org/10.1080/10888691.2018.1537791>

<sup>78</sup> Bransford, J., Brown, A., & Cocking, R. (2000). How People Learn: Brain, Mind, Experience, and School. National Academy Press.

<sup>79</sup> National Academies of Sciences, Engineering, and Medicine. (2018). How People Learn II: Learners, Contexts, and Cultures. <https://nap.nationalacademies.org>

Extensive research confirms that project-based learning strengthens student engagement, critical thinking, and academic achievement. At CATCH, students complete complex, multi-phase projects that include research, feedback loops, prototyping, and public exhibition. These projects support transferable skills such as digital literacy, oral communication, and design thinking. Supported by faculty mentors, known as project coaches, students meet or exceed Common Core depth of knowledge expectations while addressing real-world challenges that are meaningful and relevant to their lives.<sup>80</sup>

Through these four core approaches, CATCH Prep builds an instructional foundation that supports rigor, relevance, and equity. This framework ensures that students are not only prepared academically, but also empowered to think independently, act with purpose, and contribute thoughtfully to their communities.

### **Curriculum Access and Equity**

CATCH Prep’s curriculum is built on a foundation of equity and inclusion. All courses are designed using principles from Universal Design for Learning to ensure accessibility for all students. Recent research in neuroscience and adolescent learning confirms that flexible instructional design supports a wide range of learners by offering multiple means of engagement and representation.<sup>81</sup> This approach allows teachers to reach students with diverse strengths, needs, and learning profiles. The school’s Multi-Tiered System of Supports provides timely academic, behavioral, and social emotional interventions aligned with LAUSD’s Student Support and Progress Team framework. Services include embedded tutoring, co-teaching for inclusion, restorative practices to strengthen belonging, and individualized pathways to address barriers and promote growth. These supports ensure that students are well-positioned to succeed in rigorous, college preparatory coursework.

Every student at CATCH receives a personalized academic plan that maps credit progress, monitors A through G completion, and guides goal setting for college and career readiness. Curriculum transparency is prioritized through frequent communication between families and educators, including multilingual outreach. All major documents and meetings are available in both English and Spanish to ensure access for every member of the school community.

### **Strategic Teaching and Scaffolding for Mastery:**

CATCH Prep’s instructional model is anchored in the Strategic Teaching framework, which promotes direct instruction, purposeful planning, and scaffolded practice. This method is rooted in the “I do, we do, you do” model, a structured approach that research confirms is especially effective in supporting learning among historically underserved students.<sup>82</sup> Teachers begin with explicit modeling, guide students through shared practice, and gradually release responsibility as students develop autonomy in reading, writing, and academic reasoning.

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<sup>80</sup> Thomas, J. W. (2000). A Review of Research on Project-Based Learning. The Autodesk Foundation.

<https://my.pblworks.org/resource/document/review-research-project-based-learning>

<sup>81</sup> CAST. (2022). Universal Design for Learning Guidelines. <https://udlguidelines.cast.org>

<sup>82</sup> Fisher, D., & Frey, N. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. ASCD.

Instructional strategies are drawn from evidence-based sources, including the National Reading Panel, and emphasize comprehension-building techniques such as graphic organizers, questioning protocols, concept mapping, and summarizing. These tools are used throughout the learning cycle—before, during, and after reading—to support understanding and strengthen retention. In addition, CATCH teachers use research by Fisher and Frey to embed metacognitive strategies that help students activate prior knowledge, monitor comprehension, and deepen their engagement with academic content.<sup>83</sup>

This approach also incorporates best practices from Specially Designed Academic Instruction in English. While developed to support English Learners, these methods benefit all students by providing differentiated entry points into complex material. Through strategic scaffolding and intentional instruction, CATCH Prep ensures that every student has access to high-level content and the supports needed to close opportunity gaps and master rigorous standards.

### **Arts Education and Technology Integration: Preparing Future-Ready, Creative Thinkers**

At CATCH Prep, the integration of arts and technology is central to developing creative, socially conscious, and future-ready learners. Through an interdisciplinary approach, the school blends visual and performing arts, digital media, and emerging technologies into core academic instruction. This model deepens engagement, promotes personalized learning, and equips students with essential 21st-century skills.

Research from organizations such as UNESCO, OECD, and ISTE affirms that arts-integrated learning fosters innovation, self-expression, and deeper conceptual understanding. CATCH students engage in spoken word performances, design digital portfolios, analyze political cartoons, and collaborate on projects using platforms such as Google Workspace. These instructional experiences promote creativity, critical thinking, and cultural literacy, particularly for historically underserved populations.<sup>84</sup> Lessons are designed to encourage students to communicate across disciplines, engage in reflective practice, and take ownership of their learning.

Technology enhances this work by providing tools that allow for real-time feedback, personalized instruction, and expanded learning environments. Artificial intelligence platforms support individualized tutoring, while virtual reality brings abstract concepts to life by simulating science labs, historical settings, and global contexts.<sup>85</sup> These immersive, student-centered experiences allow learners to apply academic knowledge in dynamic and meaningful ways, increasing both retention and engagement. Instruction is adapted to meet multiple learning preferences, ensuring that all students have equitable access to digital innovation.

As part of their digital literacy education, students also examine the ethical dimensions of technology use. Through structured lessons in media analysis and online responsibility, they build fluency in digital citizenship, data privacy, and information evaluation. These competencies are foundational for leadership in an increasingly AI-driven world and prepare

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<sup>83</sup> Fisher, D., & Frey, N. (2016). *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning*. Corwin

<sup>84</sup> ISTE. (2020). *The Role of Arts and Technology in 21st Century Learning*. <https://www.iste.org>

<sup>85</sup> OECD. (2021). *AI and the Future of Skills*. <https://www.oecd.org>

students to act thoughtfully and responsibly in online spaces.

Beyond the classroom, students explore creative and professional pathways through partnerships with institutions such as the Debbie Allen Dance Academy, Da Poetry Lounge, and the Fashion Institute of Design and Merchandising. In addition, CATCH's Career Technical Education pathway offers students the opportunity to earn college credit through dual enrollment in courses such as CIS 100 at Los Angeles Southwest College. These experiences connect students to mentors, build workplace readiness, and provide early exposure to careers in technology, design, and the arts. At CATCH Prep, students are not only prepared for the future, they are empowered to shape it.

### **Essential Elements of Effective Instruction (EEEI)**

At CATCH Prep, every lesson is intentionally structured to support access, engagement, and mastery for all students. The school's instructional model is grounded in a modernized application of Madeline Hunter's Elements of Effective Instruction, adapted to reflect current research in adolescent development, Universal Design for Learning, and culturally responsive pedagogy. By emphasizing equity, cognitive rigor, and cultural relevance, CATCH ensures that all students are able to connect meaningfully to their learning and build the skills necessary for postsecondary success.

Each lesson follows a consistent framework that incorporates the following essential elements:

- **Learning Objective:** Teachers begin each lesson by clearly stating the academic objective, framed in student-friendly language and aligned with standards. Objectives are posted and referenced throughout instruction to provide clarity and focus.
- **Standards-Based Alignment:** Instruction is directly aligned with California Content Standards and the Common Core State Standards. Adaptations are made as needed to support college and career readiness, ensuring that content is rigorous, relevant, and scaffolded appropriately.
- **Culturally Relevant Anticipatory Set:** Each lesson opens with a purposeful hook designed to engage students by connecting content to their lived experiences, cultures, identities, or current events. These entry points are designed to increase relevance and promote deep learning, consistent with the work of Gay and other leading scholars in culturally responsive education.<sup>86</sup>
- **Inclusive and Scaffolded Instruction:** CATCH employs a gradual release model of instruction, known as "I do, we do, you do." This approach provides structured support as students move from guided practice to independent mastery. Key components include:
  - **Input:** New concepts are introduced using visual, auditory, and linguistic supports, such as videos, vocabulary previews, and interactive media.

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<sup>86</sup> Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press. [https://hippasus.com/resources/tte/puentedura\\_tte.pdf](https://hippasus.com/resources/tte/puentedura_tte.pdf)

- **Modeling:** Teachers explicitly demonstrate new skills or thinking strategies using think-alouds, examples, and shared tasks.
- **Checks for Understanding:** Throughout instruction, teachers use formative strategies such as cold calling, equity sticks, and digital polls to assess understanding and adjust pacing and support in real time.
- **Universal Design for Learning:** Lessons include multiple means of engagement, representation, and expression to ensure that all students, including English Learners and students with disabilities, can access the content and demonstrate their understanding in ways that align with their strengths.

Through these instructional components, CATCH delivers a rigorous, student-centered learning experience that fosters academic achievement, equity, and long-term success. Lessons are thoughtfully designed to challenge all learners while maintaining the flexibility needed to meet individual student needs.

- **Infusion of the Arts and Creative Expression:** Arts integration is embedded across the curriculum to promote student voice, cultural identity, and deeper engagement. Students explore multiple art forms as vehicles for critical thinking and self-expression.
  - In language arts, students write poetry, engage in narrative writing, and perform spoken word pieces
  - In visual arts, students design posters, create comic strips, and analyze political cartoons
  - In performing arts, students participate in drama, music, and digital storytelling
  - In digital media, students produce podcasts, blogs, photographs, and graphic design projects using platforms such as Canva, Soundtrap, and Adobe Express
- **Technology Integration for Equity and Personalization:** CATCH uses digital tools aligned with the SAMR model and digital literacy frameworks to support learning personalization and equity of access.<sup>87</sup>
  - Students use artificial intelligence tools such as Khanmigo and ChatGPT for concept review, tutoring, and writing support.
  - Adaptive platforms such as ALEKS and NoRedInk are used to provide targeted instruction in math, grammar, and writing.
  - Devices including Chromebooks, tablets, and smartphones allow for research, collaboration, and content creation.
  - Learning management systems such as Google Classroom help manage assignments, communicate with students, and track formative data.
- **Guided Practice with Teacher Feedback:** Students engage in collaborative tasks supported by teacher modeling, circulation, and real-time feedback. Teachers use sentence frames, peer review protocols, and data-driven reteaching strategies to support mastery and deepen student understanding.

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<sup>87</sup> Puentedura, R. R. (2006). Transformation, Technology, and Education. SAMR Model. <https://hs-articulation.ucop.edu/guide/>

- **Closure and Reflection:** At the end of each lesson, teachers summarize key learning and invite students to reflect through journaling, discussion, or other reflective tasks. Lessons often include prompts that reinforce self-efficacy and reinforce goal setting. Closure strategies are designed to reinforce learning, build student ownership, and promote metacognitive awareness.
- **Independent Practice and Application:** Students are provided with opportunities to apply learning independently through homework, inquiry projects, and formative assessments. These tasks are structured to promote transfer of knowledge and allow students to demonstrate mastery across settings and content areas.

CATCH teachers use this framework to design instruction that is clear, engaging, scaffolded, and aligned to the diverse learning needs of students. Instruction is continually refined through regular analysis of student work, collaborative planning, and weekly professional development sessions grounded in research and instructional best practices.

### **Project-Based Learning: A Vehicle for 21st Century Competencies**

CATCH Prep’s capstone approach to project-based learning develops students’ critical thinking, collaboration, communication, and problem-solving abilities. Rooted in the theory of multiple intelligences, this model emphasizes depth over memorization and encourages the application of knowledge across real-world scenarios. These competencies align closely with the CATCH Prep Student Learning Outcomes and reflect the broader mission of preparing educated individuals to succeed in the 21st century.

In this model, the teacher takes on the role of project coach, guiding students through complex inquiry using diverse academic resources and strategies. Students are empowered to make decisions, evaluate evidence, and connect content to meaningful questions. They conduct research, write and reflect on findings, synthesize new learning, and present final projects to their peers and communities. Through this process, students internalize academic language, practice civic engagement, and deepen their understanding of interdisciplinary content through performance-based tasks. CATCH Prep’s instructional model affirms the belief that all students, regardless of background or circumstance, can achieve at the highest levels when provided with the right tools and support. Teachers craft learning experiences that are academically rigorous, emotionally supportive, and culturally relevant. By creating a safe and inclusive environment that values student voice, CATCH ensures that students who have historically been underestimated are given the opportunity to rise, succeed, and lead.

### **Curriculum and Instruction A–G Aligned**

CATCH Prep’s instructional program is fully aligned with the California State Standards, the Common Core State Standards, and the University of California and California State University A through G requirements.<sup>88</sup> These frameworks identify the essential knowledge and skills students must master at each grade level. Through these courses, students develop proficiency in academic writing, research, and analytical thinking across disciplines. Instruction emphasizes conceptual understanding and the ability to apply quantitative reasoning and problem-solving strategies to real-world contexts.

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<sup>88</sup> University of California. (2023). A–G Policy Resource Guide. <https://www.ucop.edu/agguide/>

Mathematics instruction includes an explicit focus on logic and problem-solving, while English and humanities courses emphasize critical reading, synthesis, and argumentation. In science and technical courses, students engage in inquiry-based practices that reflect both academic expectations and career readiness. All lessons are designed to promote depth of knowledge, integrate digital tools and culturally responsive materials, and encourage collaboration among peers.

Curriculum development is a collaborative process led by teachers and instructional leaders who work together to refine content and improve access to learning. Through ongoing reflection and planning, educators at CATCH ensure that instruction is rigorous, relevant, and inclusive.

The school's curricular design incorporates multicultural perspectives, real-world application, and individualized supports that meet students where they are—while preparing them for the opportunities that lie ahead.

**The CATCH Master Schedule**

The Master Schedule at CATCH Prep is carefully designed to maximize teaching and learning opportunities for everyone. Times when teachers are not the “primary instructor,” they are co-teaching a class and pushing in to support the wide range of learners accessing our most rigorous curriculum.

Figure 8: CATCH Prep Master Schedule

 <b>Catch Prep Charter High School</b> 2025-2026 Fall Master Schedule 									
TEACHER	PERIOD 0	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	CATCH CLASS	PERIOD 5	PERIOD 6	PERIOD 7
<b>Alvarado, Karen</b> * (Room 212)	HIGH DOSE TUTORING	AP ENGLISH*** LITERATURE & COMPOSITION A	AP ENGLISH*** LANGUAGE & COMPOSITION A	HONORS*** ENGLISH 9A	HONORS ** ENGLISH 10A	# CATCHCLASS	PREP	HONORS ** ENGLISH 10A	HIGH DOSE TUTORING
<b>Newton, James</b> * (Room 213)	HIGH DOSE TUTORING	PREP	HONORS ** ALGEBRA 1A	HONORS ** ALGEBRA 2A	CREATIVE PROBLEM-SOLVING	# CATCHCLASS	HONORS ** GEOMETRY A	AP*** STATISTICS A	HIGH DOSE TUTORING
<b>Oregon, Rubi</b> * (Room 211)	HIGH DOSE TUTORING	SPED / SUPPORT	SPED / SUPPORT	SPED / SUPPORT	SPED / SUPPORT	# CATCHCLASS	SPED / SUPPORT	SPED / SUPPORT	HIGH DOSE TUTORING
<b>Park, Alvarez</b> * (Room 217)	HIGH DOSE TUTORING	PREP	AP *** WORLD HISTORY A	AP *** GOVERNMENT & POLITICS	ETHNIC*** STUDIES A	# CATCHCLASS	AP US *** HISTORY A	AP *** WORLD HISTORY A	MEDIA LITERACY AND SOCIETY A
<b>Portillo, Johanna</b> * (Room 215)	HIGH DOSE TUTORING	HONORS ** SPANISH 3A	AP SPANISH*** LANGUAGE A	HONORS ** SPANISH 2A	HONORS ** SPANISH 2A	# CATCHCLASS	PREP	HONORS ** SPANISH 1A	HIGH DOSE TUTORING
<b>Redman, Nancy</b> * (Room 210)	HIGH DOSE TUTORING	PREP	HONORS ** CHEMISTRY A	HONORS ** CHEMISTRY A	AP*** BIOLOGY A	# CATCHCLASS	HONORS ** BIOLOGY A	AP*** CHEMISTRY A	MEDIA LITERACY AND SOCIETY A
<b>Taniguchi, Noelle</b> * (Room 407)	HIGH DOSE TUTORING	PHYSICAL FITNESS 1A	ADMIN/ SPED SUPPORT	ADMIN/ SPED SUPPORT	ADMIN/ SPED SUPPORT	# CATCHCLASS	ADMIN/ SPED SUPPORT	ADMIN/ SPED SUPPORT	HIGH DOSE TUTORING
<b>Valdiviez, Pamala</b> * (Room 407)	ADMIN SUPPORT	COLLEGE & CAREER COUNSELING	ADMIN SUPPORT	ADMIN SUPPORT	ADMIN SUPPORT	# CATCHCLASS	COLLEGE & CAREER COUNSELING	COUNSELING	COLLEGE & CAREER COUNSELING
<b>Hernandez, Genesis</b> (Room 218)	CTE PATHWAYS	CTE DIGITAL MEDIA	ADMIN SUPPORT	ADMIN SUPPORT	ADMIN SUPPORT	ADMIN SUPPORT	ADMIN SUPPORT	ADMIN SUPPORT	CTE DIGITAL MEDIA

\*INSTRUCTS ELS    \*\*CORE    \*\*\*CORE / COLLEGE PREP

**Charter School’s Curriculum Course Outlines and Common Core State Standards Alignment**

All core instructional materials at CATCH Prep, particularly in English Language Arts and Social Studies, are aligned to the California Common Core State Standards and the College and Career Readiness Standards. Texts are selected from state-approved sources, including Appendix B of the Common Core, to ensure alignment with grade-level expectations. Unit pacing guides, reading selections, and assessments are structured to ensure consistency and coherence across all grades and content areas.

### English Language Arts (Core)

CATCH Prep's English Language Arts program meets University of California and California State University A through G requirements and is fully aligned with the California Common Core State Standards and the California ELA/ELD Framework. All ELA courses are designated as core and are designed to ensure students graduate ready for college, career, and civic engagement.

In grades nine and ten, instruction emphasizes vocabulary development, foundational writing skills, and literary and informational text analysis. Students build fluency in narrative, expository, and argumentative writing. Instruction focuses on decoding word roots, applying metacognitive reading strategies, and engaging in guided analysis of the author's craft. As students enter grades eleven and twelve, instruction deepens with a focus on rhetorical analysis, academic discourse, and synthesis writing. Students study etymology and language patterns, evaluate complex literary and nonfiction texts, and strengthen their ability to research, cite sources, and construct college-level argument essays.

The English program is strategically integrated with History and Social Science instruction to reinforce cross-disciplinary literacy. Through authentic projects and interdisciplinary units, students build skills in persuasive speaking, narrative writing, and evidence-based reasoning. These assignments align with California's anchor standards for reading and writing and support the development of transferable literacy across all subject areas. Instruction is designed to help students communicate clearly, synthesize multiple sources, and produce writing that is both creative and analytical. This intentional alignment ensures that students graduate with the reading, writing, and critical thinking skills required for college and life beyond high school.

### English Language Development / English as a Second Language (Non-core)

CATCH Prep offers a comprehensive English Language Development program that aligns with the California English Language Development Standards and the 2014 ELA and ELD Framework. The program includes both Integrated and Designated instruction to ensure that English Learners are supported in all content areas and across proficiency levels. Integrated ELD is delivered by credentialed teachers within grade-level courses, using scaffolds embedded in lesson design. Designated ELD is provided daily in small-group settings by an English Learner Specialist, offering targeted language development instruction.

Designated instruction is organized by proficiency level and is structured to support academic language acquisition in listening, speaking, reading, and writing. Aligned with the state's goals for English learners, CATCH's ELD curriculum is designed to help students:

- Read, analyze, and respond to both literary and informational texts
- Understand how language varies depending on purpose, audience, and context
- Develop vocabulary, grammar, and syntax for academic fluency
- Use home language and cultural identity as assets in building English proficiency
- Engage in academic discussions and oral presentations
- Shift language registers appropriately for different settings and communication tasks

CATCH enhances its ELD instruction with research-based curriculum such as the Expository Reading and Writing Curriculum, Reading Mastery, and scaffolded academic tasks that promote vocabulary acquisition and structured language production. Placement into ELD courses is determined by multiple measures, including performance on the English Language Proficiency Assessments for California and internal diagnostic assessments. Students at the beginning levels receive intensive support designed to accelerate growth, while more advanced English Learners may receive Integrated ELD with supplemental push-in or pull-out assistance tailored to their progress.

The ELD program at CATCH Prep reflects a deep commitment to equity and academic access. By providing targeted instruction aligned to individual needs, the school ensures that all students have the language skills required to fully participate in grade-level coursework, meet college-preparatory expectations, and pursue long-term success.

### Mathematics (Core)

CATCH Prep's mathematics program is fully aligned with California Common Core State Standards and meets the University of California and California State University A through G requirements. The course sequence includes Algebra I, Algebra II, Geometry, Pre-Calculus, and Statistics. Each course is designed to build on prior knowledge and foster students' growth in mathematical reasoning, critical thinking, problem-solving, and academic communication. Instruction emphasizes six key domains: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning.

In Algebra I, students develop a foundational understanding of symbolic notation, expressions, and linear relationships. This early work sets the stage for more complex problem-solving in subsequent courses. Geometry deepens spatial reasoning and strengthens students' ability to construct and justify geometric arguments. In Algebra II, students analyze functions, explore patterns, and apply algebraic models to real-world applications. The program culminates with Statistics, where students examine real-world data, apply statistical methods, and interpret findings through projects and case studies. This course prepares students for postsecondary study in fields such as public health, economics, and data science.

Instruction in mathematics at CATCH is both inquiry-based and student-centered. Teachers use visual representations, digital tools, and collaborative learning routines to support the development of deep conceptual understanding. Adaptive platforms such as ALEKS are used to tailor instruction to each student's learning needs, allowing for targeted practice, timely feedback, and accelerated growth. Students participate in structured academic conversations, mathematical discourse, and hands-on problem-solving that support the transfer of skills across academic and professional contexts.

To ensure equitable access, CATCH provides robust academic support structures. These include after-school math labs, targeted small-group instruction, and access to peer tutoring. Whether students are building fluency in foundational skills or preparing for advanced statistical analysis, the program is designed to ensure that all learners gain the tools, confidence, and conceptual mastery needed to thrive in college-level math and STEM pathways.

### History–Social Science (Core)

CATCH Prep provides a comprehensive, standards-based History and Social Science program that meets A through G requirements and is fully aligned with the California Common Core State Standards and the California History–Social Science Framework. The required course sequence includes World History, United States History, and Principles of American Democracy and Economics. This six-semester progression is designed to build historical thinking, source analysis, research skills, and the ability to construct evidence-based arguments through the study of both global and domestic historical developments.

In World History, students examine global movements from the Enlightenment through the modern era, exploring the political, economic, and intellectual revolutions that have shaped contemporary society. Students analyze the causes and consequences of major global changes and evaluate how different regions contributed to global development. In United States History, instruction focuses on key themes in twentieth and twenty-first century America, including industrialization, immigration, civil rights, and the rise of the United States as a global power. This course emphasizes the interpretation of primary and secondary sources, synthesis of historical events, and the development of academic language through reading and writing tasks.

The senior-level course, Principles of American Democracy and Economics, provides students with a deeper understanding of government systems, constitutional principles, and the roles and responsibilities of civic participation. Students engage in applied economics through analysis of real-world financial scenarios, using data, graphs, and statistical reasoning to evaluate economic outcomes. The course integrates media literacy, academic research, and civic education, preparing students to engage thoughtfully in a democratic society and a globally interconnected economy.

Throughout the sequence, instruction incorporates project-based learning, interdisciplinary connections, and the use of digital tools to support academic discourse and engagement. Students participate in simulations, structured debates, and inquiry-based activities that encourage critical thinking and collaborative problem-solving. This integrated approach ensures that CATCH students graduate with the historical knowledge, civic literacy, and analytical skills necessary to contribute meaningfully to society.

### Science (Core)

CATCH Prep's science curriculum is fully aligned with the Next Generation Science Standards and is designed to support students in building scientific literacy, critical thinking, and real-world problem-solving skills. Through hands-on investigation, engineering design, and interdisciplinary applications, students explore the interconnectedness of science, technology, and society. Instruction emphasizes inquiry-based learning, conceptual understanding, and the development of key academic skills including data analysis, scientific communication, and evidence-based argumentation.

The A through G approved course sequence includes Biology, Chemistry, and Physics, with a minimum of four semesters required for graduation. In Biology, students explore life sciences from the molecular to the ecological level, covering topics such as cell structure, genetics, evolution, and environmental sustainability. Chemistry instruction emphasizes the structure of matter, chemical reactions, and energy transformations. Students gain experience with

stoichiometry, thermodynamics, and modeling through laboratory-based investigations. In Physics, students study fundamental physical laws and apply these concepts to energy systems, forces, electricity, and magnetism. Computational tools and data collection instruments are used to simulate real-world systems and deepen student understanding.

Throughout the science program, instruction is inquiry-driven and rooted in the practices of the scientific community. Students are encouraged to ask questions, design investigations, test hypotheses, and communicate findings using discipline-specific language and formats. Lessons integrate digital technologies, cross-curricular connections, and academic discourse to ensure learning is both rigorous and relevant. This standards-aligned approach prepares CATCH Prep graduates for success in postsecondary science courses and for careers in the expanding fields of science, technology, engineering, and mathematics.

### **Visual and Performing Arts (Core)**

CATCH Prep students are required to complete one year of Visual and Performing Arts to meet the University of California and California State University A through G graduation requirements. The Visual and Performing Arts program is a vibrant and integral part of the CATCH student experience. Aligned with the California Visual and Performing Arts Standards, the curriculum is intentionally embedded into the instructional day and extended through after-school enrichment to provide students with multiple pathways for artistic development and self-expression.

Students participate in a wide range of creative disciplines, including dance, drama, digital media, and civic engagement. These experiences foster student voice, promote collaboration, and encourage personal agency through project-based learning. The program emphasizes both individual expression and group work, allowing students to explore identity, build confidence, and contribute meaningfully to classroom culture and community.

Additional offerings in graphic design, photography, and product manufacturing expose students to traditional and emerging digital art forms. This cross-disciplinary model supports artistic excellence, digital literacy, and cultural awareness. Whether students are performing, designing, or producing digital content, they build transferable skills in communication, creativity, and critical thinking. The program prepares students not only for college and career success in the arts, but also for a lifetime of meaningful participation in civic, cultural, and professional life.

### **Health and Physical Education (Non-core)**

CATCH Prep students are required to complete two years of Physical Education as part of the school's graduation requirements. Aligned with the California Physical Education Standards and Framework, the program equips students with the knowledge, skills, and confidence needed to maintain lifelong physical activity and overall well-being. Instruction emphasizes movement proficiency, fitness literacy, and informed decision-making, supporting students as they transition from structured physical education to independent health and fitness practices. As students approach adulthood, they learn to manage personal responsibilities such as time, work, and family, while continuing to prioritize wellness as a core part of a healthy lifestyle.

To promote lifelong engagement, the curriculum introduces students to a wide range of physical activities and encourages personal exploration and choice. Whether participating in team sports, designing individual fitness plans, or exploring recreational movement, students are supported in identifying activities they enjoy and can sustain throughout their lives. This inclusive, student-centered approach promotes not only physical health, but also self-discipline, emotional resilience, and autonomy.

By reinforcing the importance of regular physical activity and wellness literacy, CATCH Prep ensures that all students graduate with the habits and mindset necessary for long-term health, personal fulfillment, and a balanced lifestyle. The Health and Physical Education program plays a vital role in preparing students to lead healthy, productive lives beyond high school.

#### *World Languages (Grades 9–12) (Core)*

CATCH Prep students are required to complete a minimum of two years of world language instruction to meet the University of California and California State University A through G requirements and to develop global literacy. The school's Spanish language program is designed to build proficiency in listening, speaking, reading, and writing while emphasizing cultural relevance and real-world application.

Aligned with the Foreign Language Framework for California Public Schools, the curriculum offers a clear and sequential progression of language development. Students begin with Spanish 1AB and 2AB, where they engage in basic conversation, interpret authentic texts, and produce simple spoken and written language. As students advance into Spanish 3AB and 4AB, instruction shifts toward interpersonal and presentational communication, literary analysis, and academic writing. In these upper-level courses, students craft persuasive and expository texts, participate in extended discussions, and analyze increasingly complex materials.

The program is grounded in culturally responsive pedagogy and draws upon the lived experiences of Spanish-speaking communities across the globe, including those from Spain, Mexico, Central and South America, and the United States. Through literature, music, art, and history, students examine the relationship between language and culture, deepening their understanding of global identity and shared experience. By integrating language acquisition with cultural exploration, CATCH Prep ensures that students become linguistically fluent, culturally aware communicators prepared to thrive in college, career, and a globally connected world.

#### **Electives and other Courses/Areas of study required for graduation A/G Requirements**

##### *Ethnic Studies (Core and/or College Prep Elective)*

CATCH Prep's Ethnic Studies course introduces students to foundational concepts related to race, ethnicity, identity, equity, and social justice. Approved to meet A through G graduation requirements, the course explores the histories, contributions, and lived experiences of historically marginalized communities in the United States. These include African American, Latinx, Native American, and Asian American populations. Students engage in the critical analysis of literature, primary sources, media, and oral histories to build cultural awareness, deepen historical understanding, and foster civic responsibility.

The curriculum is interdisciplinary by design and integrates elements of social emotional learning to promote reflection, empathy, and active engagement. Through structured inquiry and guided discussion, students examine systems of power and explore strategies for challenging inequities in their schools, communities, and society. They are encouraged to ask questions, engage with multiple perspectives, and connect course content to their own lived experiences.

By exploring themes through historical, cultural, and social lenses, students build the knowledge, insight, and analytical tools needed to become informed leaders and socially conscious contributors. CATCH Prep's Ethnic Studies program prepares students to participate thoughtfully in a diverse, democratic society and empowers them to advocate for justice, equity, and inclusion both in school and beyond.

#### *Personal Finance (Core and/or College Prep Elective)*

The Personal Finance course at CATCH Prep equips students with essential financial literacy skills that support responsible money management and long-term economic well-being. Students learn core concepts including budgeting, saving, banking, credit, loans, taxes, insurance, and investing. The course also addresses strategies for financing higher education and planning for financial independence.

Instruction emphasizes real-world application. Through case studies, simulations, and problem-based learning, students practice applying financial knowledge to authentic situations. The curriculum is aligned with California's financial literacy standards and supports students in making informed decisions that align with their personal, academic, and professional goals. Upon completion, students gain the confidence and skills to navigate adulthood and participate meaningfully in the broader economy.

#### *College and Career Preparation (College Prep Elective)*

CATCH Prep's College and Career Preparation course provides students with the skills, tools, and guidance necessary to transition successfully into postsecondary education and the workforce. Students explore various postsecondary pathways including the University of California, California State University, community colleges, private institutions, and accredited career and technical programs. Instruction covers academic planning, A through G eligibility, college applications, financial aid processes, and scholarship opportunities.

The course offers targeted instruction in resume writing, interview techniques, time management, and professional communication. Students also receive individualized college and career advising to help identify goals, evaluate options, and plan next steps. Through guest speakers, field visits, and exposure to real-world opportunities, students build a clear vision for life beyond high school and take ownership of their academic and career readiness.

#### *Creative Problem Solving (College Prep Elective)*

The Creative Problem Solving course is designed to develop critical thinking, innovation, and collaboration through hands-on, inquiry-based learning. Students work in teams to examine real-world problems and apply academic knowledge from multiple disciplines to design and present solutions. Emphasis is placed on creativity, flexibility, and perseverance, supporting student growth in both academic and civic contexts.

Instruction incorporates digital tools, public speaking, and structured reflection to build student confidence and agency. Students engage in multimedia presentations and learn to communicate complex ideas in clear and compelling ways. The course fosters a growth mindset and prepares students to navigate challenges with independence, resilience, and purpose.

### *Media Literacy and Society (College Prep Elective)*

The Media Literacy and Society course challenges students to think critically about how media shapes public understanding, identity, and cultural narratives. Students explore topics such as advertising, social media, propaganda, and the evolving role of journalism in shaping political discourse. They examine a wide range of media platforms, evaluate the credibility of information, and develop tools to detect misinformation.

Aligned with California’s English Language Arts and History Social Science frameworks, the course strengthens academic literacy and supports the development of civic responsibility. Instruction focuses on ethical communication and persuasive writing, helping students grow into thoughtful and informed digital citizens. Through structured inquiry, reflection, and analysis, students gain the skills needed to navigate modern media landscapes with clarity, discernment, and confidence.

## **Intervention and Enrichment Programs**

### **Multi-Tiered System of Supports**

At CATCH Prep, meeting the needs of the whole child means supporting academic, behavioral, and social emotional growth through a responsive and equitable system. The school implements a comprehensive Multi-Tiered System of Supports, known as MTSS, to ensure that all students receive timely and targeted help aligned with their unique learning paths. Guided by LAUSD’s updated Response to Instruction and Intervention framework, CATCH Prep’s model emphasizes five core practices: evidence-based instruction, universal screening, ongoing progress monitoring, collaborative problem solving, and active family engagement.<sup>89</sup>

These elements work together to form a proactive approach that identifies student needs early and provides appropriate levels of academic and behavioral intervention. This system not only fosters inclusive learning environments but also ensures that all students stay on track with grade level expectations.

Current research highlights the impact of MTSS at the high school level, with studies showing that schools using data driven interventions see gains in student achievement and reductions in dropout rates. For instance, teacher delivered math support has demonstrated statistically significant improvement, with recent studies reporting gains that validate the effectiveness of Tier 2 and Tier 3 interventions. At CATCH Prep, this model is strengthened through continuous progress monitoring. Teachers and support teams meet regularly to review student data, design targeted small group instruction, and refine supports so that interventions remain responsive to student needs in real time.<sup>90</sup>

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<sup>89</sup> Hoover, J. J., & Love, E. (2011). Supporting School-Based Response to Intervention: A Practitioner’s Model. *Teaching Exceptional Children*, 43(3), 40–48.

### **Student Support and Progress Team (SSPT)**

CATCH Prep’s Student Support and Progress Team provides a collaborative and structured approach to meeting the academic, behavioral, and social emotional needs of students who require interventions beyond the core supports of Tier 1 and Tier 2. As part of the school’s MTSS framework, the SSPT offers a proactive process to ensure timely identification of challenges and delivery of individualized support. In alignment with LAUSD protocols, the team convenes when a student is not making expected progress despite existing interventions, or when additional resources are deemed necessary.

The SSPT includes the student’s teachers, advisor, parent or guardian, and key support personnel such as the ELD Coordinator, Manager of Special Populations, counselor, or RSP teacher. A designated facilitator ensures that all relevant data, documentation, and stakeholder input are reviewed in advance of the meeting. Together, the team analyzes performance data, identifies barriers to learning, and develops a targeted plan with clear action steps, progress monitoring strategies, and a follow-up timeline. The team assigns roles and responsibilities and typically schedules a follow-up within six to eight weeks to evaluate the effectiveness of the plan.

At the follow-up meeting, the SSPT determines whether sufficient progress has been made. If the student is improving, the team celebrates success, discusses which supports will remain in place, and may conclude the process. If the student shows limited or no progress, the team may adjust interventions, bring in additional support such as a school psychologist or academic coach, and review options including retention or further assessment. In either case, the focus remains on data informed decision making and shared responsibility.

This cycle continues as needed, with regular updates documented in the student’s record and reviewed by the MSP or designee. If multiple rounds of intervention fail to produce adequate progress, the team may consider initiating a referral for special education eligibility in accordance with district guidelines.

By aligning with LAUSD’s protocols and centering on collaboration, data analysis, and equity, CATCH Prep’s SSPT ensures that every student receives the personalized support needed to succeed both academically and emotionally.

### **Tier 1: Universal Instruction, Screening, and Enrichment**

Tier 1 forms the foundation of CATCH Prep’s instructional program and schoolwide culture. Every student receives rigorous, standards-based instruction in inclusive classrooms where differentiation and engagement are prioritized. Teachers use formative assessment data to guide pacing, adapt instruction, and group students according to their academic needs. Supports at this level are proactive and designed to promote access, equity, and enrichment for all learners.<sup>90</sup>

#### **Tier 1 supports include:**

- Universal screeners such as STAR, PSAT, and SBAC Interim, administered three times per year to monitor academic growth and inform instruction

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<sup>90</sup> Sugai, G., & Simonsen, B. (2012). Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions. Center for PBIS & Center for Positive Behavioral Interventions and Supports

- Schoolwide implementation of Positive Behavior Interventions and Supports to foster a safe and supportive learning environment
- Instructional aides embedded in core classes to provide real-time scaffolding and increase student engagement
- Culturally and linguistically responsive instructional practices that reflect student diversity and are integrated across all content areas
- Regular progress reports shared with families through PowerSchool every six weeks to promote transparency and strengthen communication
- High-impact tutoring opportunities offered before and after school, supported by access to teacher office hours for additional academic assistance
- Enrichment programs including AP courses, dual enrollment, robotics, digital storytelling, and student leadership development that extend learning beyond the classroom

Tier 1 instruction at CATCH Prep ensures that all students receive high-quality learning experiences rooted in equity, excellence, and personalization.

### **Tier 2: Targeted Support**

Tier 2 services are designed for students who need additional support beyond the core instructional program. These students are identified through multiple measures, including assessment data, classroom performance, behavior tracking, and attendance trends..

Once identified, students receive targeted small-group interventions coordinated by instructional coaches, advisors, and the student support team to address specific academic or behavioral needs.

### **Tier 2 Supports include:**

- Differentiated instruction and access to supplemental materials provided within the general education setting
- Collaborative data reviews between general education and special education staff to identify learning gaps and inform intervention planning
- Regular teacher-student conferences that use assessment data to inform goals and guide the development of Individualized Learning Plans
- Structured intervention blocks scheduled four times per week, with approximately 60 minutes of targeted instruction per session
- Ongoing communication with families, led by the student’s advisor, to review the intervention plan and support progress monitoring
- Follow-up assessments every six weeks to measure student progress and inform next steps
- Continued Tier 2 services throughout the semester for students who demonstrate a need for extended support

Through this targeted approach, CATCH Prep ensures that students receive the additional time, attention, and resources necessary to accelerate learning and meet grade-level expectations.

### **Tier 3: Intensive Intervention**

Tier 3 represents the most individualized level of academic and behavioral support offered at CATCH Prep. Students requiring this level of intervention often present with persistent academic, behavioral, or attendance challenges and are referred to the Student Support and Progress Team for a comprehensive case review and formal action planning. The goal of Tier 3 is to ensure that every student receives highly targeted support tailored to their unique needs.<sup>91</sup>

#### **Tier 3 Supports include:**

- Weekly progress monitoring to assess student growth and inform next steps
- Implementation of high-intensity instructional strategies delivered with increased frequency and duration
- Development of behavior contracts that include regular goal tracking and review
- Trauma-informed counseling services provided through individualized sessions
- A minimum of 75 minutes per week of intensive academic support sustained for at least six weeks.
- Targeted small-group interventions using evidence-based practices aligned to student needs
- Design and monitoring of attendance improvement plans to address chronic absenteeism
- Instruction in self-regulation and self-monitoring strategies to build agency and independence
- Personalized academic schedules that include push-in or pull-out services delivered by RSP teachers, counselors, or other specialists
- Continued application of research-based instructional strategies that address complex learning profiles

Students receiving Tier 3 support participate in scheduled case review meetings every six to eight weeks. During these sessions, the SSPT team evaluates progress, refines interventions, and identifies new goals as needed. If a student does not demonstrate sufficient growth over multiple cycles of support, the team may initiate a referral to determine eligibility for special education services in alignment with IDEA and LAUSD policy.

### **Intervention Period: CATCH UP**

The CATCH Up Intervention Period is a schoolwide initiative designed to ensure that all students receive timely, personalized academic support aligned to their individual needs. Implemented twice weekly during the CATCH Class advisory period, the model offers focused 20-minute pull-out sessions that provide targeted instruction in English Language Arts, Mathematics, and English Language Development. Additional support is also available through optional 50-minute sessions before or after school, further extending access to intervention without disrupting core academic instruction.

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<sup>91</sup> National Center on Intensive Intervention. (2023). Data-Based Individualization: A Framework for Intensive Intervention. <https://intensiveintervention.org>

With the support of CATCH Prep’s Math Coach and Intervention Specialist, students engage in small-group instruction tailored to their specific learning profiles. Instructional groups are formed using diagnostic data and rotate across subject areas every six weeks to ensure that support remains relevant and responsive. In mathematics, students utilize ALEKS, an adaptive learning platform that personalizes instruction and promotes mastery through scaffolded lessons and guided practice aligned to grade-level standards.

The CATCH Up model is both data-informed and flexible. Students are identified for intervention based on multiple measures, including Renaissance Star, Fastbridge, ALEKS, and classroom performance. Each session is designed to address high-leverage academic skills, such as reading comprehension, foundational math fluency, writing development, and problem-solving. Instruction is focused, scaffolded, and delivered in a setting that fosters both academic growth and student confidence.<sup>92</sup> While students participate in targeted intervention, their peers engage in structured advisory programming that supports college and career readiness, executive functioning, and social-emotional development. This integrated approach ensures that all students are engaged in meaningful, developmentally appropriate activities. By embedding intervention within the advisory framework, CATCH Prep provides equitable academic support in a manner that maintains student dignity and expands access to enrichment and future-focused learning opportunities.

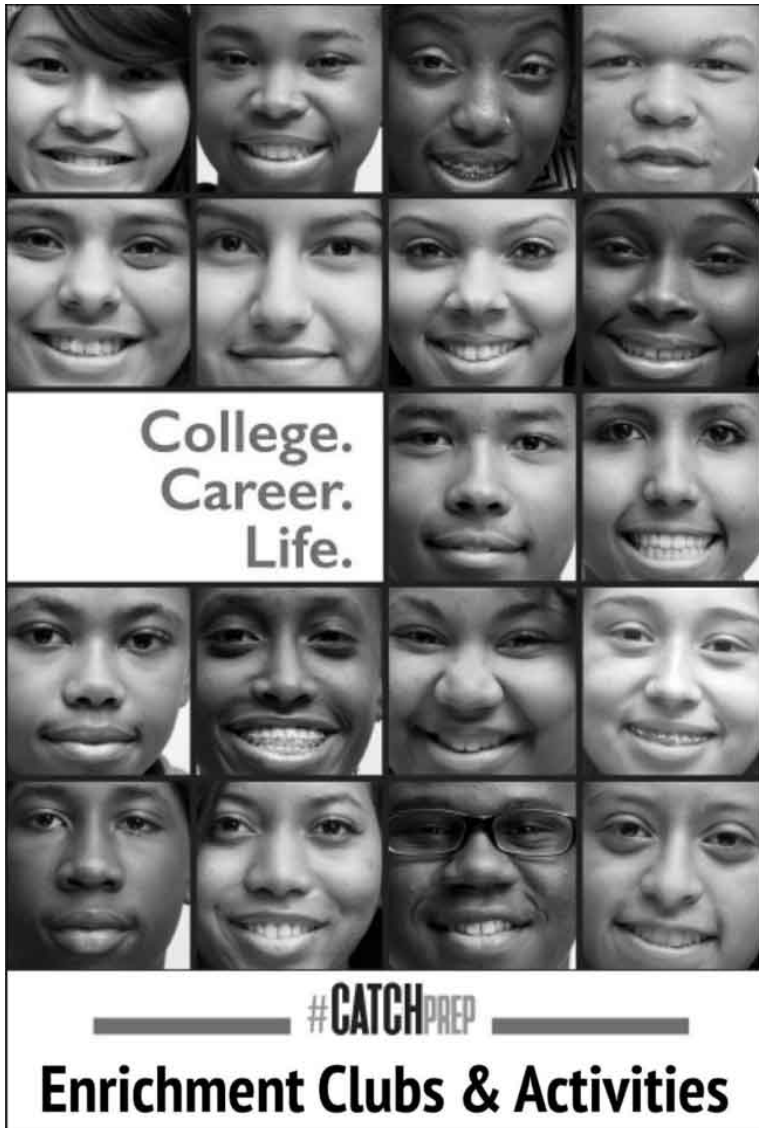
### **Enrichment Activities**

In keeping with CATCH Prep’s mission to cultivate well-rounded, college-ready scholars, the school offers a diverse selection of enrichment clubs and activities that extend learning beyond the classroom. These opportunities allow students to explore personal interests, develop leadership skills, and engage with peers in meaningful ways. From academic and civic organizations to creative arts and STEM-based programs, CATCH’s enrichment offerings are designed to support student growth, foster engagement, and build a strong sense of community on campus.

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<sup>92</sup> Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? *Reading Research Quarterly*, 41(1), 93–99.

Figure 9: CATCH Prep Enrichment Clubs & Activities



**CATCH Prep Enrichment Clubs & Activities**

- Art Club
- ASB Student Government
- Cheer
- Chess Club
- Coding & Robotics Club
- Dance Team & Yoga Club
- Debate Club
- Digital Media & Civic Engagement
- Drama Club
- Drill Team
- Engineering Club
- Fashion Club
- Financial Literacy Club
- Gaming Club
- Honors Societies
- Journalism Club
- Law Club
- Magazine Club
- Metro Youth Program
- Photography Club
- Robotics Club
- Spanish Club
- Sports Club
- STEAM Club
- UCLA Youth Source
- Urban League Youth
- YMCA Youth & Government

## Comprehensive Course List

Table 22: Course Offering by Grade

	9th Grade		10th Grade		11th Grade		12th Grade	
Subject Area	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
<b>History-Social Science (A)</b>			AP World History	AP World History	AP US History	AP US History	AP Gov.	AP Macro Economics
<b>English Language Arts (B)</b>	H/ English 9A	H/ English 9B	H/ English 10A	H/ English 10B	AP English Language	AP English Language	AP English Literature	AP English Literature
<b>Mathematics (C)</b>	H/ Algebra 1A	H/ Algebra 1B	H/ Geometry A	H/ Geometry B	H/ Algebra 2A	H/ Algebra 2B	AP Statistics	AP Statistics
<b>Science (D)</b>	H/ Biology A	H/ Biology B	H/ Chemistry A	H/ Chemistry B	AP Chemistry	AP Chemistry	AP Biology	AP Biology
<b>World Language (E)</b>	H/ Spanish 1A	H/ Spanish 1B	H/ Spanish 2A	H/ Spanish 2B	H/ Spanish 3A	H/ Spanish 3B	AP Spanish Language & Culture	AP Spanish Language & Culture
<b>Visual &amp; Performing Arts (F)</b>	Drama AB, Hip-Hop Dance, CTE Digital Media							
<b>College-Prep Elective (G)</b>	Ethnic Studies	Ethnic Studies			Creative Problem Solving CP	Creative Problem Solving CP	College & Career Prep	College & Career Prep
<b>Physical Education</b>	P.E. 1A	P.E. 1B	P.E. 2A	P.E. 2B				

Table 23: Course Descriptions by Grade

9th Grade Course Descriptions And Skills Taught		
Subject	Course	Content/Skills
<b>English</b>	English 9A/ English 9B  English 9A Honors /English 9B Honors	English 9 is a foundational, college-preparatory course that integrates reading, writing, speaking, and listening in alignment with the California Common Core State Standards. Students engage in close reading of literary and informational texts, developing skills in analysis, interpretation, and evidence-based writing across narrative, argumentative, and explanatory modes. Instruction emphasizes grammar, vocabulary, and language conventions, while structured discussions and presentations strengthen oral communication.

		Assessments—including essays, reading tasks, and Renaissance Star diagnostics—are used to monitor growth and guide instruction. Successful completion prepares students for the academic demands of English 10 and continued progress toward A–G readiness.
<b>Math</b>	Algebra 1A /Algebra 1B  Algebra 1A Honors /Algebra 1B Honors	Algebra I is a college-preparatory course aligned with the California Common Core State Standards and meets the “C” A–G requirement. Students build foundational algebra skills through real-world applications and explore expressions, equations, inequalities, functions, systems, and basic statistics. The course emphasizes conceptual understanding, procedural fluency, and problem-solving using verbal, numerical, algebraic, and graphical methods. Successful completion prepares students for Geometry and satisfies one year of the high school math requirement.
<b>Science</b>	Biology A /Biology B  Biology A Honors /Biology B Honors	Biology is a yearlong laboratory science course that meets college entrance requirements and introduces key life science concepts. Students explore cell biology, genetics, evolution, ecology, and human physiology while developing scientific skills and applying critical thinking to real-world phenomena. The course emphasizes observation, evidence-based reasoning, and the scientific process to prepare students for college-level science.
<b>World Language</b>	Spanish 1A/ Spanish 1B  Spanish 1A Honors/Spanish 1B Honors	This course builds students’ skills in listening, speaking, reading, and writing in a target language, following California World Languages Standards. Students practice real-world communication through interpersonal, interpretive, and presentational tasks while exploring the cultures, customs, and perspectives of global communities. Emphasis is placed on vocabulary development, grammar, and cultural literacy to support college, career, and global readiness.
<b>Physical Education</b>	Adv PE 1A/1B	Advanced PE 1A/1B empowers students to make informed decisions that support lifelong health and wellness. Aligned with California Physical Education Content Standards, the course builds physical fitness, self-awareness, and healthy habits through activities that enhance endurance, strength, flexibility, and coordination. Students learn principles of fitness, goal setting, nutrition, and injury prevention while participating in individual and team sports. The course also promotes mental well-being through strategies for stress management and healthful decision-making.
<b>Health /Life Science</b>	Health	This course helps students develop concepts, attitudes and skills that lead to effective decisions on physical, emotional, mental and social health issues. Students gain an understanding; nutrition, fitness, and effects of drugs, human reproduction, sexually transmitted diseases and mental health.

### 10<sup>th</sup> Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
<b>English</b>	English 10A/ English 10B  English 10A Honors /English 10B Honors	English 10 builds on the skills developed in English 9 and aligns with the California Common Core Standards. Students analyze complex literary and nonfiction texts from diverse voices, examining central ideas, themes, and rhetorical strategies in historical and cultural contexts. Writing focuses on argumentative, informative, narrative, and literary analysis essays, emphasizing evidence, organization, and audience. Students engage in research projects, collaborative discussions, and formal presentations to strengthen communication skills. Vocabulary, grammar, and language conventions are integrated to support college and career readiness.
<b>Math</b>	Geometry A/B  Geometry Honors A/B	Geometry A/B is a Common Core-aligned course that builds students' understanding of geometric relationships through reasoning, proof, and real-world application. Topics include transformations, congruence, similarity, coordinate geometry, and right triangle trigonometry. Students solve problems involving area, volume, and surface area while developing skills in mathematical communication and critical thinking. Instruction incorporates hands-on activities, digital tools, and inquiry-based learning to support all learners and prepare students for future STEM courses.
<b>Science</b>	Chemistry A /Chemistry B  Chemistry A Honors/Chemistry B Honors	This NGSS-aligned laboratory science course explores the composition, structure, properties, and changes of matter at the molecular and atomic level. Students investigate topics such as atomic theory, the periodic table, chemical bonding, conservation of mass, stoichiometry, gas laws, solutions, acids and bases, thermochemistry, and nuclear chemistry. Emphasis is placed on using models, collecting and analyzing data, constructing explanations, and engaging in argument from evidence. Students apply crosscutting concepts like energy and matter, patterns, and system models to make sense of chemical phenomena. Through hands-on laboratory experiences and inquiry-based learning, students deepen their understanding of scientific practices and real-world applications. Mathematical reasoning and scientific literacy are integrated throughout the course to prepare students for college and

		STEM careers.
<b>Social Science</b>	World History A/ World History B	In this 10th-grade course, students examine major turning points in modern world history from the Enlightenment and the Age of Revolutions through the 21st century. The course emphasizes the development of democratic ideals, industrialization, imperialism, the causes and consequences of global conflicts such as World War I and II, decolonization, and globalization. Students analyze historical events using multiple perspectives and explore how the past informs current global issues. The curriculum is designed to build historical thinking skills, including sourcing, contextualization, and evidence-based argumentation. Through reading, writing, and inquiry aligned with Common Core literacy standards, students develop the skills to critically evaluate primary and secondary sources, construct coherent arguments, and communicate their understanding of complex global systems and their interconnections
<b>Social Science</b>	AP World History	AP World History: Modern is a college-level course that examines global developments from 1200 CE to the present. Students explore major historical themes such as culture, governance, economics, and social structures while building skills in causation, continuity and change, and comparison. The course emphasizes evidence-based writing, source analysis, and historical argumentation. Aligned with College Board expectations, it prepares students for the AP exam and supports Common Core literacy in historical reading, writing, and discussion.
<b>Physical Education</b>	Adv PE 2A/2B	This course deepens students' skills in movement, fitness, and game strategies while promoting lifelong health and wellness. Students engage in structured exercise, goal-setting, and training principles, with a focus on fitness planning, injury prevention, and biomechanical efficiency. They also examine psychological and social factors like motivation, teamwork, and stress management. Aligned with California Physical Education Standards and Common Core literacy, the course includes written reflections, self-assessments, and peer evaluations. Students gain the knowledge and habits needed to maintain active, healthy lifestyles.

## 11<sup>th</sup> Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
<b>English</b>	English Literature /Contemporary Composition	English 11 is a college-preparatory course aligned with Common Core standards and A–G requirements, focusing on American literature and its historical, political, and cultural contexts. Students analyze a variety of genres to explore themes and rhetorical strategies that shape American identity. Writing includes argumentative, descriptive, and expository essays, with emphasis on evidence, revision, and language conventions. Oral communication is developed through speeches, presentations, and group discussions. The course prepares students to interpret complex texts, craft strong arguments, and express ideas effectively in preparation for 12th-grade English and college-level work.
<b>English</b>	AP English Language	AP English Language and Composition is a college-level course that develops students' skills in reading and writing nonfiction across diverse rhetorical contexts. Through analysis of essays, speeches, journalism, and visual texts, students explore how authors use language to achieve purpose and influence audiences. Writing assignments include narrative, analytical, and argumentative essays, emphasizing thesis development, organization, and use of evidence. Students also practice timed writing, peer review, and oral communication through discussions, debates, and presentations. The course prepares students for the AP Exam and college-level reading, writing, and critical thinking.
<b>Math</b>	Algebra 2A / Algebra 2B  Algebra 2A Honors/Algebra 2B Honors	Algebra 2A/2B builds upon the foundations of Algebra I and Geometry, deepening students' understanding of functions, equations, and modeling. The course emphasizes the Common Core's focus on conceptual understanding, problem solving, and real-world application. Students will explore polynomial, rational, exponential, and logarithmic functions; solve systems of linear and nonlinear equations; and analyze sequences and series. Additional topics include complex numbers, the binomial theorem, and trigonometric functions. Students will also engage in modeling and data analysis, using technology and multiple representations (graphs, tables, equations) to interpret and solve problems. The course incorporates the Standards for Mathematical

		Practice to develop reasoning, precision, and mathematical communication in preparation for college and career readiness.
<b>Social Science</b>	US History A /US History B	This yearlong course explores major turning points in 20th-century U.S. history, beginning with the nation’s founding and progressing through key eras such as the World Wars, Great Depression, Civil Rights Movement, and contemporary issues. Students analyze social, political, economic, and cultural transformations that have shaped American identity, with emphasis on civil rights, government roles, and democratic principles. Aligned with Common Core standards, the course develops skills in source analysis, evidence-based writing, and civic discourse. Students gain the historical understanding and critical thinking needed for advanced coursework and active citizenship.
<b>Social Science</b>	AP US History A /AP US History B	AP U.S. History is a college-level course that examines the political, economic, social, and cultural development of the United States from pre-Columbian times to the present. Aligned with the College Board framework, it emphasizes historical thinking skills and analysis of primary and secondary sources. Students explore key themes such as identity, civil rights, politics, economy, and global interactions while developing evidence-based arguments through DBQs, LEQs, and SAQs. The course prepares students for the AP Exam and builds critical skills for college-level humanities and social science coursework.
<b>12<sup>th</sup> Grade Course Descriptions And Skills Taught</b>		
<b>Subject</b>	<b>Course</b>	<b>Content/Skills</b>
<b>English</b>	Expository Composition /Advanced Composition	English 12 is a college-preparatory course aligned with the California Common Core Standards that fulfills the “B” UC/CSU A–G requirement. Students analyze complex literary and informational texts, focusing on rhetorical structures, argument evaluation, and authorial style. Writing instruction emphasizes clear, well-organized compositions in multiple modes, including argument, exposition, and narration, with a focus on evidence, revision, and language conventions. Students also build academic vocabulary and engage in discussions, presentations, and debates to strengthen oral communication. The course prepares students for the reading, writing, and speaking demands of college and

		career.
<b>English</b>	AP Literature	AP English Literature and Composition is a college-level course that fulfills the “B” UC/CSU A–G requirement and prepares students for the AP Exam. Students closely read and analyze poetry, drama, fiction, and novels from diverse literary periods and cultures, focusing on how literary elements convey meaning. Writing includes expository, analytical, and argumentative essays grounded in textual evidence and refined through revision and feedback. The course emphasizes advanced writing skills, literary interpretation, and critical thinking, preparing students to succeed in college-level literature and composition.
<b>Math</b>	AP Statistics	AP Statistics is a college-level course that meets the “C” UC/CSU math requirement and introduces students to key concepts in data collection, analysis, and inference. Aligned with Common Core and College Board standards, the course covers data exploration, sampling, probability, and statistical inference. Students design studies, interpret data, and apply statistical models using technology and real-world contexts. Emphasis is placed on reasoning, problem-solving, and preparation for the AP Exam. By course end, students are equipped to apply statistical thinking across academic and professional fields.
<b>Social Science</b>	AP Macroeconomics	AP Macroeconomics is a one-semester, college-level course for 12th grade students that fulfills the “G” UC/CSU requirement and prepares students for the AP Exam. The course covers national and global economic principles including inflation, unemployment, economic growth, fiscal and monetary policy, and international trade. Students analyze data, apply economic models, and assess policy decisions using quantitative reasoning and real-world examples. Instruction includes formal writing, graphing, and discussion to build economic literacy. By the end of the course, students can evaluate macroeconomic issues and demonstrate college-level understanding of economic systems and decision making.
<b>Social Science</b>	AP Comparative Government and Politics	AP Comparative Government and Politics is a one-semester, college-level course that fulfills the “G” UC/CSU requirement and prepares students for the AP Exam. Students study the political systems of the UK,

		Russia, China, Mexico, Iran, and Nigeria, exploring topics such as sovereignty, institutions, civil society, public policy, and political change. The course emphasizes comparative analysis, political theory, and global awareness through case studies, discussions, and data interpretation. By course end, students can analyze global political systems and apply comparative concepts to current events and international issues.
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Table 24: Textbook/Resource by Course

COURSE	TEXTBOOK/RESOURCE
<b>English Language Arts</b>	Springboard ELA Common Core Edition, College Board, Mc Dougal Little: The Language of Literature, Ideas in Argument: Building Skills and Understanding for the AP English Language Course, Springboard ELA Common Core Edition, College Board, Mc Dougal Little: The Language of Literature , CA Collections Student Edition Grade 10 Houghton Mifflin, Ideas Ideas in Argument: Building Skills and Understanding for the AP® English Language Course, Ideas in Argument: Building Skills and Understanding for the AP® English Language Course, California collections Grade 9 2017, Houghton Mifflin Harcourt Collections
<b>English Language Development</b>	English 3D by Houghton Mifflin Harcourt, Common Core recommended texts and supplemental materials
<b>Mathematics</b>	Prentice Hall Mathematics: Algebra 1, Math Analysis, McDougal 0 Littell, Common Core Algebra 1: Illustrative Math, Algebra 1 (All Units), LearnZillion, Inc Illustrative Mathematics, Common Core Algebra 2: Illustrative Math, Algebra II LearnZillion, Inc, Illustrative Mathematics, Common Core Geometry: Illustrative Math, Geometry (All Units); LearnZillion Inc, Illustrative Mathematics
<b>Science</b>	Prentice Hall: Chemistry, Miller & Levine: Biology, AP Biology
<b>History-Social Science</b>	Prentice Hall: America Pathways to the Present, World History, Prentice Science Hall: America Pathways to the Present, World History, American Government: Principle & Practices model, investigate and solve the problem presented.
<b>Foreign Language</b>	Buen Viaje!: Glencoe Spanish 1; Spanish 2; Spanish 3, La caso En Mango Street (Ap Spanish)
<b>Health</b>	Prentice Hall: Health
<b>Visual and Performing Arts</b>	Drama Projects: Tanner, Fran Averette

### **CATCH-CLASS™ Advisory**

*CATCH-CLASS™* is CATCH Prep’s reimagined, schoolwide Advisory course that serves as a daily, credit-bearing class embedded into the instructional schedule. Designed to support whole-child development and postsecondary readiness, the course focuses on academic coaching, personal growth, and student agency. The program emphasizes a growth mindset and personal guidance to prepare students for future success, while integrating technology and individualized support.

Each day during the fifth period, students attend *CATCH-CLASS™*, where they participate in a structured and supportive environment that promotes self-reflection, goal-setting, and the development of academic and life skills. Each student is paired with an Advisory teacher who serves as their mentor and advocate throughout the school year. The curriculum is dynamic and includes the following components:

- Academic Coaching: Students receive support in goal-setting, time management, homework completion, and the development of study habits tailored to their learning styles.
- Test Preparation and Strategies: Students receive direct instruction on test-taking strategies, including pacing, annotation, and stress management. These sessions help prepare students for standardized exams such as the CAASPP, PSAT, SAT, and college placement tests.
- College and Career Exploration: Activities include interest inventories, progress checks, college application guidance, and personal statement writing. Students engage in financial aid workshops, meet with college representatives, and participate in guest speaker sessions from industry professionals.
- Social Emotional Learning (SEL): Weekly lessons focus on the five core competencies of CASEL—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students engage in reflection exercises and mindfulness routines to build emotional intelligence.
- Current Events and Discourse: Advisory includes structured dialogue around local and global issues, school culture, and civic responsibility. These conversations help students develop empathy, civic literacy, and critical thinking.
- Civic Engagement and Leadership: Students explore service learning, peer mentoring, and campus leadership opportunities, taking initiative to contribute meaningfully to their school and community.
- Portfolio Development: Students create and curate both physical and digital portfolios that highlight academic growth, personal milestones, and career preparation artifacts.<sup>93</sup>

The structure of *CATCH-CLASS™* draws from best practices used by leading college-preparatory schools. The first portion of each session is devoted to academic support, including tutoring, homework help, and planning. The remaining time is dedicated to an advisory curriculum that strengthens personal development, college knowledge, and civic engagement.

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<sup>93</sup>Johnston, J. H., & Williamson, R. D. (2010). *Leading in the Middle: The Advisory Challenge*. National School Association.

As students progress through each year of the program, they demonstrate growth in academic habits, SEL, and postsecondary readiness. Graduates emerge with a clear sense of direction and the skills to succeed in college, career, and life.

### **High-Dosage Tutoring**

CATCH Prep’s tutoring program serves as a critical academic support system designed to accelerate learning, close achievement gaps, and prepare students for postsecondary success. Led by CATCH Prep teachers, tutoring is available before and after school and is enhanced by AI-powered virtual tutors through Khan Academy that offer students 24/7 access to personalized academic support. Sessions are delivered in small-group or one-on-one formats and occur multiple times per week, with a focus on long-term growth through early identification of learning needs and delivery of intensive, evidence-based instruction.<sup>94</sup>

Tutoring sessions help students strengthen core competencies in subjects such as Math and English, reinforce foundational knowledge, and support classroom learning. CATCH Prep tutors work in close collaboration with classroom teachers to ensure that instruction aligns with pacing and curriculum goals. AI-based tutoring platforms offer real-time feedback and adapt to each student’s learning profile, providing individualized support that complements in-person instruction.

In addition to teacher-led support, the program incorporates peer tutoring to build a culture of collaboration and shared academic success. Peer tutors provide both academic assistance and opportunities for leadership development and subject-area mastery. The tutoring program also fosters important college-readiness skills such as time management, study habits, and self-directed learning. By combining targeted academic support with mentorship and personal growth opportunities, CATCH Prep’s tutoring program empowers students to take ownership of their learning, build academic confidence, and achieve sustained progress toward college and career readiness.<sup>95</sup>

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<sup>94</sup> Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021). *Accelerating Student Learning with High-Dosage Tutoring*. EdResearch for Recovery. [https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_1.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf)

<sup>95</sup> Nickow, A., Oreopoulos, P., & Quan, V. (2020). The Impressive Effects of Tutoring on PreK–12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. NBER Working Paper No. 27476.

**Graduation Requirements and A-G Requirements**

CATCH Prep offers courses that meet the UC A-G subject requirements and are approved by the University of California for ninth through twelfth grades. CATCH Prep has a highly effective curricular plan that is accessible to all students. CATCH’s curricula align with all Common Core State Standards, including NGSS, and the new ELD Framework issued by the State Of California.

Courses are offered in English Language Development, English Language Arts, Mathematics, History-Social Science, Science, Visual Arts, Foreign Language, Career/ Technical Education, Physical Education, and Health.

Figure 10: A-G Course Requirements



**Where EVERYbody can be ANYbody...**

<b>A - G REQUIREMENTS</b>		<b>9<sup>TH</sup></b>	<b>10<sup>TH</sup></b>	<b>11<sup>TH</sup></b>	<b>12<sup>TH</sup></b>
<b>A</b>	US History, Governemnt/History, 2 YEARS			■	■
<b>B</b>	English 9-12, 4 YEARS	■	■	■	■
<b>C</b>	Algebra, Geometry, Intermediate Algebra, Math Analysis, Calculus, 3 YEARS, 4 RECOMENDED	■	■	■	
<b>D</b>	Biology, Chemistry, Physics, 2 YEARS W/LAB	■	■		
<b>E</b>	Foreign Language (same language), 2 YEARS	■	■		
<b>F</b>	Visual Performing Arts, 1 YEAR	■			
<b>G</b>	College Prep Elective or additional year of any of the above (i.e. 4th year of math) 1 YEAR				■

<b>Physical Ed.</b>	<b>2 Years</b>	■	■		
<b>Health</b>	<b>1 Semester</b>				
<b>Ethnic Studies</b>	<b>1 Semester</b>				
<b>Catch Community Service</b>	<b>40 Hours</b>				

VISIT: [www.collegeboard.com](http://www.collegeboard.com) and [www.csummentor.org](http://www.csummentor.org) for guidance

**Credit Recovery Opportunities and Support**

CATCH Prep Charter High School ensures that all students including those facing academic setbacks or transferring mid-year—have ample and equitable access to credit recovery opportunities that support on-time graduation and college eligibility. Any student earning a “C” or below in a course is automatically referred to a structured credit recovery program, which is offered throughout the academic year via after-school, evening, and summer sessions. These programs are available on-site or in supervised off-site settings such as public libraries and community learning hubs. All recovery options use standards-aligned platforms such as CATCH-curated online curricula, ensuring alignment with UC/CSU “a-g” requirements. Courses are taught or monitored by credentialed teachers, and are structured to address content gaps without requiring students to repeat full semesters unnecessarily.

CATCH’s credit recovery model integrates research-based best practices to promote deeper learning and persistence. The program uses competency-based modules that focus only on

unmet standards, combined with blended learning formats that offer both digital flexibility and live teacher support. Through diagnostic tools and adaptive learning systems, students receive personalized learning pathways tailored to their needs. Recovery coursework is enriched with social-emotional learning (SEL), executive function coaching, and goal-setting strategies to re-engage students academically and emotionally. Moreover, recovery lessons are designed to be college- and career-relevant, incorporating real-world skills such as financial literacy and personal essay writing. Student progress is closely monitored through data dashboards and Graduation Success Plans, with school counselors and instructional leaders adjusting supports as needed. By embedding rigor, flexibility, and holistic student supports, CATCH Prep’s credit recovery system not only recovers credits but reignites student confidence, motivation, and postsecondary readiness.

### **Graduation and College Entrance Requirements for Transfer Students**

At CATCH Prep, transfer students are carefully supported to ensure they graduate on time and meet college entrance (A–G) requirements. Immediately upon enrollment, each student undergoes a comprehensive transcript evaluation using our custom-designed *CATCH PLAN*—a visual credit-tracking tool aligned with California graduation standards and the University of California/California State University (UC/CSU) A–G subject requirements. This tool enables counselors and academic staff to assess a student’s completed coursework across all key disciplines, including English, math, science, social studies, world language, and college prep electives.

The *CATCH PLAN* not only tracks progress toward the 220-credit graduation requirement, but also ensures that students are meeting A–G subject area benchmarks. Color-coded by grade level, the tool helps identify academic gaps and sequences coursework for timely recovery and completion. Students who transfer in with D or F grades in A–G courses are automatically scheduled for quarterly or summer credit recovery, and are supported through:

- Individual Graduation Plans (IGPs) developed with students and families;
- Access to online and evening classes to resolve credit deficiencies;
- Dual enrollment courses through Los Angeles Southwest College for students to earn UC/CSU-transferable credits;
- Dedicated counselor check-ins to monitor A–G progress and update plans as needed.

Additionally, CATCH Prep integrates this academic monitoring into its Multi-Tiered System of Supports (MTSS), where students receive tiered interventions, tutoring, and mentoring to accelerate credit completion. Academic planning is also paired with college and career counseling, ensuring students understand admission criteria and develop competitive postsecondary profiles, including through support for ACT/SAT prep, personal statement writing, and financial aid guidance.

Research from the Regional Educational Laboratory West (REL West, 2022) shows that schools using early transcript audits and individualized credit recovery plans are significantly more effective in helping transfer students graduate on time. By embedding this research-based practice into our systems, CATCH Prep ensures transfer students do not fall behind, but instead accelerate toward college and career readiness.<sup>96</sup>

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<sup>96</sup> Regional Educational Laboratory West (REL West). (2022). Using Early Warning Systems and Credit Recovery to Support High School Graduation. <https://ies.ed.gov/rel-west/2025/01/guide>

### **Graduation Exemption (For students who qualify pursuant to Ed. Code Section 51225.1)**

CATCH Prep ensures that eligible students—including foster youth, homeless students, former juvenile court students, migratory youth, newcomers, and children of military families—are identified and informed of their right to graduate under the state’s minimum credit requirements (130 credits), as outlined in Education Code § 51225.1.

Upon identification, a counselor meets with the student and guardian within 30 days to explain the exemption, outline implications for college eligibility, and offer the option to pursue CATCH’s full graduation requirements or return for a fifth year. An Individualized Graduation Plan (IGP) is developed to review credit status and postsecondary goals, with partial credit recovery offered per Ed. Code § 51225.2. Students are not required to accept the exemption and may continue toward A-G eligibility if desired.

CATCH Prep monitors graduation every 6-week reporting period and provides transition support, ensuring that all students receive equitable access to a diploma and future opportunities.

### **College/Career Preparedness as measured by the CDE College/Career Indicator**

CATCH Prep’s instructional program is strategically aligned with the California Department of Education’s College/Career Indicator (CCI) to ensure that all students are provided with multiple pathways to postsecondary success. Central to this alignment is the school’s “A–G only” curriculum, which guarantees that all courses meet University of California (UC) and California State University (CSU) entrance requirements. By maintaining a rigorous grading scale limited to A, B, C, or F, CATCH ensures that course grades accurately reflect student mastery, preventing grade inflation and supporting valid academic transcripts. As a result, all CATCH graduates automatically satisfy the A–G completion component of the CCI, establishing a baseline of college eligibility for all students.<sup>97</sup>

In addition to this foundational academic structure, CATCH Prep actively supports students in meeting a broad range of CCI “Prepared” and “Approaching Prepared” criteria. These include:

- **College Credit Courses:** Through an expanding Dual Enrollment partnership with Los Angeles Southwest College, students can complete one or more college-level courses—either academic or CTE-focused—with a grade of C– or better, meeting key benchmarks for both “Prepared” and “Approaching Prepared” classifications.
- **Advanced Placement (AP) Exams:** CATCH offers AP coursework across disciplines and supports students in preparing for AP exams. Students who score a 3 or higher on one or more exams satisfy multiple CCI pathways.
- **Career Technical Education (CTE) Pathways:** CATCH continues to expand its CTE programming in areas such as digital technology and health sciences. By completing a full CTE pathway, students meet an essential CCI “Prepared” requirement while gaining real-world, project-based experience linked to high-wage industries.
- **Smarter Balanced Summative Assessments:** Grade 11 ELA and Math instruction at CATCH is purposefully designed to prepare students for these assessments, with

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<sup>97</sup> California Department of Education. (2023). College/Career Indicator (CCI). <https://www.cde.ca.gov/ta/ac/cm/ccidatafiles.asp>

integrated practice, skill-building, and formative assessments. Meeting Level 3 (“Standard Met”) in both subjects qualifies students as “Prepared”; Level 2 in both meets the “Approaching Prepared” threshold.

- **State Seal of Biliiteracy (SSB):** CATCH promotes biliteracy through English Learner Development (ELD) supports and access to world language instruction. Students earning the SSB and achieving Level 3 in ELA further fulfill the CCI’s “Prepared” classification.

Through this multifaceted and equity-centered approach, CATCH Prep not only meets but often exceeds CCI benchmarks. The school uses internal data tracking systems to monitor student progress in real time and to align course offerings and interventions with CDE expectations. By embedding college and career readiness across the instructional program, CATCH ensures every student—regardless of background—has the opportunity to graduate fully prepared to succeed in higher education, meaningful employment, and lifelong civic participation.

### **Western Association of Schools and Colleges (WASC) Accreditation**

CATCH Prep High School is fully accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2027, following the successful completion of its full Self-Study. The school remains committed to maintaining continuous accreditation through ongoing reflection, improvement, and compliance with WASC standards.

### **Transferability of Courses and College Entrance Requirements**

At CATCH Prep, clear and proactive communication with families—including those with limited English proficiency—is a foundational part of the school’s academic planning process. Upon enrollment, each student and their parent or guardian meet with a member of the faculty and an administrator to review and develop the student’s individualized *CATCH Plan*. This plan outlines the student’s current academic standing, including credits earned and those still required for high school graduation. Families are provided a printed copy of this plan during the initial meeting, with translations made available in families’ home languages in compliance with Education Code § 48985 and Title VI of the Civil Rights Act of 1964. Because CATCH Prep exclusively offers UC-approved, “a-g” certified coursework, all core curriculum classes are aligned with California state standards and fully transferable to other public high schools. This ensures that students remain on track to meet both graduation and college entrance requirements, even if they transfer into or out of CATCH Prep. The school’s “A-G only” curriculum model guarantees that all students are prepared for postsecondary opportunities, in accordance with California’s College/Career Indicator (CCI).<sup>98</sup>

In the event that a transfer student’s prior coursework or unique academic circumstances may place them at risk of falling short of CATCH’s graduation or college entrance requirements, school counselors immediately communicate this to the student and family through a personalized academic conference. During this meeting, the school presents a recovery or support plan—including summer school, evening courses, or online credit recovery options—to close any gaps. Similarly, if a current CATCH student is considering

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<sup>98</sup> University of California. (2023). A-G Policy Resource Guide. <https://www.ucop.edu/agguide/>

transferring to another school and the school becomes aware that certain course sequences may not align with the receiving school’s graduation policy, CATCH notifies the family and provides documentation and counseling to ensure a smooth and informed transition.<sup>99</sup>

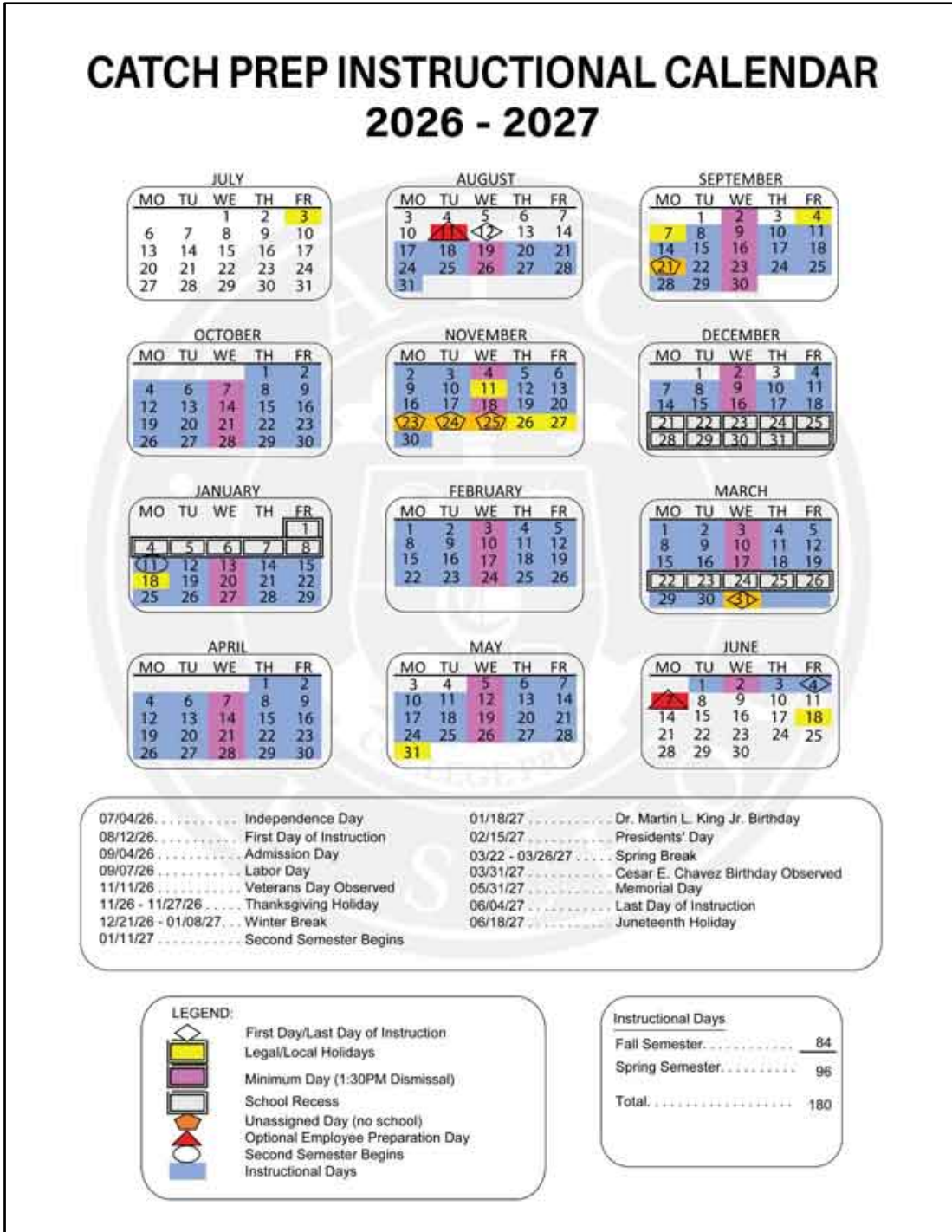
This family-centered, multilingual, and transparent process ensures that all students and their families are fully informed of academic progress, graduation eligibility, and college readiness—critical elements of equitable and student-centered education.

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<sup>99</sup> California Department of Education. (2023). *College/Career Indicator (CCI): California School Dashboard Technical Guide*. <https://www.cde.ca.gov/ta/ac/cm/>

**ACADEMIC INSTRUCTIONAL CALENDAR**

Figure 12: Academic Calendar



**Bell Schedule**

*Table 25: Regular and Minimum Day Bell Schedules*

<b>REGULAR DAY BELL SCHEDULE</b>			
<b>PERIOD</b>	<b>START TIME</b>	<b>END TIME</b>	<b>MINUTES*</b>
<b>1</b>	8:30am	9:25am	55
<b>2</b>	9:30am	10:25am	55
<b>Nutrition</b>	10:25am	10:40am	15
<b>3</b>	10:45am	11:40am	55
<b>4</b>	11:45am	12:40pm	55
<b>Lunch</b>	12:40pm	1:10pm	30
<b>CATCH-CLASS™ Advisory</b>	1:15pm	1:35pm	20
<b>5</b>	1:35pm	2:30pm	55
<b>6</b>	2:35pm	3:30pm	55
<b>MINIMUM DAY BELL SCHEDULE</b>			
<b>PERIOD</b>	<b>START TIME</b>	<b>END TIME</b>	<b>MINUTES*</b>
<b>1</b>	8:30am	9:10am	40
<b>2</b>	9:15am	9:55am	40
<b>3</b>	10:00am	10:40am	40
<b>Nutrition</b>	10:45am	11:15am	30
<b>4</b>	11:20am	12:00pm	40
<b>5</b>	12:05pm	12:45pm	40
<b>6</b>	12:50pm	1:30pm	40

Table 26: Course Schedule by Grade

<b>9<sup>th</sup> Grade Sample Student Schedule</b>				
<b>PERIOD</b>	<b>TIME</b>	<b>COURSE</b>	<b>ELD Integrated/ Designated</b>	<b>A-G</b>
<b>P1(A)</b>	8:30 am - 9:25 am	H Algebra 1A	Integrated	<input checked="" type="checkbox"/>
<b>P2(A)</b>	9:30 am - 10:25 am	H Biology A	Integrated	<input checked="" type="checkbox"/>
<b>P3(A)</b>	10:45 am - 11:40 am	Physical Education	Integrated	
<b>P4(A)</b>	11:45 am - 12:40 pm	H English 9A	Integrated	<input checked="" type="checkbox"/>
<b>CATCH-CLASS™</b>	1:15 pm - 1:35 pm	Advisory	Intervention/Designated	
<b>P5(A)</b>	1:35 pm - 2:30 pm	H Spanish 1A	Integrated	<input checked="" type="checkbox"/>
<b>P6(A)</b>	2:35 pm - 3:30 pm	Creative Problem Solving A	Integrated	<input checked="" type="checkbox"/>
<b>10<sup>th</sup> Grade Sample Student Schedule</b>				
<b>PERIOD</b>	<b>TIME</b>	<b>COURSE</b>	<b>ELD Integrated/Designate d</b>	<b>A-G</b>
<b>P1(A)</b>	8:30 am - 9:25 am	H Chemistry A	Integrated	<input checked="" type="checkbox"/>
<b>P2(A)</b>	9:30 am - 10:25 am	H Geometry A	Integrated	<input checked="" type="checkbox"/>
<b>P3(A)</b>	10:45 am - 11:40 am	Physical Education	Integrated	
<b>P4(A)</b>	11:45 am - 12:40 pm	H Spanish 2A	Integrated	<input checked="" type="checkbox"/>
<b>CATCH-CLASS™</b>	1:15 pm - 1:35 pm	Advisory	Intervention/Designated	

<b>P5(A)</b>	1:35 pm - 2:30 pm	H English 10A	Integrated	<input checked="" type="checkbox"/>
<b>P6(A)</b>	2:35 pm - 3:30 pm	AP Modern World History	Integrated	<input checked="" type="checkbox"/>

**11<sup>th</sup> Grade Sample Student Schedule**

<b>PERIOD</b>	<b>TIME</b>	<b>COURSE</b>	<b>ELD</b>	
			<b>Integrated/Designated</b>	<b>A-G</b>
<b>P1(A)</b>	8:30 am - 9:25 am	H Spanish 3A	Integrated	<input checked="" type="checkbox"/>
<b>P2(A)</b>	9:30 am - 10:25 am	AP US History A	Integrated	<input checked="" type="checkbox"/>
<b>P3(A)</b>	10:45 am - 11:40 am	AP English Language A	Integrated	<input checked="" type="checkbox"/>
<b>P4(A)</b>	11:45 am - 12:40 pm	H Algebra 2A	Integrated	<input checked="" type="checkbox"/>
<b>CATCH-CLASS™</b>	1:15 pm - 1:35 pm	Advisory	Intervention/Designated	
<b>P5(A)</b>	1:35 pm - 2:30 pm	Creative Problem Solving A	Integrated	<input checked="" type="checkbox"/>
<b>P6(A)</b>	2:35 pm - 3:30 pm	AP Chemistry A	Integrated	<input checked="" type="checkbox"/>

**12<sup>th</sup> Grade Sample Student Schedule**

<b>PERIOD</b>	<b>TIME</b>	<b>COURSE</b>	<b>ELD</b>	
			<b>Integrated/Designated</b>	<b>A-G</b>
<b>P1(A)</b>	8:30 am - 9:25 am	AP English Literature & Composition	Integrated	<input checked="" type="checkbox"/>
<b>P2(A)</b>	9:30 am - 10:25 am	Dance – Hip Hop	Integrated	<input checked="" type="checkbox"/>

<b>P3(A)</b>	10:45 am - 11:40 am	AP Statistics A	Integrated	<input checked="" type="checkbox"/>
<b>P4(A)</b>	11:45 am - 12:40 pm	AP Biology A	Integrated	<input checked="" type="checkbox"/>
<b>CATCH-CLASS™</b>	1:15 pm - 1:35 pm	Advisory	Intervention/Designated	
<b>P5(A)</b>	1:35 pm - 2:30 pm	AP Gov & Politics	Integrated	<input checked="" type="checkbox"/>
<b>P6(A)</b>	2:35 pm - 3:30 pm	AP Spanish Language	Integrated	<input checked="" type="checkbox"/>

### **Instructional Days and Minutes**

*Table 27: Instructional Days and Minutes*

Instructional Days and Minutes													
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	# of Instr. Minutes Above/Below State Req't.d
9	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
10	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
11	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
12	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275

## **PROFESSIONAL DEVELOPMENT**

### **Ongoing Professional Development at CATCH Prep**

CATCH Prep Charter High School is committed to fostering a culture of continuous improvement and instructional excellence through high-impact, data-driven, and future-ready professional development. Rooted in our “mastery mindset,” educators at CATCH are empowered to innovate, reflect, and adapt in real-time to meet the evolving needs of students—particularly in a rapidly changing global and technological landscape.

Professional development at CATCH Prep is ongoing, intentional, and aligned with our instructional vision of purpose, personalization, and community. Weekly Wednesday PD sessions are collaborative and data-informed, enabling teachers to analyze interim assessments, share effective practices, and refine instruction based on student outcomes. Teachers have both the autonomy to explore new approaches and the accountability to maintain consistency through standards-aligned benchmarks and pacing guides.

Our professional learning model is designed to equip educators with the skills, tools, and mindsets necessary to prepare students for college, career, and global citizenship.<sup>100</sup> Key focus areas include:

- **Language Acquisition & Global Readiness:** Teachers receive ongoing training in integrated and designated ELD, culturally responsive pedagogy, and global competencies to ensure students become multilingual, culturally aware, and ready to thrive in diverse environments.<sup>101</sup>
- **Teacher Support & Adaptability:** PD includes coaching cycles, peer observations, and embedded planning time to support differentiated instruction, trauma-informed practices, and inclusive classroom strategies for a diverse range of learners.<sup>102</sup>
- **Technology Integration:** CATCH educators are prepared to leverage emerging technologies—including AI-enhanced tools and adaptive platforms—to personalize instruction and increase student agency.<sup>103</sup>
- **Career Pathways & Apprenticeships:** Teachers collaborate with industry partners and postsecondary institutions to align curriculum with real-world applications. PD includes training on project-based learning, work-based learning integration, and supporting students in internships, dual enrollment, and CTE pathways.<sup>104</sup>
- **Financial Literacy & Life Skills:** Teachers are supported in integrating financial education and life-readiness content into core subjects, helping students develop practical skills that prepare them for independence and postsecondary success.<sup>105</sup>

At its core, professional development at CATCH Prep is responsive to both student needs and emerging educational priorities. Our educators remain at the forefront of instructional innovation, ensuring every student is prepared not only for academic success but for a dynamic and interconnected world.

### **Context & Delivery of Professional Development**

CATCH Prep employs a multi-layered approach to professional learning, rooted in best practices and responsive to evolving educational priorities. Structures include:

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<sup>100</sup> Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

<sup>101</sup> U.S. Department of Education. (2020). *Educating English Learners*. <https://www2.ed.gov/about/offices/list/oela/index.html>

<sup>102</sup> Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

<sup>103</sup> U.S. Department of Education, Office of Educational Technology. (2023). *Advancing Educational Technology in Teacher Preparation*. <https://tech.ed.gov>

<sup>104</sup> Advance CTE & Association for Career and Technical Education. (2022). *CTE Learn and Work Ecosystem*. <https://careertech.org>

<sup>105</sup> Council for Economic Education. (2023). *Survey of the States: Economic and Personal Finance Education in Our Nation's Schools*. <https://www.councilforeconed.org>

## Context

- **Research-Based Practices:** All instructional strategies introduced during PD are grounded in evidence and best practices, including UDL, MTSS, and culturally responsive pedagogy.<sup>106</sup>
- **Data-Driven:** PD is informed by multiple sources of student performance data (e.g., CAASPP, STAR Renaissance, classroom assessments, behavior reports) to identify instructional priorities and monitor progress.<sup>107</sup>
- **Evaluation:** The impact of professional development is evaluated through classroom observations, student outcomes, and teacher self-reflection.<sup>108</sup>

## Delivery

- **Weekly Professional Development Sessions:** Supports teachers in improving instruction through collaboration, data analysis, and aligned strategies.
- **Faculty, Grade-Level, and Departmental Meetings:** Dedicated time for collaboration, student progress review, and cohesive instructional planning.
- **Instructional Coaching and Peer Observation Cycles:** Provide opportunities for teacher growth through goal-setting, classroom observation, and collaborative reflection.
- **“Medical Rounds” (Instructional Walkthroughs):** A practice in which teachers collaboratively observe live instruction, reflect on instructional moves, and debrief with a coaching team to identify trends and elevate teaching practice across the school.
- **College-level Coursework and In-service Classes:** Offered in partnership with the District, LACOE, and universities to support professional growth and credential advancement.
- **Workshops Led by Retired Educators and Expert Consultants:** These sessions provide targeted support in areas such as special education, instructional technology, and classroom management.
- **New Teacher Support:** Educators new to CATCH participate in 1–2 weeks of intensive summer training focused on school culture, classroom management, data-driven instruction, and instructional design. Ongoing support continues through coaching and mentorship by experienced lead teachers.

CATCH Prep is committed to cultivating a dynamic professional learning culture grounded in continuous improvement, instructional innovation, and educational equity. Weekly professional development empowers educators with the tools, strategies, and mindsets needed to support academic achievement, social-emotional growth, and postsecondary readiness for all students.

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<sup>106</sup> CAST. (2023). *Universal Design for Learning Guidelines*. <https://udlguidelines.cast.org>

<sup>107</sup> California Department of Education. (2024). *CAASPP and Data Reporting*. <https://www.cde.ca.gov/ta/tg/ca/>

<sup>108</sup> Kraft, M. A., Blazar, D., & Hogan, D. (2018). *The Effect of Teacher Coaching on Instruction and Achievement*. *Review of Educational Research*, 88(4), 547–588.

PD prepares teachers to build inclusive, supportive classrooms where all learners—especially those from historically underserved backgrounds can thrive; fosters strong partnerships with families and community stakeholders; deepens content knowledge and instructional skills to ensure every student meets or exceeds academic standards.

### **Recruitment of Qualified and Credentialed Teachers**

CATCH Prep recognizes that high-quality teaching is one of the most significant drivers of student success. The school is committed to recruiting and retaining well-qualified, fully credentialed teachers who are aligned with CATCH Prep’s mission of academic excellence, equity, and college readiness.<sup>109</sup>

CATCH Prep uses a multi-faceted recruitment strategy that includes partnerships with teacher preparation programs, including those at institutions such as UCLA, USC, CSUDH, and LMU; postings on widely used online job boards and education platforms (e.g., EdJoin, Indeed, and LinkedIn); and outreach through university career centers, job fairs, and professional networks.<sup>110</sup>

CATCH Prep’s hiring process is designed to evaluate both qualifications and mission alignment. All candidates must meet the requirements of the Every Student Succeeds Act (ESSA), including subject-matter competency and California teaching credentialing. In addition to reviewing transcripts and resumes, the school assesses each candidate’s track record of effectiveness, belief in the potential of all students, and commitment to serving historically underserved communities. Selected candidates may be asked to participate in interviews, teaching demonstrations, and collaborative discussions with administrators, teachers, and community stakeholders. Final hiring decisions rest with the Principal, who ensures each hire supports the school’s vision for excellence in every classroom.<sup>111</sup>

## **MEETING THE NEEDS OF ALL STUDENTS**

### **ENGLISH LEARNERS**

#### **Meeting the Needs of English Learners (ELs)**

CATCH Prep Charter High School will adopt and implement the LAUSD Master Plan for English Learners and Standard English Learners, ensuring full alignment with district policies and state and federal requirements. This adoption ensures that the school’s instructional programs, procedures, and support systems for English Learners (ELs) are research-based, equity-driven, and compliant with California Education Code, ESSA, and Title III guidelines.<sup>112</sup>

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<sup>109</sup> Darling-Hammond, L. (2021). *Teacher Learning and Leadership: Professional Development in High-Quality Schools*. Learning Policy Institute. <https://learningpolicyinstitute.org>

<sup>110</sup> EdJoin. (2024). *California’s Educator Job Board*. <https://www.edjoin.org>

<sup>111</sup> U.S. Department of Education. (2015). *Every Student Succeeds Act (ESSA)*. <https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act-essa>

<sup>112</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

### **Identifying English Learners**

Upon initial enrollment, all families complete the Home Language Survey (HLS) as required by the California Department of Education. If a language other than English is indicated on the survey, the student is assessed using the English Language Proficiency Assessments for California (ELPAC) within 30 calendar days of enrollment. The ELPAC is administered to determine the student's initial English language proficiency level.<sup>113</sup> Students who qualify as English Learners are provided with appropriate services and placed in a program that aligns with their proficiency level. ELPAC results are recorded in CALPADS, and parents are notified of the student's language classification and placement.<sup>114</sup> Reclassification decisions follow LAUSD's Master Plan criteria, including multiple measures such as ELPAC scores, teacher evaluation, parental input, and academic achievement.<sup>115</sup>

### **Educational Program(s) for English Language Acquisition**

CATCH Prep will implement LAUSD's dual approach to English Language Development (ELD), which includes both Designated ELD and Integrated ELD, as outlined in the LAUSD Master Plan:

- **Designated ELD:** Students receive daily, targeted instruction in English language development based on their ELPAC proficiency level. Designated ELD is taught by appropriately credentialed teachers at CATCH using state-adopted materials and district-approved curricula. Instruction focuses on academic vocabulary, syntax, grammar, and language functions, aligned with California ELD Standards.<sup>116</sup>
- **Integrated ELD:** All content teachers incorporate ELD strategies across the curriculum to support ELs in accessing rigorous academic content while simultaneously developing English proficiency. Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies, including scaffolding, sentence frames, and structured academic discourse.<sup>117</sup>

To ensure students make adequate progress toward mastering ELD standards and reaching reclassification, CATCH Prep follows LAUSD's protocols for monitoring English Learner progress. These strategies are implemented consistently and thoughtfully, and include:

- **Ongoing formative assessments and curriculum-embedded tasks** that provide insight into students' language development in real-time classroom settings.<sup>118</sup>
- **Annual and interim ELPAC data analysis**, conducted to evaluate growth and determine areas requiring additional support.<sup>119</sup>

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<sup>113</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

<sup>114</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://achieve.lausd.net/masterplan>

<sup>115</sup> California Department of Education. (2018). *English Language Development Standards*. <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

<sup>116</sup> California Department of Education. (2018). *English Language Development Standards*. <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

<sup>117</sup> Echevarria, J., Vogt, M. E., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model* (5th ed.). Pearson.

<sup>118</sup> California Department of Education. (2024). *ELPAC Technical Reports*. <https://www.cde.ca.gov/ta/tg/ep/elpactechnicalreports.asp>

<sup>119</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*.

- Goal-setting and progress-monitoring conferences with EL Specialists, where
- **Additional intervention for Long-Term English Learners (LTELs) and students identified as “At Risk”**, including small-group instruction, tutoring, and structured peer support
- **Regular data reviews and stakeholder engagement**, ensuring that families and educators are active participants in adjusting supports and responding to student needs

CATCH Prep’s adoption of the LAUSD Master Plan guarantees that every English Learner receives comprehensive and equitable instruction. Teachers remain accountable for student progress, and ongoing analysis of language outcomes drives continuous program improvement.

### **Use of ELPAC Results to Support and Accelerate English Language Proficiency**

In alignment with the LAUSD Master Plan<sup>120</sup>, CATCH Prep uses the English Language Proficiency Assessments for California (ELPAC) as a core tool for evaluating, monitoring, and accelerating student progress. Interim and summative ELPAC data is reviewed at least quarterly and uploaded into internal data systems. These results guide instructional decision-making at both the classroom and program levels.

EL Specialists and teachers meet regularly to interpret ELPAC results and identify skill gaps, ensuring that every multilingual learner receives instruction aligned with their specific needs. Each student engages in a growth-reflection conference to review their performance and set individualized goals. Teachers then adapt instruction accordingly, incorporating targeted mini-lessons, formative assessments, and language-rich academic tasks that align with California’s ELD standards.

Students approaching reclassification—those within one level of the required criteria—receive additional support. These students are monitored biweekly and may receive supplemental instruction such as peer-assisted learning, small group sessions, or focused intervention blocks. All supports are designed to move students toward reclassification while preserving the academic rigor of the core curriculum.

Through this responsive and intentional approach, CATCH Prep ensures that every English Learner receives not only access to the general education program but the language support necessary to succeed, thrive, and reclassify in a timely manner.

### **Providing Meaningful Access to the Full Curriculum for ELs at All Proficiency Levels**

CATCH Prep believes that every English Learner, regardless of proficiency level, deserves full and meaningful access to the academic curriculum. To ensure this, the school implements both Designated and Integrated English Language Development (ELD) as outlined in the LAUSD Master Plan and the California ELA/ELD Framework. These approaches are designed to build students’ academic language, deepen vocabulary knowledge, and strengthen literacy skills

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<https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

<sup>120</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*.

<https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

necessary for success across content areas.

- **Designated ELD** is delivered daily by credentialed teachers or EL Specialists who utilize structured, research-based lessons tailored to students’ language levels. Instruction is aligned to California’s ELD Standards and paced according to students’ ELPAC performance, ensuring that language support is targeted, relevant, and developmentally appropriate.
- **Integrated ELD** occurs within all content-area instruction. Teachers across disciplines incorporate language development strategies into daily lessons so that EL students are simultaneously developing academic knowledge and English proficiency. CATCH Prep educators implement SDAIE (Specially Designed Academic Instruction in English) strategies such as scaffolding, sentence frames, graphic organizers, academic discussion, and structured academic talk to ensure concepts are comprehensible and accessible to all learners.

### **Supporting Equitable Access Across the Curriculum**<sup>121</sup>

To extend access beyond core instruction, CATCH Prep draws from a wide range of interventions and instructional strategies identified in the LAUSD Master Plan, including:

- Use of high-leverage scaffolds such as visuals, realia, bilingual glossaries, and partner dialogue
- Universal Design for Learning (UDL) principles to meet the needs of diverse learners
- Strategic course placement that includes co-teaching or support staff in A–G classes Targeted supports for Long-Term English Learners (LTELs) and “at-risk” students, such as personalized language plans, teacher mentorship, and supplemental language development workshops

This intentional, layered approach ensures that all English Learners receive rigorous academic instruction while accelerating their English language acquisition. At CATCH Prep, language support is not separate from the school’s broader academic program—it is integrated into every classroom and designed to prepare students for success in college, career, and civic life.

### **Process for Annual Evaluation of the Charter School’s EL Program**<sup>122</sup>

At CATCH Prep, the evaluation of the English Learner (EL) program is an ongoing commitment to excellence, equity, and student growth. Each year, the school conducts a comprehensive review of its EL services in alignment with the LAUSD Master Plan. This process includes disaggregating data from the ELPAC, CAASPP, course grades, reclassification rates, and graduation indicators. In addition to analyzing academic data, the school actively gathers input from families, students, and teachers through surveys, focus

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<sup>121</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

<sup>122</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf>

groups, and informal feedback loops.

The findings are compiled into an Annual EL Program Report, which informs instructional adjustments and system-level improvements. These reflections help refine the school’s Master Plan and support the district’s Triennial Review process, ensuring that all English Learners at CATCH Prep receive the support they need to succeed at the highest levels.

### **Process and Specific Criteria for EL Reclassification**

Per LAUSD’s Master Plan for English Learners, CATCH Prep follows reclassification guidelines that reflect both district- and state-level standards—promoting rigor, equity, and holistic development. Reclassification for high school ELs requires that students meet all four of these criteria simultaneously:

1. An overall score of 4 (Well Developed) on the ELPAC;
2. A teacher’s evaluation of the student’s academic readiness and classroom performance; Must earn a semester grade of C or better in a grade-level English or LTEL course that counts toward A-G graduation requirements
3. Evidence that the student’s academic skills—particularly in English Language Arts—are comparable to those of their English-only peers; A score of Basic, Proficient, or Advanced on the *ELA section of the SBAC*
4. Consultation with the student’s parent or guardian, with full transparency about the reclassification criteria.

By using these clear and consistent measures, CATCH ensures that students are not only proficient in English but are also academically prepared to thrive in college-preparatory coursework.

### **Process for Monitoring Progress of ELs and RFEP Students**

CATCH Prep follows LAUSD’s Master Plan for English Learners to reclassify high school students who meet all four criteria: an overall ELPAC score of 4 with at least a 3 in each domain; a semester grade of C or better in a grade-level English or LTEL course; proficiency in basic skills on an approved district ELA assessment; and parent or guardian consultation. The Reclassification Eligibility Roster (ID27) is reviewed monthly to ensure timely reclassification, while targeted support is provided to students nearing eligibility. Reclassified students are monitored for four years through regular reviews of grades, assessments, and ELPAC results, with the Student Support and Progress Team initiating interventions as needed to maintain academic success in college-preparatory coursework.

### **Process for Monitoring LTELs and At-Risk Students<sup>123</sup>**

CATCH Prep places a strong emphasis on meeting the needs of Long-Term English Learners (LTELs)—students who have not been reclassified after six or more years—and those considered “At Risk” of becoming LTELs. These students receive focused attention through individualized language development plans created by the EL team, in accordance with the

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<sup>123</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://achieve.lausd.net/masterplan>

LAUSD Master Plan.

Each student is paired with a teacher-mentor and receives structured intervention, including targeted reading and writing instruction, regular academic check-ins, and access to after-school tutoring or advisory support. These services are designed to address persistent language barriers and accelerate progress toward reclassification.

To increase engagement and promote language acquisition, CATCH uses culturally relevant materials that reflect the lived experiences of its students. By fostering inclusive, welcoming classrooms where students' identities are affirmed and respected, this approach boosts confidence, promotes agency, and ensures that all students—regardless of language background—can achieve academic success at the highest level.

## **GIFTED AND TALENTED (GATE) STUDENTS ACHIEVING ABOVE GRADE LEVEL**

### **Meeting the Needs of Students Achieving Above Grade Level**

At CATCH Prep, we believe that all students deserve to be challenged and supported in ways that match their academic potential. This includes students formally identified as Gifted and Talented (GATE) under California Education Code § 52200, as well as those demonstrating above-grade-level performance who may not yet be officially identified.<sup>124</sup> In alignment with

LAUSD's GATE guidelines, CATCH uses multiple measures to identify gifted learners. These may include CAASPP scores, classroom performance, teacher and counselor recommendations, ELPAC results, academic records, and parent input. Students may qualify under various categories such as intellectual ability, academic achievement, leadership, creativity, or talent in the arts. CATCH Prep prioritizes equity in the identification process by actively seeking to expand access to historically underrepresented students.<sup>125</sup>

### **Instructional Model and Academic Challenge**

Rather than separating GATE students into a standalone program, CATCH embeds support for advanced learners into the broader instructional model. Differentiated instruction is a central strategy, allowing teachers to compact curriculum, extend projects, and incorporate enrichment activities that stretch thinking and deepen understanding. Students engage in interdisciplinary, project-based units and benefit from instructional practices that promote creativity, inquiry, and high-level reasoning.<sup>126</sup>

Advanced learners also have access to accelerated coursework, including Advanced Placement (AP) classes and a growing dual enrollment program with Los Angeles Southwest College. These opportunities allow students to earn college credit while still in high school, reinforcing

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<sup>124</sup> California Education Code § 52200. (2024). *Gifted and Talented Pupil Programs*.

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52200&lawCode=EDC](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52200&lawCode=EDC)

<sup>125</sup> National Association for Gifted Children. (2023). *Identifying and Serving Culturally and Linguistically Diverse Gifted Students*. <https://www.nagc.org>

<sup>126</sup> Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.

academic motivation and college readiness.<sup>127</sup>

### **Ongoing Monitoring and Family Engagement**

Progress is closely monitored using benchmark data, assessment results, and classroom performance to ensure that students remain appropriately challenged. Teachers meet regularly to review data, plan targeted instruction, and adjust supports based on student needs. Families are kept informed through progress reports, PowerSchool access, and parent-teacher conferences.<sup>128</sup>

Through this inclusive and dynamic model, CATCH Prep ensures that students identified as gifted or achieving above grade level are not only supported academically but also empowered to pursue their full potential. Parents seeking more information about GATE identification or services are encouraged to contact the school's Principal for further guidance.

### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

#### **Meeting the Students Achieving Below Grade Level**

At CATCH Prep, we believe that every student deserves access to the academic support they need to grow, thrive, and succeed. For those performing below grade level, the school provides a responsive system of supports designed to close gaps and accelerate learning. Rooted in LAUSD's Multi-Tiered System of Support (MTSS), and guided by the principles of equity and access, this approach reflects our commitment to meeting students where they are and helping them master grade-level standards through targeted, evidence-based interventions.<sup>129</sup>

Our approach integrates academic, behavioral, and social-emotional strategies to ensure that all learners—especially those who have fallen behind—receive timely support that is flexible, individualized, and data-informed.<sup>130</sup>

#### **Identification of Students Performing Below Grade Level**

Students are not defined by a single score or snapshot. Instead, CATCH Prep identifies those needing additional support through a comprehensive, ongoing review of multiple measures, ensuring a full understanding of each learner's unique academic profile. This process includes:

- **Universal screening tools**, such as Renaissance STAR Reading and Math, administered at key intervals throughout the school year to monitor student growth;
- **State assessments**, including CAASPP and ELPAC, where applicable;
- **Formative classroom data**, such as teacher-created assessments, daily assignments, and student grades;
- **Qualitative measures**, including teacher observations, input from parents or guardians, and referrals from the counseling and advisory teams.

<sup>127</sup> College Board. (2023). *AP Program Guide*. <https://apcentral.collegeboard.org>

<sup>128</sup> Hoover, J. J., & Patton, J. R. (2017). *Differentiating Instruction in the Inclusive Classroom*. Pearson

<sup>129</sup> Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.

<sup>130</sup> College Board. (2023). *AP Program Guide*. <https://apcentral.collegeboard.org>

CATCH Prep’s Academic and College Counselor works hand-in-hand with the Instructional Coach and administrative team to review data protocols regularly. Students identified as performing significantly below grade level in one or more core subjects are flagged for further support and progress monitoring. This early and continuous identification process is central to CATCH Prep’s whole-child approach and ensures that students are not only seen for where they are but supported in reaching where they need to be.

### **Multi-Tiered Academic Support and Intervention**

At CATCH Prep, we understand that some students may require additional support to meet academic expectations. Once a student is identified as performing below grade level, a coordinated and comprehensive response is launched through our Multi-Tiered System of Support (MTSS). This response includes close collaboration between the student, their family, and the school team to ensure that each learner receives the support they need to succeed.<sup>131</sup>

1. **Parent Notification and Student Success Conference** Within one week of identification, families are notified and invited to participate in a Student Success Team (SST) meeting. This meeting brings together the student, parent or guardian, teachers, counselor, and a school administrator to discuss the student’s academic needs. The purpose of the SST is to develop a shared understanding of the student’s challenges and strengths and to create a plan of action for improvement.<sup>132</sup>

2. **Individualized Academic Action Plan (IAAP)**

As a result of the SST meeting, an Individualized Academic Action Plan is developed to guide the student’s progress. The plan outlines:

- Clear academic goals and focus areas for growth
- Timelines and strategies for intervention
- Defined roles and responsibilities for the student, teachers, and family members
- Regular progress monitoring checkpoints every 4–6 weeks

3. **Targeted Instructional Supports**

Students benefit from classroom-based interventions that are aligned with grade-level standards and designed to meet their individual needs. These include:

- Scaffolded lessons and instructional supports
- Frequent formative checks for understanding and reteaching when necessary
- Teaching methods that are responsive to students’ cultural and linguistic backgrounds and learning styles

4. **Intervention Block**

Students identified as performing below grade level are enrolled in a dedicated intervention course that meets four days per week. Instruction is led by credentialed teachers and supported by CATCH’s Instructional Coach. Areas of focus include reading, writing, and/or mathematics and are addressed through:

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<sup>131</sup> Center on Multi-Tiered System of Supports at the American Institutes for Research. (2023). *Essential Components of MTSS*.

<https://mtss4success.org>

<sup>132</sup> Los Angeles Unified School District. (2023). *IAAP Implementation Guide*.

<https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/361/sspt%20docs/SSPT%20Handbook%20Final%208-9-16.pdf>

### **Small-group and one-on-one instructional formats**

- Data-informed lesson plans designed to target specific areas of need
- Use of adaptive tools such as Renaissance Star, Khan Academy, and ALEKS
- to support remediation and mastery

### **Supplemental and Extended Learning Opportunities**

CATCH Prep expands learning opportunities beyond the school day to further close achievement gaps. These include:

- High-dosage tutoring sessions before and after school
- Credit recovery and academic enrichment programs during intersession breaks

### **Specialized Staff Support**

Students also benefit from additional support provided by CATCH’s specialized staff, which may include:

- Math interventionists and reading specialists
- English Language Development (ELD) teachers for multilingual learners
- Special Education teachers for students with IEPs
- Counselors and mental health providers, particularly when academic concerns are linked to social-emotional factors

By leveraging this multi-tiered, student-centered approach, CATCH Prep ensures that students performing below grade level receive the timely, personalized interventions they need to grow academically, build confidence, and reach grade-level proficiency.

### **Monitoring & Evaluating the Progress of Students Achieving Below Grade Level**

At CATCH Prep, student progress is closely monitored through a structured and collaborative process designed to ensure academic growth for those performing below grade level. The Instructional Coach and Academic Counselor meet bi-monthly to analyze data from STAR assessments, course grades, classroom tasks, and teacher input. This ongoing review informs adjustments to each student’s Individualized Academic Action Plan (IAAP), which is revised as needed to reflect progress and refine intervention strategies. Instruction remains flexible and responsive to ensure students receive the support necessary to accelerate learning.<sup>132</sup>

Strong communication with families is a significant layer of this process. Parents are kept informed through regular progress reports, conferences, and home-school communication logs. By aligning with LAUSD’s Multi-Tiered System of Support and commitment to equity,

CATCH Prep ensures that every student has access to a tailored academic plan. This approach not only addresses current gaps but also empowers students to make meaningful academic gains and thrive in their learning journey.

## **SOCIOECONOMICALLY DISADVANTAGED/ LOW INCOME STUDENTS**

### **Meeting the Needs of Socioeconomically Disadvantaged/Low-Income Students**

CATCH Prep is unwavering in its commitment to serving students from socioeconomically

disadvantaged backgrounds, who represent the majority of its student population. While economic disadvantage is not synonymous with low achievement, the school recognizes the systemic barriers these students often face and responds with a layered system of supports that center equity, dignity, and high expectations.

To ensure every student has the opportunity to reach their full potential, CATCH Prep implements the following supports:

- **Student Study Team (SST):** Students identified by educators as needing additional support—whether academic, behavioral, social, or emotional—are referred to the SST. This multidisciplinary team, including teachers, family members, and support staff, meets every 6–8 weeks to develop and monitor individualized intervention plans. Meetings are documented and overseen by the Instructional Leadership Team to ensure timely action and follow-through.
- **High-Dosage Tutoring (Before and After School):** CATCH provides daily tutoring sessions in English and math, delivered by credentialed teachers and intervention staff. Sessions are tailored for students earning Ds or Fs and those flagged by diagnostic assessments as requiring additional support. Tutoring occurs in small group settings to allow for targeted skill development.
- **Dedicated Intervention Periods in ELA and Math:** Built directly into the daily bell schedule, these periods allow students to receive tiered academic support without missing other coursework. Small-group instruction focuses on re-teaching foundational content, filling learning gaps, and providing real-time feedback to promote academic growth.
- **Dusk to Dawn Extended Day Program:** This comprehensive wraparound initiative offers extended academic, social, and wellness supports. In addition to tutoring, students access services such as trauma-informed counseling, social-emotional learning, and health and wellness programming. The Dusk component supports academic recovery in the afternoon, while the Dawn component provides a stable and nurturing start to the school day.
- **Summer Bridge Program:** Designed for incoming 9th graders—particularly those transitioning from under-resourced middle schools—the Summer Bridge offers instruction in foundational reading and math while building student confidence, connectedness, and school readiness. This tuition-free opportunity eases the transition into high school and strengthens student engagement from the first day of class.

Together, these comprehensive and relationship-centered supports ensure that low-income students at CATCH Prep are equipped to overcome structural barriers and are empowered to succeed in high school, college, and life.

### **Identifying Students of Socioeconomically Disadvantaged/Low-Income**

CATCH Prep is firmly committed to meeting the needs of its predominantly socioeconomically disadvantaged student population. With over 95% of students qualifying for Free and Reduced-Price Meals (FRPM), the school acknowledges that economic hardship often brings systemic barriers such as housing instability, limited healthcare access, and chronic exposure to stress

and trauma. These challenges can significantly impact student well-being, academic engagement, and long-term outcomes if not addressed with targeted support.<sup>133</sup>

To counter these obstacles, CATCH Prep implements a research-based, equity-driven framework designed to accelerate student achievement and foster academic resilience.<sup>134</sup>

- **Academic and Instructional Supports**

- **Extended Learning Opportunities:** Students benefit from morning and after-school high-dosage tutoring, as well as summer bridge and enrichment opportunities designed to close academic gaps and extend learning time.
- **Intervention and Acceleration:** Intervention is built into the school day and enhanced through *CATCH-CLASS*<sup>TM</sup> Advisory. Students receive academic support from trained tutors, instructional aides, and digital learning platforms such as Renaissance Star, Aleks, and Khan Academy.
- **College and Career Readiness:** Low-income students at CATCH Prep have access to early college coursework through dual enrollment with Los Angeles Southwest College, as well as guidance in financial aid planning, A–G aligned graduation support, and subsidized university and career site visits.
- **Instructional Equity:** Teachers incorporate culturally responsive pedagogy, maintain high expectations, and use growth mindset strategies to ensure classroom instruction is inclusive, affirming, and relevant to students’ lived experiences.

- **Whole-Child and Social-Emotional Support**

- **Student Support Teams (SSTs):** A multidisciplinary team identifies and addresses academic and social-emotional needs through a coordinated intervention model. SSTs provide wraparound services to students facing barriers to success.
- **Mental Health and Wellness:** Counseling services and community mental health partnerships support students experiencing trauma, anxiety, or instability. Staff are trained in trauma-informed care and restorative practices.
- **Positive School Culture:** The school promotes a safe, structured learning environment built on high expectations, supportive relationships, and consistent behavioral norms. Students are encouraged to develop strong identities, healthy social skills, and leadership competencies.
- **Daily Advisory and Mentorship:** Students engage in regular academic check-ins and goal-setting during Advisory. These sessions promote self-awareness, personal growth, and strong connections with caring adults.

- **Family Engagement and Wraparound Resources**

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<sup>133</sup> California Department of Education. (2024). *FRPM Data Files*. <https://www.cde.ca.gov/ds/ad/filespp.asp>

<sup>134</sup> WestEd. (2023). *Advancing Equity Through Targeted Interventions for Low-Income Students*. <https://www.wested.org>

- **Access to Basic Needs:** CATCH coordinates with community partners in the Leimert Park and Crenshaw District to connect families with housing resources, legal aid, food distribution, and health services.
- **Parent Empowerment:** CATCH hosts workshops on financial literacy, college access, and parenting teens in urban contexts throughout the school year. Bilingual outreach ensures accessibility for non-English-speaking families.
- **Case Management:** For families with chronic challenges, the school counselor works closely with the administrative team to develop individualized support plans.

### **Monitoring the Progress of Socioeconomically Disadvantaged/Low-Income Students**

At CATCH Prep, the academic and social-emotional progress of socioeconomically disadvantaged students is carefully monitored by a coordinated team that includes the Instructional Coach, College and Career Counselor, and members of the Student Support Team. This collaborative approach ensures that students receive timely, individualized support grounded in data and responsive to need.<sup>135</sup>

- **Ongoing data review** of academic progress is conducted using Renaissance STAR, CAASPP scores, course grades, attendance trends, and behavioral indicators to inform supports and interventions.
- **Case management meetings** are held regularly to review progress logs and update intervention plans for students receiving targeted support.
- **Family engagement and communication** is prioritized through conferences, home-school logs, and progress reports, ensuring parents remain informed and involved.
- **Schoolwide data analysis** is disaggregated by FRPM status to identify equity gaps and adjust schoolwide strategies to better meet the needs of low-income students.

Through this intentional and proactive process, CATCH Prep ensures that no student is overlooked due to economic barriers. By addressing academic, emotional, and environmental needs through a cohesive support system, CATCH empowers every student to build the confidence, skills, and resilience needed to thrive in high school and succeed beyond graduation. Through this intentional and proactive process, CATCH Prep ensures that no student is overlooked due to economic barriers.

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<sup>135</sup> WestEd. (2023). *Supporting the Success of Low-Income Students Through Schoolwide Interventions*. <https://www.wested.org>

## **STUDENTS WITH DISABILITIES**

### **Meeting the Needs of Students with Disabilities**

CATCH Prep is dedicated to ensuring that all students with disabilities are provided a free and appropriate public education (FAPE) in the least restrictive environment (LRE), as outlined by the Individuals with Disabilities Education Act (IDEA), California Education Code, and LAUSD policy BUL-5901.5. The school's approach is rooted in equity and access, and is designed to support each student's academic, behavioral, and social-emotional development through personalized services and supports.<sup>136</sup>

### **Identifying Students with Disabilities**

CATCH Prep follows a structured and collaborative process for identifying students who may be eligible for special education services. Upon enrollment, or at any point during a student's academic journey, concerns may be raised by school staff or family members. If concerns arise, the student may be referred for assessment. A multidisciplinary IEP (Individualized Education Program) team—which includes the student's parent or guardian, general and special education teachers, and related service providers—reviews all relevant assessment data to determine eligibility under IDEA criteria. The team considers a range of factors, including academic performance, behavior, and social-emotional needs, to decide whether the student qualifies for support services.<sup>137</sup>

### **Identifying and Meeting the Unique Needs of Students with Disabilities**

Once eligibility is determined, the IEP team works together to identify the specific supports, accommodations, and services the student needs in order to access the general education curriculum. The general education classroom at the student's school of residence is always the first setting considered, and whenever possible, services are delivered there using a push-in model supported by special education staff and related service providers. Students may receive a combination of the following:

- Specially designed instruction in academic or functional skill areas
- Related services based on assessed need (e.g., speech or occupational therapy)
- Access to assistive technology tools
- Behavioral supports or positive behavior intervention strategies
- Accommodations or curriculum modifications tailored to student needs

In cases where the general education setting is not sufficient to meet a student's needs, the IEP team considers a continuum of placement options. These may include specialized day classes, non-public schools, or hospital/home instruction, always supported by current evaluation data and considered only after all efforts to support the student in the least restrictive setting have been explored.

### **Monitor the Progress of Students with Disabilities**

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<sup>136</sup> Individuals with Disabilities Education Act (IDEA). (2004). *20 U.S.C. §1400 et seq.* <https://sites.ed.gov/idea/>

<sup>137</sup> Los Angeles Unified School District. (2023). *Policy Bulletin BUL-5901.5: Special Education Policies and Procedures.* <https://achieve.lausd.net/sped>

Please refer to the Federal, State, and District Required Language (FSDRL) at the beginning of Element 1 for a full and detailed description of how CATCH Prep serves students with disabilities, including provisions related to identification, assessment, Individualized Education Programs (IEPs), service delivery, dispute resolution, and compliance monitoring.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter Schools shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option

election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

## **STUDENTS IN OTHER STUDENT GROUPS**

### **Meeting the Needs of Foster Youth and Students Experiencing Homelessness**

CATCH Prep takes seriously its responsibility to support the educational stability and academic success of foster youth and students experiencing homelessness. We understand the emotional and academic challenges that come with displacement, housing instability, and trauma, and we are committed to ensuring that every student receives the care, consistency, and support they deserve.

Foster youth are identified through collaboration with DCFS, social workers, and enrollment forms such as the DCFS 1399. Students experiencing homelessness are identified through the Student Residency Questionnaire (SRQ), completed during enrollment. Regardless of documentation status, all students are enrolled right away and placed in appropriate classes based on input from families and available records.

CATCH designates a Foster Care Advocate and a Homeless Liaison to coordinate services and ensure students remain in school and maintain their educational rights. We make sure students can remain at CATCH, even if their housing changes, and that transportation is provided as needed. Support services include credit recovery, partial credit recognition, graduation planning, and access to exemptions under state law. Counselors also provide trauma-informed care, counseling, referrals, and wellness check-ins.

Partnerships with organizations like Brotherhood Crusade, USC, and The Links help expand access to mentoring, mental health resources, family supports, and enrichment opportunities. All students, including foster and homeless youth, have equal access to extracurriculars, tutoring, and afterschool programs—regardless of their living situation.

Our staff—counselors, advisors, and liaisons—track student progress through academic reports, attendance logs, transcript reviews, and assessment data from PowerSchool, CalPADS, and Renaissance Star. These regular check-ins ensure that every student receives the services they need to thrive. If students fall behind, we intervene early and coordinate additional supports with families and outside agencies.

CATCH Prep believes that all students deserve the opportunity to succeed. With a compassionate team and systems in place, we make sure that foster youth and students experiencing homelessness have access to the relationships, resources, and routines they need to reach their goals.

### **Safety and Security**

The afternoon and early evening hours remain among the most vulnerable times of day for youth in urban communities, particularly in areas impacted by concentrated poverty and community violence. According to recent studies from the California Department of Public Health and the Urban Peace Institute, youth are at greater risk of exposure to violence and unsafe conditions during out-of-school hours.<sup>138</sup> Given CATCH Prep’s location within an area known for elevated levels of gang activity, these concerns are especially urgent for students who walk or take public transportation home.

In response, CATCH Prep maintains a strong campus presence into the evening through its conservatory programming, extended-day faculty, and administrative team. This structure ensures that students have access to a safe, structured, and supervised environment after school hours. The presence of a trained security team and committed staff helps reassure families that CATCH is a secure space for students to continue learning, engage in enrichment activities, or wait safely to be picked up. For many working parents and guardians who are unable to be home immediately after school, CATCH’s extended hours provide critical peace of mind and affirm the school’s commitment to student safety and community care.

### **A Typical Day at CATCH**

#### *What Happens When Everyone Can Be Anyone: Inside CATCH*

A typical day at CATCH Prep reflects the school’s mission as a college preparatory high school rooted in academic excellence, equity, and personalized support. Located on the east side of the Audubon Middle School campus in the heart of Leimert Park, CATCH offers a calm, welcoming environment where every detail—from the shaded benches to the banners that line the walkways—signals to students that they are safe, valued, and college-bound. The slogan above our front gate, “Where Everybody Can Be Anybody,” is a daily affirmation that every student belongs and is capable of success in college and beyond. And for those who pursue other paths, the skills developed at CATCH—critical thinking, discipline, leadership, and resilience—are transferable to careers, technical training, and lifelong success.

By 7:30 a.m., teachers open their classrooms for early morning tutoring, offering students time to review essays, solve math problems, and prepare for upcoming assessments. As students arrive—by foot, bus, car, or skateboard—they are greeted by name, reinforcing the close-knit

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<sup>138</sup> California Department of Public Health & Urban Peace Institute. (2022). *Youth Safety and Violence Prevention During Out-of-School Hours in High-Poverty Urban Communities*. <https://www.cdph.ca.gov>

culture of CATCH. The campus mirrors a small college setting, with university pennants, inspirational quotes, and bulletin boards celebrating scholarships and college acceptances. Every space reflects the school's belief that higher education is not an exception but an expectation.

In class, college preparation is front and center. Teachers greet students at the door and lead lessons grounded in inquiry, analysis, and collaboration. Students use Chromebooks, textbooks, and digital platforms to engage with rigorous content that mirrors the demands of competitive universities. Many students take Advanced Placement and dual enrollment courses, building habits of academic ownership, self-advocacy, and intellectual curiosity.

After second period, students take a break in the shaded courtyard, where staff check in and conversations continue. At lunch, students enjoy healthy meals and participate in enrichment activities like STEP Team, student planning committees, or peer dialogue circles—highlighting CATCH's commitment to both structure and freedom in a supportive environment.

During third period, students attend *CATCH-CLASS*<sup>™</sup>, the school's daily advisory course and cornerstone of its college prep model. Through academic coaching, SEL instruction, and college and career guidance, students build digital portfolios, write personal statements, and track their progress. Grounded in the CASEL framework and ImPact Pathway model, advisory supports both academic and emotional readiness. Advisory teachers serve as mentors, ensuring each student has a trusted adult helping them stay on track.

College access is embedded in the daily experience. The CATCH Counseling Center provides year-round advising and financial aid support, with targeted resources for first-generation college students. Students regularly participate in college visits, bridge programs, and dual enrollment courses through USC, UCLA, and Los Angeles Southwest College. Many graduate with up to twenty transferable college credits and a clearly defined postsecondary plan.

After school, the Conservatory program offers electives in filmmaking, dance, graphic design, and more. Students also engage in tutoring, SAT prep, and college coursework—all aligned with the structure and expectations of university life. These experiences cultivate independence, initiative, and academic confidence.

As students leave for the day, staff remain on campus to ensure safety and closure. CATCH Prep ends each day with the same care and purpose with which it began—knowing that tomorrow, the work of preparing students for college, career, and life will continue. As a true college preparatory high school, CATCH provides more than instruction. It provides access, direction, and the foundation for a future filled with possibility.

**Element 2 and 3  
Measurable Pupil Outcomes and  
Method by which Pupil Progress  
Toward Outcomes will be Measured**

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**Element 2 – Measurable Pupil Outcomes**

**Element 3 - Method by which Pupils 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

CATCH Prep is committed to providing a consistent educational environment and experience for students that prepare them with the skills, experience, and knowledge to enter and succeed in college. A completed “LCFF State Priorities table provided in Element 1 of a petition meets this District requirement and is incorporated herein by reference.

Our goals, actions, measurable outcomes, and measurements for CATCH Prep are aligned with the state’s priorities and the CA Dashboard reports and are included in the Local Control Funding Formula (LCFF) table in Element 1 under The Requirements of Education Code Section 47605(c)(5)(A)(ii). These specific, measurable, achievable, relevant, and time-bound “SMART” goals include measurable outcomes for all pupils and for each numerically significant student group, including specific assessment methods or tools listed for each outcome. These goals are appropriate, achievable, and aligned to the school’s mission and instructional program.

## **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

### **Performance Targets Aligned to State Priorities and Specific Performance Targets for all pupils and for each subgroup**

Please refer to Element 1: The Requirements of Education Code § 47605(B)(5)(A)(II), including the LCFF table therein, as well as the entirety of Element 1: The Educational Program.

The completed “LCFF State Priorities” table provided in Element 1 of a petition meets this District requirement and is incorporated herein by reference.

## **OTHER PERFORMANCE TARGETS**

For all other measurable goals, please see the LCFF State Priorities table provided in Element 1.

## **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

At CATCH Prep, we believe that assessment is not a one-time event, but an ongoing process that guides teaching and learning. Through a thoughtful system of formative and summative assessments, we monitor student achievement, identify learning gaps, and adapt instruction to ensure that all students—including English Learners, students with disabilities, foster youth, and those from socioeconomically disadvantaged backgrounds—are making meaningful progress toward mastering California’s state standards and college and career readiness benchmarks.

Assessments are administered throughout the year to provide timely, actionable data that supports student growth, equity, and access. The following assessments are embedded into the school year as essential tools to guide instruction and support student achievement:

- **Interim Comprehensive Assessments (ICAs):** Administered quarterly, these SBAC-aligned assessments prepare students for the rigor and format of state testing while helping teachers pinpoint areas for reteaching. Results are uploaded to PowerSchool to provide real-time access to student performance data. Teachers use this information to track progress, design interventions, and ensure mastery of essential standards.

- **Smarter Balanced Interim Assessment Blocks (IABs):** IABs are short, focused assessments aligned to discrete clusters of standards in ELA and Math. These assessments provide insight into specific areas of student strength and need, allowing teachers to deliver timely reteaching and tailored supports.
- **STAR Renaissance Exams:** The STAR Reading and Math exams, administered three times a year, offer a nationally normed measure of student achievement and growth. As Verified Data by the California Department of Education, STAR results are disaggregated by subgroup and used to inform instruction, identify trends, and support personalized learning across the curriculum.
- **Classroom Assessments:** Teachers regularly use quizzes, writing prompts, exit tickets, and performance tasks to check for understanding and guide instructional adjustments. These assessments are analyzed during weekly professional development sessions and are essential to personalizing instruction for every learner.

Through this intentional system of ongoing assessment, CATCH Prep ensures that data is not just collected, but used—shaping instruction, informing intervention, and keeping all students on a path toward academic success.

*Figure 13: Formative Assessments*

Assessment	Skills Measured	Grade Level(s)	Frequency
Renaissance Star (Reading & Math)	Foundational literacy and numeracy, fluency, comprehension, algebraic thinking, and progress toward grade-level proficiency using nationally normed data	9-12	3x/year (BOY, MOY, EOY) + onboarding
Interim Assessments	Standards-based mastery of course content (ELA, Math, Science, History); writing fluency; project-based learning; IEP goal tracking	9-12	Daily, weekly, and end-of-unit
Illuminate Education (Item Bank + Standards Mastery)	CCSS-aligned content mastery in core subjects; progress monitoring for reteaching and intervention decisions	9-12	2–4x per quarter or post-instruction
Interim Comprehensive Assessments (ICAs)	SBAC-aligned cumulative knowledge across multiple claims in ELA and Math; readiness for summative assessments	11	2x/year (Fall and Spring)
Smarter Balanced Interim Assessment Blocks (IABs):	Specific SBAC content claims and targets (e.g., citing evidence, algebra, modeling); short-cycle formative assessments	9-11	As needed per unit; 1–2x per semester
SBAC Performance Task Rubrics	Critical thinking, argument writing, source analysis, math modeling, real-world application	11	During SBAC prep or in course tasks
ELPAC (Initial & Summative)	English language proficiency across 4 domains: listening, speaking, reading, and writing; ELD standards progression	ELs (9-12)	Initial: upon enrollment; Summative: annually
California Science Tests (CAST)	NGSS-aligned science proficiency in physical science, life science, Earth/space science, and engineering practices	10-12 (Grade 12 at CATCH)	1x/year (Spring)

## DATA ANALYSIS AND REPORTING

Data is more than numbers at CATCH, it is the compass that guides our instructional journey. The school fosters a data-driven culture where assessment is used not only to evaluate progress, but to illuminate the path forward for every student. A broad array of diagnostic and formative tools—including Renaissance Star, Illuminate Education, Smarter Balanced Interim Assessment Blocks (IABs), and Interim Comprehensive Assessments (ICAs)—inform decisions around academic interventions, personalized instruction, and schoolwide

improvement. By analyzing these data streams in real time, our team remains responsive to emerging trends and focused on student success.

### **Data-Informed Instruction and Intervention**

- **Weekly Data Meetings:** Teachers and instructional leaders convene each week to examine classroom-level data including formative assessments, exit tickets, and Renaissance Star reports. Together, they identify trends, target misconceptions, and craft instructional responses that accelerate learning for all students.
- **Deep Data Dive Sessions:** CATCH Prep hosts quarterly “Data Days” dedicated to faculty-wide analysis of interim assessment results such as IABs, ICAs, and STAR. These sessions promote shared ownership of subgroup performance and are designed to surface equity gaps, inform reteaching, and build targeted enrichment plans aligned with student needs.
- **Renaissance Star and Illuminate Data Reports:** Standards-based reporting platforms such as Illuminate and STAR support teachers in conducting item-level analysis, monitoring student mastery, and identifying skill gaps. These data tools are embedded into lesson planning and PLCs to ensure instruction is differentiated, timely, and data-driven.

### **Use of Data by Stakeholders**

- **Advisors and Students:** Each student meets biweekly with an advisor to review grades, STAR scores, and graduation benchmarks using PowerSchool and Google Class. Students reflect on progress and set short-term goals, cultivating agency and accountability for their academic journey.
- **School Leaders:** The Instructional Leadership Team meets weekly to review dashboard data and conduct trend analyses. These reviews drive professional development, instructional planning, and staffing decisions across the school.
- **Families:** Parents are provided regular progress updates through the PowerSchool Parent Portal, Google Classroom, and twice-annual Family Data Nights. Teachers walk families through student growth data and offer home-based strategies to reinforce classroom learning.
- **Governing Board:** CATCH Prep’s Board of Directors receives weekly data snapshots on attendance, subgroup progress, and performance benchmarks. These updates support policy alignment with LCAP goals and ensure fiscal and academic oversight aligned with the school’s mission.

### **Data Reporting and Continuous Improvement**

At CATCH Prep, data is a driving force for reflection, responsiveness, and schoolwide advancement. The school produces annual performance reports disaggregated by subgroup and submits them to LAUSD and the California Department of Education. These reports inform instructional refinement, support progress monitoring for LCAP goals, and shape strategic improvement plans. With a commitment to real-time data analysis and equity-focused outcomes, CATCH Prep ensures that struggling students receive timely interventions, high-achieving students are appropriately challenged, and all stakeholders remain engaged in the

continuous improvement cycle.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

CATCH Prep holds all students to high expectations for academic progress and promotion. To remain on track for graduation and postsecondary success, students must meet grade-level benchmarks as outlined in their promotion tracker. Parents are consistently informed of their child’s academic standing through teacher communications, family conferences, mailers, and scheduled check-ins with advisors and counselors. With support from their homeroom teacher or advisor, students take an active role in monitoring their progress and setting short- and long-term goals. CATCH Prep follows a unified grading scale that requires a minimum score of 70% (C) to earn course credit. To reflect the rigor of advanced coursework, students enrolled in Honors and Advanced Placement.

Within this grade structure, CATCH Prep uses a standards-based grading system in which students earn grades based on their demonstrated mastery of essential skills and standards throughout the course. This grading structure is aligned with CATCH’s mission and values in that it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, and shifts the focus to student growth over time.

*Table 28: Grading Scale and GPA Factor*

<b>GRADE</b>	<b>PERCENT</b>	<b>GPA FACTOR</b>
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	<69	0.0 (Must Repeat Class)

In alignment with the school’s values, CATCH Prep implements a standards-based grading system that emphasizes mastery over time. Rather than averaging performance, students are assessed based on demonstrated proficiency in essential standards and learning targets. This approach ensures that both students and families receive clear, actionable feedback tied to specific learning outcomes, while shifting the focus from grades to meaningful growth.

### **Type and Frequency of Progress Reporting**

CATCH Prep maintains a strong tradition of transparency and family-school collaboration. To ensure parents and guardians remain informed of their child’s academic progress, students receive formal progress reports every six weeks. These reports provide a comprehensive snapshot of student performance across all subjects and are used to identify students in need of academic support, intervention, or enrichment.

In addition to scheduled reports, CATCH Prep hosts quarterly Report Card Pick-Up Nights where families meet with teachers and advisors to review progress, set academic goals, and analyze recent performance data. Families also have 24/7 access to real-time academic information through PowerSchool, including grades, assignments, attendance, and behavior

records. To build data literacy, students and parents receive guidance on interpreting this information to support growth, accountability, and long-term academic success.

### **Promotion and Retention Policy**

Promotion at CATCH Prep is grounded in demonstrated academic achievement and college readiness. In order to remain in good standing and on track for graduation, students must maintain a minimum cumulative GPA of 2.0 and demonstrate consistent mastery in A–G coursework. Students who earn below a C in any course are required to recover credit to maintain A–G eligibility. A grade of D triggers an intervention response, as it is considered insufficient for college admissions purposes.

CATCH Prep follows California Education Code guidelines and does not promote retention at the high school level except in exceptional cases. Rather than repeating an entire year, students who fall behind are supported through individualized academic improvement plans. These plans may include targeted tutoring, credit recovery, and additional academic counseling, developed in partnership with the student, family, teachers, and an administrator. The primary goal is to ensure that every student receives the support necessary to stay on the path to graduation and postsecondary opportunity.

Should a family disagree with a proposed retention decision, they may request a formal review under California Education Code 48070.5. The school will convene a meeting to re-evaluate the student’s academic standing, learning needs, and intervention history. While the final determination rests with the school, decisions are guided by data, equity, and the best interest of the student.

# Element 4

## Governance

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## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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 comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers 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**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and

that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

## **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

## **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.

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

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

# **GOVERNANCE STRUCTURE**

## **Organizational Structure and Roles**

The CATCH Prep Board of Directors serves as the governing, policy-making body of CATCH Prep. The Board operates as a California nonprofit public benefit corporation and maintains ultimate responsibility for the school's academic performance, financial stability, and operational viability. The Board advocates for the organization's mission and provides expert guidance in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning.

As the governing body for CATCH Prep, the Board remains responsive to stakeholder needs through regular school visits, monthly updates from school leadership, and active participation of parents and community members in board meetings. The Board ensures effective organizational planning by approving long-range goals and annual objectives, monitoring the school's general policies including health and safety protocols, overseeing facilities use and maintenance, directing fundraising efforts, and ensuring that financial resources are managed effectively and transparently.

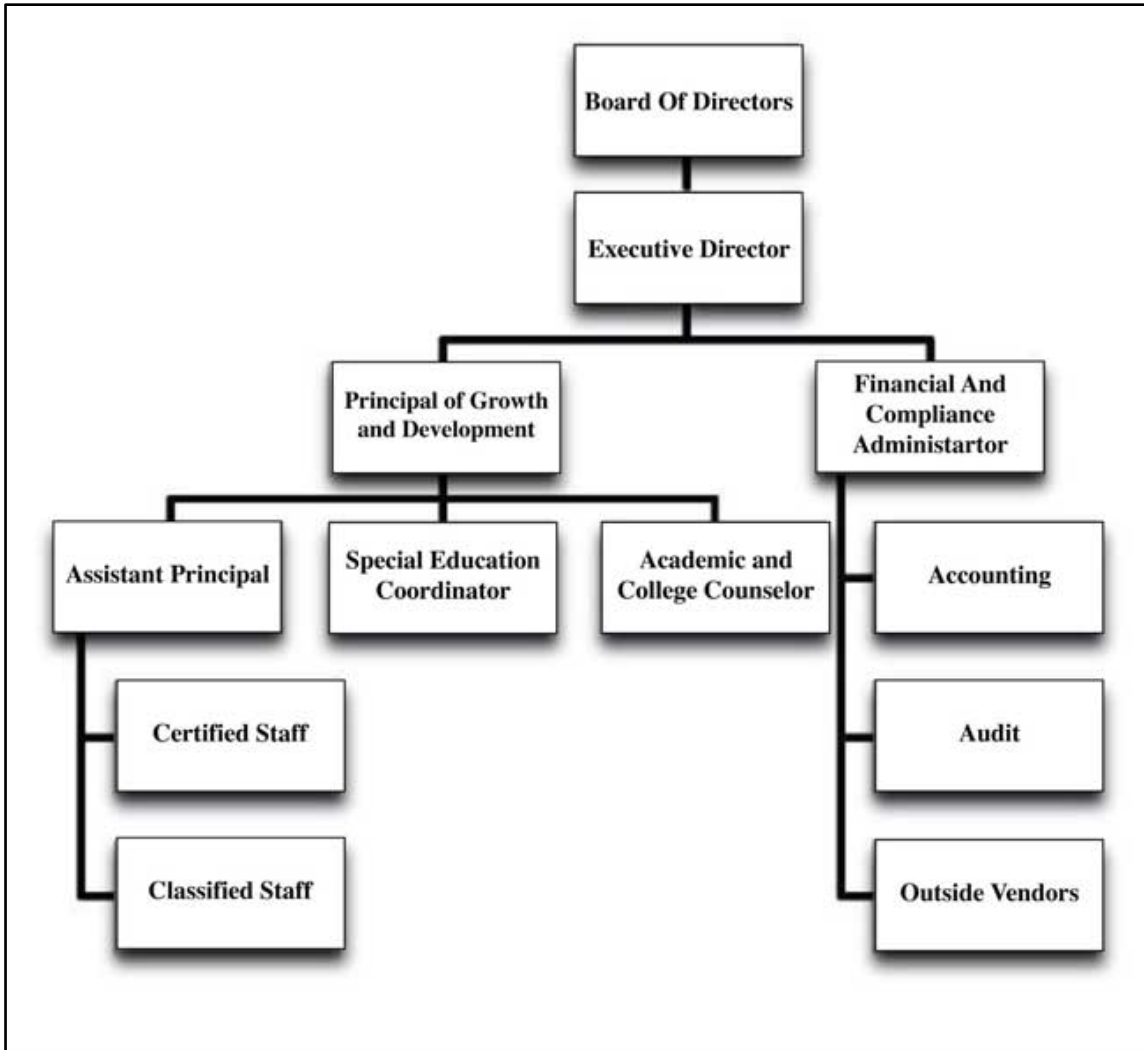
### **Major Roles and Responsibilities**

**The Board of Directors** maintains primary responsibility for establishing and safeguarding the school's mission, vision, and strategic direction while ensuring compliance with all applicable laws, regulations, and charter terms. The Board provides comprehensive financial oversight through approval of annual budgets and regular review of financial reports. Additionally, the Board hires, supports, and evaluates the Executive Director, develops and approves all major policies governing school operations, and monitors academic achievement and operational performance through regular data review. The Board ensures adequate resources through fundraising and fiscal management and serves as the final authority for appeals and grievances in accordance with established policies.

**The Executive Director** serves as the chief executive officer of CATCH Prep and reports directly to the Board of Directors. This position encompasses implementing the Board's strategic vision and policies, managing day-to-day school operations, overseeing academic programs and student achievement, and leading the administrative team while supervising the Principal of Growth and Development. The Executive Director serves as the primary liaison between the Board and school staff, prepares reports and recommendations for Board consideration, and ensures compliance with all legal and regulatory requirements.

**The Principal of Growth and Development** reports to the Executive Director and maintains oversight of academic program implementation and curriculum development, instructional leadership and teacher supervision, student enrollment and retention strategies, and family and community engagement initiatives. This role includes coordination with the Assistant Principal, Special Education Coordinator, and Academic and College Counselor to ensure seamless delivery of educational services.

*Figure 14: CATCH Prep Organizational Chart*



**GOVERNING BOARD COMPOSITION AND MEMBER SELECTION**

**Board Composition**

The CATCH Prep authorized Board of Directors shall not be less than a minimum of three members at any given time, with the specific number of Directors determined by the Board as organizational needs evolve. The Board composition reflects a balance of professional skills, community representation, and educational expertise necessary to govern a high-performing charter school serving South Los Angeles. As the Board grows, it may establish committees to facilitate more detailed work in specific areas such as finance, governance, academics, or development. Committees, when formed, shall include at least two Board members and may include non-Board members with relevant expertise serving in an advisory capacity.

**Board Member Qualifications**

All Board members must demonstrate unwavering support for the school's mission and vision and agree to comply with the Brown Act and all applicable conflict of interest laws. Members

must place high value on professionalism and ethical conduct while being motivated to serve primarily to guarantee the educational success of students. The Board seeks members who bring expertise in desired areas such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, or student learning. Prior board experience, while helpful, is not required. All members must commit to regular meeting attendance and active participation in Board responsibilities.

### **Selection Criteria and Process**

The Board maintains responsibility for identifying, recruiting, and nominating qualified Board candidates. The selection process includes:

- **Needs Assessment:** Annual evaluation of Board composition to identify gaps in expertise and diversity
- **Recruitment:** Active outreach through professional networks, community organizations, and stakeholder recommendations
- **Screening:** Review of applications and conducting interviews with prospective members
- **Nomination:** Presentation of qualified candidates to the full Board for consideration
- **Election:** New members elected by majority vote of the existing Board

### **Terms of Service**

Board members serve multi-year terms as specified in the bylaws, with provisions for re-election to ensure both continuity and fresh perspectives in governance. The Board maintains flexibility in term lengths to accommodate the volunteer nature of service while ensuring stable and effective governance for the school.

### **Board Member Responsibilities**

Each Board member commits to:

- Attending regular meetings and participating actively in Board discussions
- Advocating for the school within the community
- Maintaining confidentiality of closed session matters
- Completing annual conflict of interest disclosures
- Participating in Board training and development activities
- Serving on committees when established

## **GOVERNANCE PROCEDURES AND OPERATIONS**

### **Meeting Schedule and Requirements**

The Board meets at least ten times per year, typically on the first Monday of each month at 5:00 p.m., with additional special meetings called as necessary. All meetings are held at CATCH Prep's campus located at 4120 11th Avenue, Los Angeles, CA 90008, within the jurisdictional boundaries of the Los Angeles Unified School District.

The Board establishes its annual meeting calendar at the organizational meeting each July, with the schedule posted on the school's website and at the school site. The calendar includes regular monthly meetings with a minimum of ten per year, an annual organizational meeting in July, and a budget approval meeting in June. The Board may adjust this schedule as needed while maintaining compliance with minimum meeting requirements.

### **Brown Act Compliance**

All Board meetings and any committee meetings strictly comply with the Ralph M. Brown Act (California Government Code Section 54950 et seq.) and Education Code Section 47604.1. Regular meeting agendas are posted at least 72 hours in advance on the school's website at [www.catchhighschool.com](http://www.catchhighschool.com) and at the school's main entrance. Special meeting agendas are posted at least 24 hours in advance with appropriate notice to all Board members and the public. All meetings remain open to the public except for allowable closed session items as specified by law. Time is allocated at each meeting for public comment on both agendized and non-agendized items, ensuring community voice in governance. Detailed minutes are maintained for all meetings and made publicly available following Board approval.

### **Committee Structure**

The Board may establish standing or ad hoc committees as needed to conduct detailed work between regular meetings. Potential committees may include:

- **Finance Committee:** Reviews financial reports, monitors budget performance, oversees annual audit
- **Governance Committee:** Leads Board recruitment, conducts self-evaluation, reviews policies
- **Academic Excellence Committee:** Monitors academic performance, reviews curriculum proposals
- **Development Committee:** Oversees fundraising strategy and donor cultivation

When established, committees must include at least two Board members and follow all Brown Act requirements for meeting notices, agendas, and public access. Committees serve in an advisory capacity to the full Board, which retains all decision-making authority.

### **Decision-Making Procedures**

**Quorum Requirements:** A quorum exists when a majority of Directors currently in office are present at a meeting. Without a quorum, no official business may be conducted and the meeting must be adjourned. Directors may not vote by proxy under any circumstances.

**Board Action Requirements:** Once a quorum is established, official Board action requires a majority vote of Directors present for most matters. Certain actions specified in the bylaws may require a supermajority vote. All votes are taken publicly and recorded in meeting minutes.

**Abstention and Teleconference Participation:** Board members may abstain from voting on any issue and must abstain when a conflict of interest exists. In compliance with the Brown Act, Directors may participate via teleconference or videoconference when necessary, provided all

participants can hear one another, all teleconference locations are identified in the meeting notice, agendas are posted at all teleconference locations, all locations are accessible to the public, and at least one Director attends from a publicly accessible location within LAUSD boundaries.

## **STAKEHOLDER INVOLVEMENT**

### **Parent and Guardian Participation**

CATCH Prep recognizes that meaningful parent involvement is essential to student success and has established multiple avenues for parent participation in governance. The CATCH Parent Council, open to all families, meets monthly during the school year to provide input on school policies and programs, build parent-to-parent support networks, organize family engagement events, support fundraising and volunteer efforts, and advise the Board on family perspectives. The Parent Council elects officers annually, including President, Vice President, Secretary, and Treasurer. The President serves as a non-voting liaison to the Board, presenting at each regular Board meeting to share parent input and recommendations on matters affecting students and families.

Parents participate extensively in developing and reviewing the Local Control and Accountability Plan (LCAP) through:

- Annual surveys distributed in multiple languages to assess school priorities and resource allocation
- Public forums held each spring with translation services to gather input on school goals
- Focus groups targeting specific parent populations including English learners and special education families
- Review committees that include diverse parent representatives from all grade levels
- Monthly Parent Council meetings where LCAP updates are standing agenda items
- Virtual and in-person options for participation to maximize accessibility
- Written comment opportunities through online forms and suggestion boxes
- Final LCAP presentation at a public Board meeting with dedicated time for parent feedback

Beyond formal structures, parents are encouraged to attend and provide public comment at Board meetings, serve on Board committees as community members when such committees are established, participate in the annual stakeholder survey, and join school site council activities that shape school programs and priorities.

### **Faculty and Staff Involvement**

CATCH Prep ensures robust faculty participation in governance through multiple channels. Teachers meet weekly in professional learning communities to review student data, develop instructional strategies, and identify areas for improvement. Recommendations from these meetings are regularly shared with administration and, when appropriate, presented to the Board for consideration. Faculty members are invited to present at Board meetings on academic program updates, student achievement data, professional development needs, and curriculum and instructional initiatives that require Board awareness or approval.

Teachers and staff participate actively in LCAP development through:

- Annual staff surveys conducted during professional development time to ensure full participation
- Department-level input sessions that provide detailed feedback on instructional needs
- Grade-level team meetings to identify student support priorities
- Review of student achievement data to inform goal setting
- Professional development sessions dedicated to LCAP alignment
- Written feedback opportunities through anonymous suggestion systems
- Review and comment period for draft plans before Board approval
- All-staff presentations of final LCAP priorities and resource allocations

The faculty selects a representative to attend Board meetings and share collective input during public comment periods, ensuring that those closest to the classroom have a voice in governance decisions.

### **Student Involvement**

Student voice is incorporated into governance through:

- Annual student climate surveys administered during advisory periods
- Student government forums specifically focused on LCAP priorities
- Focus groups with diverse student populations including English learners and at-risk students
- Student presentations to the Board on school climate and academic needs
- Alumni panels providing feedback on college readiness preparation
- Student representation on school site council
- Digital feedback platforms allowing anonymous student input
- Student-led data analysis of peer achievement and engagement metrics

These mechanisms ensure that student perspectives directly shape the educational program and school culture.

### **Community Engagement**

CATCH Prep actively engages external stakeholders in LCAP development through:

- Community forums held at accessible locations with childcare provided
- Partnerships with local organizations to gather input from hard-to-reach populations
- Business advisory council input on career readiness goals
- Collaboration with community-based organizations serving families
- Neighborhood surveys distributed through local churches and community centers
- Social media campaigns to gather broader community input
- Translation of all LCAP materials into Spanish and other languages as needed
- Regular updates at community organization meetings

The school maintains regular communication with the broader community via the school website, social media platforms, and newsletters that highlight student achievements and school events.

### **Website Communication**

The school website at [www.catchhighschool.com](http://www.catchhighschool.com) serves as the primary platform for stakeholder engagement and transparency. The site features:

- Board meeting agendas, minutes, and recordings when available
- Financial reports and annual audit documents
- Academic performance data and school accountability report cards
- LCAP documents and progress reports • Calendar of engagement opportunities and school events
- Contact information for Board members and administration
- Online forms for stakeholder input and concerns

This comprehensive online presence ensures that all stakeholders have access to information about school governance and multiple ways to engage with school leadership.

### **Continuous Improvement**

The Board conducts an annual self-evaluation to assess its effectiveness and identify areas for improvement. This process includes individual Director self-assessments, review of Board processes and procedures, stakeholder feedback surveys, goal setting for the upcoming year, and professional development planning. Through this comprehensive governance structure, CATCH Prep ensures transparent, effective, and inclusive decision-making that serves the best interests of students, families, and the South Los Angeles community while maintaining the flexibility to adapt its governance practices as the school evolves and grows.

# Element 5

## Employee Qualifications

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## **Element 5 – Employee Qualifications**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Equal Employment Opportunity**

CATCH Prep Charter High School is committed to equal employment opportunity for all individuals. The Charter School does not discriminate against any applicant or employee on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical or mental disability, medical condition, genetic information, military or veteran status, or any other characteristic protected under federal or California law. Equal opportunity is extended to all employment practices, including recruitment, selection, hiring, promotion, transfer, training, compensation, layoff, recall, and termination.

### **ESSA and Credentialing Requirements**

CATCH Prep Charter High School upholds all requirements set forth by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The school is committed to ensuring that all teachers and paraprofessionals meet the qualifications established by federal and state law, thereby maintaining a high standard of instructional quality and accountability.

## **EMPLOYEE POSITIONS AND QUALIFICATIONS**

All teachers at CATCH Prep must be:

- Appropriately assigned and fully credentialed in accordance with state certification guidelines;
- Fully certified and/or licensed by the California Commission on Teacher Credentialing;
- Hold a bachelor's degree or higher from an accredited four-year institution;
- Demonstrate subject-matter competency in the academic subject(s) they are assigned to teach, in alignment with ESSA standards.

Paraprofessionals who provide instructional assistance in the classroom must meet one of the following ESSA-aligned criteria:

- Have completed a minimum of two years of coursework at an institution of higher education;
- Possess an associate's degree or higher;
- Pass a validated academic assessment demonstrating both subject-matter knowledge and the ability to support instruction in reading, writing, and mathematics (or readiness in those areas).

CATCH Prep maintains current and verifiable records of teacher and paraprofessional qualifications. These records are kept on file and made readily available for audit and review, in full compliance with applicable law.

### **Employee Classifications and Qualifications**

#### **Administrative Staff**

The administrative team at CATCH Prep includes the Executive Director, Financial and Compliance Administrator, Principal of Development and Growth, Assistant Principal of Culture and Language, Special Education Coordinator, and Academic and College Counselor. These roles are outlined in the organizational chart provided in Element 4. Administrative personnel are selected based on demonstrated success in educational leadership, a strong commitment to equity and access for low-income and historically underserved students, and a clear vision for innovative school improvement. Qualifications include experience with program design, school development, and a proven record of supporting student achievement. Each member of the administrative team must also demonstrate a deep commitment to educational reform and the mission of CATCH Prep.

#### **Teaching Staff**

Teachers at CATCH Prep are hired through a formal application and interview process. Selection is based on valid teaching credentials, relevant classroom experience, and subject-matter expertise. Candidates must also demonstrate the ability to implement effective instructional strategies and foster a high-quality learning environment. The school is committed to hiring and retaining highly qualified teachers by offering competitive salaries, professional

growth opportunities, and a collaborative, mission-driven workplace.

**Classified Staff**

Classified personnel include office staff, instructional aides, and other support personnel. Candidates must hold a bachelor’s degree in a related field and meet the expectations for professionalism and service within a high-functioning school environment. Classified staff are selected through an application and interview process overseen by the administrative team.

**Employee Positions and Qualifications**

The Executive Director leads the day-to-day operations of the school and serves as the key liaison between the Board of Directors, the District, and the broader school community. This role includes oversight of compliance, finance, instruction, and overall school performance. In collaboration with the Financial and Compliance Administrator and the Principal of Instruction and Curriculum, the Executive Director ensures that all employees are aligned with the mission and vision of the school.

**Qualifications for Executive Director include:**

- Comprehensive knowledge of the management and operations of a public school, and about current developments in education
- A minimum of five years of experience overseeing and managing a public school of at least 300 students and 25 staff members
- At minimum, a bachelor’s degree

**The Financial and Compliance Administrator** serves as the school’s business operations manager. The Financial and Compliance Administrator is responsible for presenting and reporting accurate and timely school financial information, setting up and handling accounts, and working with the Executive Director to assist in carrying out the vision and mission of the school.

Qualifications for the Financial and Operations Administrator include:

- Comprehensive knowledge of financial management and operations of a public school
- Training and knowledge of Generally Accepted Accounting Principles (GAAP)
- A minimum of five years of experience overseeing and managing the fiscal operations of a public school of at least 300 students and 25 staff
- At minimum, a bachelor’s degree

The **Principal of School Growth and Development** serves as the instructional leader of the school. The Principal of Instruction and Curriculum is responsible for meeting the school’s annual measurable goals and teacher professional development; and analyzing student achievement data to inform curriculum and instruction.

Qualifications for the Principal of Instruction and Curriculum include:

- A minimum of two years of educational administrative experience, preferably as a principal or vice/assistant principal of an urban high school
- A minimum of three years of teaching experience
- Hold, at minimum, a master's degree or its equivalent
- Hold a valid California Administrative Credential

The **Assistant Principal of Culture and Language** at CATCH Prep plays a key leadership role in fostering a positive, inclusive school environment rooted in cultural responsiveness and academic excellence. This position supports curriculum and instruction by guiding teachers in effective strategies that meet the linguistic and academic needs of English Learners and other historically underserved students. The Assistant Principal promotes restorative practices, SEL, and equity-focused professional development, while strengthening family and community partnerships. In alignment with LAUSD's Master Plan, the role ensures that English Learners receive appropriate support and that all students thrive in a culturally affirming and academically rigorous setting.

Qualifications for the Assistant Principal of Culture and Language include:

- Hold a valid California Administrative Services Credential
- Hold, at minimum, a master's degree or its equivalent
- Minimum of three years of teaching or site-based leadership experience, preferably in an urban school setting

**Academic and College Counselor** serves as a college/career resource for the school. The Academic and College Counselor is responsible for administering all aspects of the college search process including assisting incoming high school students with selection of appropriate schools, entrance applications, scheduling standardized testing, providing information on academic and vocational programs, and advising students with their class schedules. The Academic and College Counselor is also responsible for providing social/emotional counseling on scheduled and as needed basis.

Qualifications for the Academic and College Counselor include:

- Experience working with low-income and/or minority students and their families
- Hold, at minimum, a bachelor's degree
- Hold a California Pupil Services Credential
- Knowledge of colleges, academic programs, and admission policies and procedures

The **Special Education Coordinator** serves as CATCH Prep's designated administrator for special education, ensuring full compliance with the Individuals with Disabilities Education Act

(IDEA), Section 504, and all applicable California laws. The Coordinator oversees IEP development and implementation, related services, and adherence to the Chanda Smith Modified Consent Decree (MCD). This role also collaborates with general education staff, monitors student progress, and serves as the liaison to LAUSD's SELPA and external agencies.

Qualifications for the Special Education Coordinator include:

- Knowledge of Special Educational legal requirements, practices, and procedures
- Hold, at minimum, a bachelor's degree or its equivalent
- Hold a California Special Education Services Credential
- Experience working with low-income and/or minority students and their families

The **Instructional and Data Coach** at CATCH Prep serves as a key instructional leader, partnering with teachers to strengthen classroom practice and accelerate student achievement. Grounded in data-informed decision-making, the coach analyzes student performance data, identifies learning gaps, and collaborates with staff to design targeted interventions. Through job-embedded support, coaching cycles, and professional development, the coach builds teacher capacity in evidence-based instructional strategies, curriculum alignment, and differentiation. This role also supports the effective integration of technology and fosters a culture of continuous improvement by promoting reflective practice, instructional equity, and high expectations for all learners.

- Valid California Clear or Preliminary Teaching Credential
- Minimum of 3–5 years of successful classroom teaching experience, preferably in a high-needs or urban setting
- Demonstrated expertise in standards-based instruction, lesson design, and formative assessment

Employees serving as a **High School Teacher** will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet state standards. Other duties of a teacher will include providing students regular feedback on their work and maintaining communication with students' parents.

Qualifications for a High School Teacher include:

- Hold a valid Single Subject California Teaching Credential (Preliminary/Clear) in subject matter
- Knowledge of state and district curriculum requirements, current applicable laws, regulations, codes, policies and procedures
- Experience working with low-income and/or minority students and their families

Employees serving as an **Office Clerk/Assistant** will provide administrative clerical support to the operations of the school.

Qualifications for Office Clerk/Assistant include:

- Hold, at minimum, a high school diploma
- Knowledge of office practices, procedures, and use of equipment
- Experience working with low-income and/or minority students and families
- Ability to read, apply, and explain rules, regulations, policies and procedures of school

Employees serving as a **Paraprofessional** will provide instructional support and assistance to teachers and other certificated staff. Paraprofessionals may also assist with instructional materials, audio-visual equipment, and the maintenance of student records.

Qualifications for a Paraprofessional include:

- Hold an Associate of Arts (AA) degree or higher from a recognized college or university
- Experience working with low-income and/or minority students and families
- Understanding of the physical, intellectual, social, and emotional growth patterns of students

### **Evaluations**

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Board of Directors will evaluate the Executive Director and Financial and Compliance Administrator on:

- The success of CATCH's academic program and the achievement of our educational goals
- Maintaining a fiscally sound charter school including a balanced budget
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, acceptance, and cooperation among all parties

The Executive Director will evaluate the Principal of Instruction and Curriculum – and other administrative staff on:

- Completion of required job duties
- The success of CATCH's academic program and the achievement of our established educational goals
- High parental and community involvement
- Professionalism

- Punctuality and attendance

The Principal of Growth and Development will evaluate the teaching staff on:

- Student achievement
- Effectiveness of teaching strategies
- Meeting the needs of students with special needs
- Classroom management and organization
- Professional development
- Performance of job duties
- Knowledge of curriculum
- Punctuality and attendance

Other administrative staff and classified staff will be evaluated by the Executive Director or an administrative designee, based on completion of assigned job duties and regular, punctual attendance. If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the administrative staff to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

### **Corrective Action**

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, discrimination, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include informal discussions and counseling. If these actions have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:

- Initial written warning
- Subsequent or additional written warning(s)
- Final written warning, which may include a suspension without pay
- Termination

CATCH Prep will generally proceed by following all steps, however, some problems may be so serious that early steps may be eliminated. Verbal and written warnings regarding unsatisfactory action will become part of the employee's personnel file. Written warnings will include specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. Employees always have the right to engage in the grievance procedure at any point in the process.

# Element 6

## Health and Safety Procedures

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## Element 6 – Health and Safety Procedures

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

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

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the

development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

#### **MEDICATION IN SCHOOL**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

#### **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available

at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, 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**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

**TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

**WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

**HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

**FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

**ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

**NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

**RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter Schools shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

**Element 7**

**Means to Achieve Racial and Ethnic,  
Special Education, and English  
Learners, including Redesignated Fluent  
English Proficient Pupils Balance**

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**Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**

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

**COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

## COURT-ORDERED INTEGRATION

### **Plan for Achieving and Maintaining Racial and Ethnic Balance**

CATCH Prep Charter High School is located in the heart of South Los Angeles, serving students primarily from the Leimert Park and Crenshaw Districts, particularly within ZIP code 90008—a vibrant, historically rich community. The school’s student population reflects the demographics of the surrounding neighborhood, with approximately 60% African American and 40% Latino students, and over 98% qualifying for free or reduced-price lunch.<sup>139</sup> In alignment with *Crawford v. Board of Education, City of Los Angeles* and LAUSD’s Student Integration Policy, CATCH Prep fully complies with all requirements to promote integration and diversity. Pursuant to California Education Code § 47605(c)(5)(G), CATCH Prep actively seeks to achieve and maintain a student body that reflects the racial and ethnic diversity of the general population residing within LAUSD boundaries. The school is committed to meeting the District’s racial and ethnic balance targets of 70:30 or 60:40 (Predominantly Hispanic, Black, Asian, and Other [PHBAO] compared to Other White [OW]), ensuring equitable access and representation across all student groups.

To achieve this goal, CATCH Prep implements a robust and culturally responsive outreach and enrollment plan designed to reach diverse student populations, including students with disabilities and English Learners, including those redesignated as Fluent English Proficient. The school will monitor its demographic composition annually and adjust its outreach strategies as necessary to align with LAUSD’s balance goals.

### **Annual Outreach and Recruitment Activities**

CATCH Prep conducts year-round outreach and recruitment efforts throughout South Los Angeles, with a strategic emphasis on the Leimert Park and Crenshaw communities. The school’s outreach approach is rooted in equity and access, designed to reflect the cultural and linguistic diversity of the surrounding neighborhood and ensure that all families—particularly those from historically underserved backgrounds—have access to the CATCH Prep experience. Activities include:

- **School Tours and Orientation Sessions:** Held throughout the academic year, these sessions offer families an opportunity to visit the campus, engage with staff, and learn more about the school’s academic programs, college preparatory mission, and support services.
- **Information Sessions and Enrollment Events:** Hosted at local churches, middle schools, recreation centers, and community events, these gatherings introduce prospective families to CATCH Prep’s offerings, enrollment process, and student success stories.
- **Student and Parent Ambassadors:** Current students and families serve as liaisons in their communities, helping to share information about the school’s mission and offerings through testimonials, community conversations, and word-of-mouth.

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<sup>139</sup> California Department of Education. (2024). *Enrollment by Ethnicity for Charter Schools – DataQuest*. <https://dq.cde.ca.gov/dataquest/>

- **Community Partnerships:** CATCH partners with neighborhood-based organizations—including Brotherhood Crusade, UCLA Youth Source, Community Coalition, and Los Angeles Southwest College—to expand its recruitment efforts, connect families to resources, and promote shared values around equity, education, and opportunity.
- **Digital Media and Community Recruitment:** The school’s Digital Media Strategist leads efforts to tell student stories, showcase academic success, and build credibility online. Social media campaigns and community videos highlight CATCH’s impact, while outreach teams build connections through school fairs and neighborhood events.
- **Use of Growth Data in Messaging:** Outreach materials emphasize CATCH’s academic achievements, including gains in English Learner reclassification, college acceptance rates, and zero percent suspension rates. These successes are communicated via flyers, infographics, social media, and bilingual platforms to ensure broad accessibility.
- **Strengthen Community Outreach:** Initiatives include hosting parent and student testimonial nights, conducting bilingual outreach, training ambassadors as authentic storytellers, and participating in multicultural events and festivals to build awareness and trust in the school’s mission.
- **Leverage Data to Reach Underserved Zip Codes:** Demographic analysis guides targeted outreach in high-need areas, with school counselors and local partners coordinating events such as application workshops and information nights.
- **Elevate Student and Family Voice:** Through virtual coffee chats, ambassador programs, and community listening sessions, CATCH creates intentional space for student and parent voice in recruitment and enrollment planning.

To support these efforts, CATCH Prep distributes flyers, brochures, and bilingual promotional materials across libraries, community centers, churches, grocery stores, and youth-serving organizations. Local media outlets such as the *Los Angeles Sentinel*, *Southwest Wave*, KLJH 102.3 FM, and KBUE 105.5 FM amplify these efforts. The school’s website ([www.catchhighschool.com](http://www.catchhighschool.com)) and social media channels also highlight enrollment windows, success metrics, and upcoming recruitment events.

### **Language and Outreach**

CATCH Prep is committed to ensuring that every family, regardless of language background, has access to clear and inclusive communication. All outreach materials are made available in both English and Spanish, with additional translation services provided upon request. Interpretation support is offered during school tours, enrollment events, and parent conferences to ensure full access and engagement. Outreach materials communicate the wide range of supports available for English Learners, Reclassified Fluent English Proficient (RFEP) students, and students with IEPs, including academic, mental health, and wraparound services. Through these practices, CATCH Prep ensures that every family has the opportunity to fully participate in their child’s education.

### **Special Education**

CATCH Prep welcomes and supports students with disabilities, upholding its commitment to equity and access for all learners. The school does not ask for IEP documentation or special education records during the enrollment process. Instead, students are welcomed without prejudice, and upon enrollment, CATCH collaborates with families to ensure appropriate placement and services aligned with the student’s IEP.

To maintain a special education enrollment that reflects the demographics of the broader LAUSD community, CATCH Prep takes deliberate steps to ensure outreach is equitable, accessible, and inclusive. These efforts include:

- Maintaining accurate and ongoing enrollment data for students with disabilities to track equity and representation;
- Conducting targeted outreach to families of students with disabilities, particularly in underrepresented communities;
- Ensuring that all outreach materials—including flyers, brochures, and applications—clearly communicate available services and supports;
- Providing materials and interpretation services in English and Spanish to meet the language needs of the families we serve;
- Reviewing enrollment data annually to assess the effectiveness of recruitment efforts and adjust strategies as needed to increase representation and inclusion.

Through these efforts, CATCH Prep actively works to eliminate barriers to access and ensure that students with disabilities have full and meaningful opportunities to thrive within a college-preparatory environment.

### **English Learners and Redesignated Fluent English Proficient (RFEP) Students**

CATCH Prep is deeply committed to ensuring that English Learners and RFEP students are fully represented and supported in ways that reflect the demographics of the greater LAUSD community. The school provides both Designated and Integrated English Language Development (ELD) to meet students at their level of proficiency, while ensuring meaningful access to the full academic program.<sup>140</sup>

To maintain equitable enrollment and academic inclusion for EL and RFEP students, the school engages in the following practices:

- Maintains accurate, ongoing accounting of EL and RFEP enrollment using internal data systems and CALPADS reporting to ensure alignment with district benchmarks;
- Conducts annual enrollment reviews at the school leadership level to compare site-level data with districtwide EL and RFEP population trends;

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<sup>140</sup> Los Angeles Unified School District. (2023). *Master Plan for English Learners and Standard English Learners*. <https://achieve.lausd.net/masterplan>

- Targets outreach efforts in neighborhoods where EL students are historically underrepresented, with the goal of increasing access and visibility;
- Ensures that all outreach and enrollment materials clearly communicate the school's robust support systems for English Learners, including RFEP students;
- Provides all applications and outreach materials in English and Spanish, and offers additional translations based on Home Language Survey responses;
- Offers interpretation services at school tours, enrollment events, and parent conferences so that all families, regardless of language background, can fully engage in the school's programs;
- Monitors post-enrollment EL and RFEP demographics each year and adjusts outreach efforts as needed to ensure alignment with LAUSD integration goals.

Through these intentional strategies, CATCH Prep affirms its commitment to linguistic equity and strives to ensure that every English Learner is given the opportunity to thrive academically, socially, and emotionally.

# Element 8

## Admission Policies and Procedures

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## **Element 8 – Admission Policies and Procedures**

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

### **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.

### **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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws 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. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **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, including immigration status, 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 set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation

or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

**PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

**SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## ADMISSION REQUIREMENTS

CATCH Prep Charter High School is a free, open-enrollment public school committed to serving all students in California, regardless of academic history, special education status, or personal background. In full compliance with Education Code § 220 and § 47605(e)(4), CATCH Prep does not require entrance exams or transcripts as a condition of admission. Admission is never based on prior performance. Instead, when the number of applicants exceeds available space, students are admitted through a public random lottery.

In accordance with district and state guidelines, lottery preferences are extended to students residing within LAUSD boundaries, siblings of current CATCH Prep students, and children of school employees (up to 5%). All application materials are made available in both English and Spanish, and families are kept informed throughout the process to ensure clarity and access for all.

**After admission, students are asked to complete a formal enrollment packet, which may include:**

- **Enrollment Packet Submission:** Families must submit a completed enrollment packet that may include:
  - Proof of age;
  - Proof of California residency;
  - Immunization records;
  - Emergency contact card;
  - Free/reduced-price lunch application;
  - Authorization to request prior school records (after admission only, per Ed Code § 47605(e)(4)(B)).
- **Family Orientation:** Newly admitted families are invited to attend an Open House or Orientation event to learn more about CATCH Prep’s academic programs, behavioral expectations, and student supports. These sessions offer an important opportunity to build connections, answer questions, and support a smooth transition into high school.
- **Language Accessibility:** All enrollment forms, applications, and parent communications are available in both English and Spanish. Additional translation or interpretation support is provided upon request to ensure every family has full access to the process and is equipped to support their child’s educational journey.

## STUDENT RECRUITMENT

### **Student Recruitment for socioeconomically disadvantaged students & most vulnerable populations:**

CATCH Prep Charter High School is committed to serving historically underserved students, including those with a history of low academic performance, students from socioeconomically

disadvantaged backgrounds, and students with disabilities. As an open-enrollment public charter school, CATCH Prep does not screen or exclude applicants based on academic records, test scores, IEP status, or socioeconomic factors. In full alignment with Education Code § 220 and § 47605(e)(4), the school actively seeks to eliminate barriers to access and provide every student with a high-quality, college-preparatory education.

To reach these target populations, CATCH Prep implements a multi-pronged recruitment strategy grounded in equity and cultural responsiveness. Outreach efforts are concentrated in neighborhoods with historically underserved student populations, including the Leimert Park and Crenshaw communities. CATCH partners with local churches, community centers, libraries, and youth-serving organizations to disseminate enrollment information and conduct in-person information sessions. Outreach materials—flyers, brochures, and applications—are available in English and Spanish, and interpretation services are offered at events, orientations, and parent meetings.

In addition, CATCH Prep does not request academic transcripts or special education records as part of the enrollment process. Students with disabilities are welcomed without regard to IEP status, and families are informed of available academic, behavioral, and mental health supports. Translation services and inclusive messaging ensure all families can navigate the enrollment process with clarity and dignity.

The school monitors its enrollment data annually to assess whether its student population reflects the demographics of the larger LAUSD community. Targeted recruitment strategies are adjusted as needed to maintain balanced representation of English Learners, students with disabilities, and socioeconomically disadvantaged students. Through this inclusive and student-centered approach, CATCH Prep ensures equitable access to its educational program for all learners.

## **LOTTERY PREFERENCES AND PROCEDURES**

In the event that the number of applications submitted during the open enrollment period exceeds the number of available seats at CATCH Prep Charter High School, a public random lottery will be conducted in accordance with California Education Code § 47605(e)(2)(B). The purpose of the lottery is to ensure a fair and transparent admissions process, with preferences granted in compliance with state law.

### **Lottery Preferences**

Preference in the admissions lottery shall be granted in the following order:

1. Students residing within the boundaries of the Los Angeles Unified School District (LAUSD), as required by law.
2. Siblings of students currently enrolled at CATCH Prep, provided they share at least one common parent or legal guardian.
3. Children of current CATCH Prep employees, defined as full-time or part-time staff with ongoing (non-temporary) employment. This preference is limited to no more than 5% of the school's total enrollment.

### **Open Enrollment Timeline**

- The open enrollment window opens each fall and closes at 5:00 p.m. on the last school day in January.
- All lottery interest forms must be received by the close of the enrollment window to ensure inclusion in the admissions lottery.
- If a lottery is necessary, it will be conducted in February. The date, time, and location of the lottery will be posted publicly via the school's website, flyers, and email communication.

Through this process, CATCH Prep remains committed to maintaining equitable access for all students and ensuring that every applicant is given fair consideration in the admissions process.

### **Lottery Process**

- The lottery will be conducted by a disinterested third party to ensure fairness and transparency.
- Families are encouraged, but not required to attend the lottery event.
- The drawing will take place on a weekday evening at CATCH Prep's campus, and families will be notified in advance of the details.
- Student names will be drawn at random, and once all available seats are filled, remaining applicants will be placed on a waitlist in the order their names were drawn.

### **Waitlist Procedures**

- If vacancies occur before or during the school year, they will be filled in the order of the waitlist.
- Families on the waitlist will be notified by phone and must confirm acceptance within one week of notification.
- The waitlist is valid only for the current academic year and does not carry over to future years.

### **Notification and Documentation**

- All families will be notified in writing of the lottery results within one week of the drawing, indicating whether the student has been admitted or waitlisted and, if waitlisted, their position on the list.
- Upon acceptance, families will be provided with next steps and deadlines to complete the enrollment process.
- All interest forms and lottery order records will be maintained on file at the school for auditing and transparency purposes.

# Element 9

## Annual Financial Audits

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## Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

**In addition:**

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

## **ANNUAL AUDIT PROCEDURES**

Each year, CATCH Prep will engage an independent auditor certified by the State of California to conduct a financial audit of the school's records. The auditor will be selected through an RFP process and must appear on the State Controller's list of approved educational audit providers. Selection criteria include experience with charter school finance, audit team capacity, and proposed fees. If federal requirements apply, the audit will include compliance with OMB Circular A-133 (or its successor) covering major federal programs.

Audits will follow generally accepted auditing principles, Government Auditing Standards, and the State Controller's K-12 Audit Guide. The audit will verify financial accuracy, internal controls, and compliance with laws and regulations. CATCH Prep budgets annually for this audit to ensure completion without delay.

The Financial and Compliance Administrator will oversee the audit process, including contracting, coordination, and timely delivery of all documentation. The final audit will be submitted by December 15th to LAUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education, as required by law.

The Executive Director and Audit Committee will review the audit findings and identify any exceptions, material weaknesses, or deficiencies. Recommendations for corrective action will be presented to the full Board for approval during a public meeting. A written report outlining the resolution plan and timeline will be submitted to LAUSD. If needed, the school will follow the Education Audit Appeals Panel (EAAP) process.

CATCH Prep will respond promptly to all LAUSD inquiries and provide all required financial reports in the requested format and timelines. Additional information will be shared upon request to assess the school's fiscal health. CATCH Prep acknowledges that its independent audit is a public record and will be made available upon request in accordance with applicable law.

# Element 10

## Suspension and Expulsion Procedures

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## Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)*

## **GENERAL PROVISIONS**

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 policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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 be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

## **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

## **STUDENTS WITH DISABILITIES**

Charter Schools shall establish and implement policies and procedures to ensure full 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 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. As set forth in the MOU regarding special education between the District and Charter School, 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 THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, 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 section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

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

## SCHOOL CLIMATE AND STUDENT DISCIPLINE

At CATCH Prep, we believe that a safe, inclusive, and supportive school environment is essential to student success. Our approach to school climate and student discipline is anchored in the belief that all students should be empowered to grow academically, socially, and emotionally. In alignment with LAUSD’s Discipline Foundation Policy and the School Climate Bill of Rights, CATCH Prep emphasizes restorative practices, proactive behavior supports, and alternatives to exclusionary discipline. The foundation of our schoolwide discipline philosophy reflects a progressive model that promotes responsibility, student agency, and equitable outcomes for all students.

### **School-Wide Positive Behavior Intervention and Support (SWPBIS)**<sup>141</sup>

CATCH Prep’s discipline philosophy is rooted in the core principles of LAUSD’s Discipline Foundation Policy and the PBIS/RP Integrated Continuum of Supports and Strategies. Our whole-child approach to discipline focuses on fostering healthy relationships, teaching behavioral expectations, and addressing misconduct with restorative, developmentally appropriate responses. Aligned with the MTSS and PBIS frameworks, the school emphasizes proactive instruction, continuous progress monitoring, and the integration of social-emotional learning into daily practice.

CATCH Prep implements a Multi-Tiered System of Supports that reflects the research-based PBIS/RP framework. Designed specifically to meet the needs of urban learners, this three-tiered structure ensures that all students have equitable access to supports, while promoting school connectedness and a predictable, caring learning environment. At its core, the model supports prevention, positive relationships, and responsive interventions that foster resilience and promote inclusion.

To deepen this commitment, CATCH Prep has fully integrated LAUSD’s PBIS/RP Continuum of Supports into our schoolwide discipline system. Our behavior framework is built to meet students at various levels of need, offering personalized strategies and ongoing support without labeling or tracking. Through this model, CATCH Prep continues to cultivate a school climate that reflects compassion, high expectations, and shared accountability.

### **Tier 1 – Universal Prevention Supports and Strategies (for All Students)**

Tier 1 supports serve as the foundation of CATCH Prep’s schoolwide behavioral and social-emotional learning system. These proactive strategies are designed to teach, model, and reinforce positive behavior while fostering a culture of safety, respect, and connectedness. Universal practices include:

- Providing direct instruction on schoolwide expectations to help students understand how to engage positively in every setting
- Using restorative language—such as affective statements and guided questions—to strengthen relationships and build empathy

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<sup>141</sup> Los Angeles Unified School District. (2023). *Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support*. [https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/106/BUL-133307 - Discipline\\_Foundation\\_Policy.pdf](https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/106/BUL-133307 - Discipline_Foundation_Policy.pdf)

- Holding regular classroom and community-building circles to give students a voice and promote shared accountability
- Making parent phone calls and check-ins part of daily communication routines to build strong school-home partnerships
- Greeting students daily with consistent check-ins to support emotional regulation and connection
- Maintaining a 4:1 ratio of positive to corrective feedback to encourage growth and recognize effort
- Embedding social-emotional learning (SEL) into classroom instruction across content areas
- Prioritizing inclusive, affirming relationships among students and staff
- Celebrating positive behavior through schoolwide recognition systems and acknowledgments
- Replacing exclusionary discipline with proactive responses and re-teaching opportunities when behavior concerns arise

### **Tier 2 – Selected Supports and Strategies (for Some Students)**

When some students require additional support beyond the universal strategies, CATCH Prep implements Tier 2 interventions to provide timely and targeted assistance. These supports are based on data indicators and are designed to reconnect students to the school community through personalized plans. Tier 2 strategies include:

- Facilitating restorative conferences and harm-repair circles to resolve conflicts and rebuild trust
- Leading small-group SEL instruction to help students strengthen self-awareness, self-management, and social skills
- Offering individualized behavior coaching and mentoring in safe, supportive spaces
- Providing daily behavior progress monitoring tools to help students reflect and track their goals
- Establishing home-school communication systems to ensure families are part of the support team
- Pairing students with check-in/check-out mentors who help reinforce daily expectations and offer encouragement
- Reinforcing positive progress with praise, incentives, and regular recognition
- Adjusting class schedules, groupings, or settings to better meet student needs while maintaining high expectations

### **Tier 3 – Intensive Supports and Strategies (for a Few Students)**

For students facing persistent behavioral or emotional challenges, Tier 3 interventions provide highly individualized support rooted in collaboration and care. These strategies are implemented by a team of educators, support staff, and mental health professionals and involve close monitoring to ensure student growth and safety. Tier 3 interventions include:

- Designing individualized behavior support plans informed by Functional Behavior Assessments (FBAs)
- Creating Interim Behavior Response Plans (IBRPs) to provide structure and support during high-need moments
- Holding restorative re-entry circles to welcome students back after disciplinary action and affirm their value to the community
- Convening multi-disciplinary teams (e.g., SST, PBIS/RP) to design student-centered solutions
- Providing access to school-based counseling and connecting families to mental health and wraparound services
- Assigning students to Alternatives to Suspension (ATS) programs where learning continues in a structured setting
- Delivering intensive trauma-informed SEL sessions tailored to the student’s unique needs
- Teaching conflict resolution and de-escalation techniques to empower student agency
- Offering enrichment roles, classroom responsibilities, or community-based tasks to rebuild purpose and belonging
- Partnering with external agencies for ongoing case management and coordinated care

When a Tier 3 plan is initiated, CATCH Prep ensures that a team of trusted adults meets regularly to assess progress, adjust supports, and partner with families to ensure success. Even in moments of challenge, students remain connected to a system that believes in their potential and commits to their restoration.

### **Rooted in Research for Urban Schools**

CATCH Prep’s schoolwide discipline model is grounded in research that affirms the effectiveness of tiered behavioral supports in urban school settings. Studies show that schoolwide PBIS reduces office discipline referrals, strengthens academic engagement, and builds stronger student-teacher relationships, particularly in high-need communities.<sup>142</sup> In addition, research on equity-focused coaching and implementation fidelity has shown promising results in reducing racial disparities in school discipline. CATCH Prep embraces this model as a way to support both academic and behavioral growth while addressing the unique needs of its diverse student population.<sup>143</sup>

All members of the school community, including students, families, teachers, and school leaders, are expected to uphold and model the principles of the PBIS/RP framework in order to sustain a respectful, inclusive, and safe school environment for every student.

### **Restorative Practices at CATCH**

<sup>142</sup> McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). *Recommendations for Addressing Discipline Disproportionality in Education. PBIS Center Briefs.* <https://www.pbis.org>

<sup>143</sup> Los Angeles Unified School District. (2023). Alternatives to Suspension: Tiered Supports and Interventions Guide. <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/651/pdfs/DFP%202022/Attachment%20C%20-%20Alternatives%20to%20Out%20of%20School%20Suspensions.pdf>

Restorative Justice is a core component of CATCH Prep’s school culture. Through the *CATCH-CLASS™* Advisory program, students participate in structured opportunities to build community, reflect on their choices, and learn essential conflict resolution skills. These practices are not limited to formal responses, but woven into the daily rhythms of the school through community-building circles, affective statements, restorative questions, and supportive re-entry processes.

The school counselor coordinates restorative conferences, facilitates re-entry plans, and supports social-emotional learning using trauma-informed approaches. Weekly *CATCH-CLASS™* lessons provide additional instruction in empathy, emotional regulation, responsible decision-making, and collaborative problem solving. These lessons are designed to help students make positive contributions to the school environment and to repair harm in ways that promote accountability, growth, and healing.

This integrated approach reduces reliance on exclusionary discipline while promoting academic engagement, student belonging, and a stronger sense of connection. By cultivating a climate of mutual respect, CATCH Prep ensures that every student—particularly those from historically underserved backgrounds—has access to a learning environment that is inclusive, supportive, and conducive to personal and academic success.

### **Alternatives to Suspension**

CATCH Prep Charter High School maintains a strong commitment to student development and restorative discipline, offering age-appropriate, equitable alternatives to suspension that support learning, accountability, and reintegration. In alignment with LAUSD’s Discipline Foundation Policy and grounded in research on effective behavioral interventions, CATCH implements a comprehensive tiered support model designed to prevent exclusionary discipline whenever possible.<sup>144</sup>

At the foundational level, all students benefit from clearly communicated behavioral expectations, social-emotional learning through the *CATCH-CLASS™* program, and recognition systems that reinforce positive choices. When additional support is needed, the school provides Tier 2 interventions such as restorative conversations, peer mentoring, self-monitoring plans, and targeted behavioral coaching. For students requiring more individualized support, Tier 3 strategies are implemented, including restorative re-entry circles, conflict resolution training, reflective journaling, structured mentorship, and personalized intervention plans coordinated by the Student Support and Progress Team.

Suspension is viewed as a last resort, reserved only for serious disciplinary infractions that require administrative response. In accordance with California Education Code AB 1729 and Ed Code 48900, CATCH prioritizes alternatives such as in-school suspension, behavior contracts, and referrals to on-campus or community-based mental health partners. These supports are designed to keep students connected to school while addressing the root causes of behavioral challenges.

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<sup>144</sup> Cal. Educ. Code §§ 48900 et seq., 47605(c)(5)(J). Retrieved from <https://leginfo.legislature.ca.gov>

Teachers and staff receive annual training in restorative responses, trauma-informed care, and culturally responsive classroom management. Ongoing collaboration through Data Dive Days, professional learning communities, and student support team meetings ensures consistency and fidelity in implementation. As a result, CATCH Prep consistently maintains one of the lowest suspension rates in the district, reflecting its schoolwide commitment to equity, student well-being, and positive behavior supports.

## **GROUNDS FOR SUSPENSION AND EXPULSION**

In alignment with California Education Code (§ 48900 et seq. and § 47605(c)) and LAUSD policy, CATCH Prep is committed to ensuring that disciplinary procedures are equitable, trauma-informed, and aligned with restorative practices. All students are entitled to due process and fair treatment. The following outlines CATCH Prep’s comprehensive policy and procedures for suspension and expulsion.<sup>145</sup>

### **SUSPENSION AND EXPULSION**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

#### **Enumerated Offenses**

**1. Discretionary Suspension or Expulsion Offenses:** Students may be suspended and/or recommended for expulsion when the Principal or designee determines that the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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<sup>145</sup> California Legislative Information. (2023). *Education Code § 48900 et seq. and § 47605(c): Suspension and Expulsion Policies*. <https://leginfo.ca.gov>

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby

causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or

privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

**2. Non-Discretionary Suspension and Expulsion Offenses:** Students must be suspended and recommended for expulsion when the Principal or designee determines that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et Seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Hearing Officer or Panel and/or Board of Directors (upon appeal) that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 1/2 inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

## **IN-SCHOOL SUSPENSION**

CATCH Prep High may utilize in-school suspension as an alternative to out-of-school suspension, as described in this section. This alternative to suspension allows the student to continue receiving educational services at the Charter School site, in addition to any behavioral or counseling support that may be needed to restore the student back to class.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School’s code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension will be supervised by a member of the culture and operations team/or designee and will serve their in-school suspension at a supervised suspension classroom.

Students will receive written assignments and/or tests from their teachers during the duration of their in-school suspension to ensure they receive continued instruction. Students will serve their in-school suspension in a designated room not being used for instruction, with supervision provided by a member of the culture and operations team or their designee. Students with disabilities will continue to be provided with all supports and services by a SPED-credentialed teacher or other appropriate staff as described in their IEP.

Parents/guardians of students assigned to in-school suspension will be notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive school days per incident, and no more than twenty (20) school days in one school year for general education students. The charter school will follow all applicable laws governing discipline for special education students.

To ensure the safety of all students, staff, and visitors to CATCH Prep High, students who violate the following enumerated offenses: caused, attempted to cause, threatened to cause, or participated in an act of hate violence (as defined herein and under Ed. Code Section 48900.3), engaged in harassment, threats, or intimidation against a student or group of students or school

district personnel (as defined herein and under Ed. Code Section 48900.4), and/or made terrorist threats against school officials or school property, or both (as defined herein and under Ed. Code Section 48900.7) are precluded from in-school suspensions.

## **OUT-OF-SCHOOL PROCEDURES**

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

- a) The Principal or his/her administrative designee may suspend a student. The administrator must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on a voicemail, letter mailed home or an email. At the conclusion or prior to the conclusion of the suspension, a reentry conference will be held. The reentry conference serves as a structured platform for a smooth transition back into the school environment, allowing for a constructive dialogue between the student, school personnel, and parents or guardians. It provides an opportunity to address the behaviors, set clear expectations for future conduct, and develop a plan for the student's success.
- b) A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to five (5) consecutive school days for a single incident. Students who have been suspended may not appear on campus or attend any school functions (before school, after school or evening) while suspended. They may, however, enter the Charter School to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests. The maximum number of days a student can be suspended in a school year is twenty (20) school days. For a student with an IEP, the maximum is ten (10) school days.
- c) The process for investigating incidents and collecting evidence will be fair and thorough.

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference, unless the student waives this conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with

Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

### 2. Notice to Parents/Guardians

Within 12 days of the suspension, an administrator or designee (who is also an administrator) shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student, the process to appeal the suspension, as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended (10 consecutive school days), such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

As set forth above, students must be recommended for expulsion for all mandatory (non-discretionary) expellable offenses. For discretionary expellable offenses, it is within the Principal or designee's discretion to recommend expulsion and the Principal or designee may make a recommendation for expulsion upon making the determination above and may make an additional finding of either of the following: 1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

#### 4. Homework Assignments During Suspension

Suspended students must be assigned homework by their teachers and will be given the opportunity to make up missed assignments, quizzes or tests during the course of their suspension, including any extension while an expulsion case is being processed. Work will be sent home to the students and made available on the online portals. A suspended student without a computer at home will be able to check out a computer to access the digital content so learning can continue throughout the suspension.

#### Suspension Appeal

A parent or student may appeal a suspension by requesting a review in writing to the CATCH Principal two (2) school days of the student's receipt of the notice of the suspension. The Principal will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. The Principal will consider the information provided by the parent/guardian and any other relevant information regarding the student's suspension and determine whether to:

- a) Uphold the suspension in all respects.
- b) Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c) Overturn the suspension and expunge the suspension from the student's records.

The Principal's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

## **EXPULSION PROCEDURES**

#### Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer or panel to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Discipline Review Hearing Officer or a Panel (“Administrative Panel”), which is appointed by the Chief of Schools, following an expulsion hearing. The Administrative Panel shall consist of at least three neutral and impartial (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Panel members may include any combination of: CATCH Prep network staff members, and teachers or administrators. Each entity shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Principal and student’s parents/guardians.

When the Principal determines that a student has committed an offense that warrants expulsion, the Principal will complete the appropriate misconduct report and provide a copy to an independent Hearing Officer or an Administrative Panel appointed by the Principal or designee.

The Principal or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)), unless the student makes a written request for a public hearing three (3) school days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian via email and certified mail at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.

5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A parent/guardian and student shall be strongly encouraged to attend the hearing, as described herein. Reasonable accommodations and/or language support will be provided as needed.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CATCH Prep High must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Discipline Review Hearing Officer or Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Discipline Review Hearing Officer or Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Discipline Review Hearing Officer or Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity/person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the

hearing. The entity/person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, CATCH Prep High must present evidence that the witness' presence is both desired by the witness and will be helpful to CATCH Prep High. The entity/person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising the officer's discretion to remove a person from the hearing whom the officer believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Panel to expel must be

supported by substantial evidence that the student committed an expellable offense.

For discretionary expellable offenses, the Hearing Officer of Panel must make an additional finding of either of the following: 1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or 2) the student's presence causes a continuing danger to the safety of the student or others.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Discipline Review Hearing Officer or Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### **Expulsion Decision**

The decision of the Discipline Review Hearing Officer or Panel shall be in the form of written findings of fact. The final decision by the Hearing Officer or Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Discipline Review Hearing Officer or Panel decides not to expel, the student shall immediately be returned to their previous educational program or be referred to the authorizing district for potential placement in an alternative educational program, with support and consultation provided to the family as appropriate.

### **Written Notice to Expel**

Following a decision of the Discipline Review Hearing Officer or Panel to expel, the Principal or designee shall promptly send to the student and parent/guardian written notice of the decision to expel, including the Hearing Officer or Panel's adopted findings of fact.

This notice to expel a student will be sent by certified U.S. Mail and will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e., no suspensions related discipline referrals); and 3) other (i.e., counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.

- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with CATCH Prep High.

# **Element 11**

## **Employee Retirement Systems**

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## **Element 11 – Employee Retirement Systems**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### **CERTIFICATED STAFF MEMBERS**

#### **Employee Retirement Systems**

Pursuant to Education Code §47605(c)(5)(K), CATCH Prep Charter High School (“CATCH Prep”) will make all retirement system arrangements for its employees in accordance with applicable federal and state laws. The school will ensure timely compliance with all reporting, enrollment, and fiscal responsibilities required by the State Teachers’ Retirement System (CalSTRS), the California Public Employees’ Retirement System (CalPERS), and/or federal Social Security, depending on eligibility and position type.

All full-time certificated employees who are eligible will participate in the California State Teachers’ Retirement System (CalSTRS). Employees will contribute the required percentage, and CATCH Prep will contribute the employer’s portion as mandated by CalSTRS. All required withholdings will be forwarded to the CalSTRS Fund in a timely manner. Employees will accumulate service credit years in the same manner as all other CalSTRS members. Retirement reporting for certificated staff will be processed and administered by the Los Angeles County Office of Education (LACOE). The Executive Director or designee will be responsible for ensuring that all reporting and coverage arrangements are appropriately maintained and sustained. CATCH Prep acknowledges that it must continue such participation for the duration of the charter school’s existence under the same CDS code.

## **CLASSIFIED STAFF MEMBERS**

All eligible classified (non-certificated) employees will be enrolled in the California Public Employees' Retirement System (CalPERS). Employees will contribute the required employee share, and CATCH Prep will contribute the employer portion as required by CalPERS. All withholdings from employees and the school will be submitted to the CalPERS Fund. Classified employees will accrue service credits in the same manner as all other CalPERS members.

Retirement reporting for classified staff will also be administered by **LACOE** in accordance with CalPERS procedures. The Executive Director or designee will be responsible for ensuring that appropriate arrangements for participation and compliance are made and maintained. CATCH Prep acknowledges its obligation to continue such participation for the duration of the charter school's existence under the same CDS code.

## **OTHER STAFF MEMBERS**

Other Staff Members CATCH Prep will participate in OASDI for non-PERS/STRS eligible part-time employees. The CATCH Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System.

# **Element 12**

## **Public School Attendance Alternatives**

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## Element 12 – Public School Attendance Alternatives

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

Pupils 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 pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

# **Element 13**

## **Rights of District Employees**

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## Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

# **Element 14**

## **Mandatory Dispute Resolution**

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## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation

of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Executive Director

CATCH Prep Charter High School

4120 11th Ave

Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, 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 has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within

thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Executive Director  
CATCH Prep Charter High School  
4120 11th Ave  
Los Angeles, CA 90008

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be

tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, 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 has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

**Element 15**

**Charter School Closure Procedures**

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## **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(c)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they 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.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees

Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on

behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, 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. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right

arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Executive Director will serve as the Charter School's closure agent in the event that the school closes

# Additional Provisions

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## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be coterminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District

health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
  
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
  
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
  
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that

students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative

arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

**Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.**
2. **Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.**

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be

endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses

arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**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). (Ed. Code § 47606.5(b).)