

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris
Elementary

Charter Petition Renewal

Submitted to Los Angeles Unified School District

Date of Submission: October 29, 2025

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Assurances, Affirmations, and Declarations

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (also referred to herein as “TEACH Prep,” “TEACH ES,” and the “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- 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, 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 School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

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:

1. 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
2. How English Learners' specific needs will be identified
3. What services will be offered
4. How, where, and by whom the services will be provided
5. 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

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.

• **General Information**

The contact person for the Charter School is:	Matt Brown, Executive Director TEACH, Inc.
The contact address for the Charter School is:	10600 S. Western Ave. Los Angeles, CA 90047
The contact phone number for the Charter School is:	323-872-0808
The current address(es) of the Charter School is/are:	8505 S. Western Ave. Los Angeles, CA 90047 & 1750 Century Blvd. Los Angeles, CA 90047
Location(s) is/are in the LAUSD Board District:	West
Location(s) is/are in the LAUSD Region:	1
The grade configuration of the Charter School is:	TK-5
The number of students in first year will be:	380
The grade levels are:	TK-5
The total enrollment capacity will be:	380
The type of instructional calendar will be:	Traditional
The regular bell schedule will be:	8:00AM-3:30PM M, T, TH, F and 8:00AM - 1:00PM on Weds.
The term of this Charter for Middle and High performing schools:	July 1, 2026-June 30, 2031
If approved, the term for this Charter for low performing schools:	July 1, 2026-June 30, 2028

- **Self-Reflection for Charter School**

Renewal Framework and Current Placement- Criterion 1

Under AB 1505, Education Code Sections 47607 and 47607.2 places schools into renewal categories based on performance across the California School Dashboard (“Dashboard”). A charter school is considered high-performing under “Criterion 1” if all Dashboard indicators are green or blue for two consecutive years immediately preceding the renewal decision. A charter school is considered low-performing if all indicators are red or orange for two consecutive years immediately preceding the renewal decision. Charter schools may also be deemed high- or low-performing under Criterion 2.

TEACH Prep does not meet the legal definition under Criterion 1. The Charter School earned a Blue rating in the Suspension Rate Indicator from 2022–2023 through 2023–2024, with a suspension rate of 0.0% compared to the statewide average of 3.2%. At the same time, other Dashboard indicators reflected a mix of red, orange, and yellow. This mixed performance demonstrates that TEACH Prep cannot be classified as either a high-performing or a low-performing school solely under Criterion 1. Instead, under state law, TEACH Prep advanced to Criterion 2 for further evaluation.

Criterion 2

Criterion 2 examines three specific Dashboard indicators for charter elementary schools: English Language Arts (“ELA”), Mathematics, and the English Learner Progress Indicator (“ELPI”). The law requires comparison of schoolwide results and subgroup outcomes against statewide averages. Charter schools where most outcomes fall below the state average may be identified as Low-Performing under Criterion 2, particularly if numerically significant subgroups (e.g., Hispanic/Latino, Black/African American, English Learners, Students with Disabilities) show widespread performance gaps.

Following the 2024 Dashboard, TEACH Prep was identified by the California Department of Education as a Low-Performing charter school. This determination was based on the following:

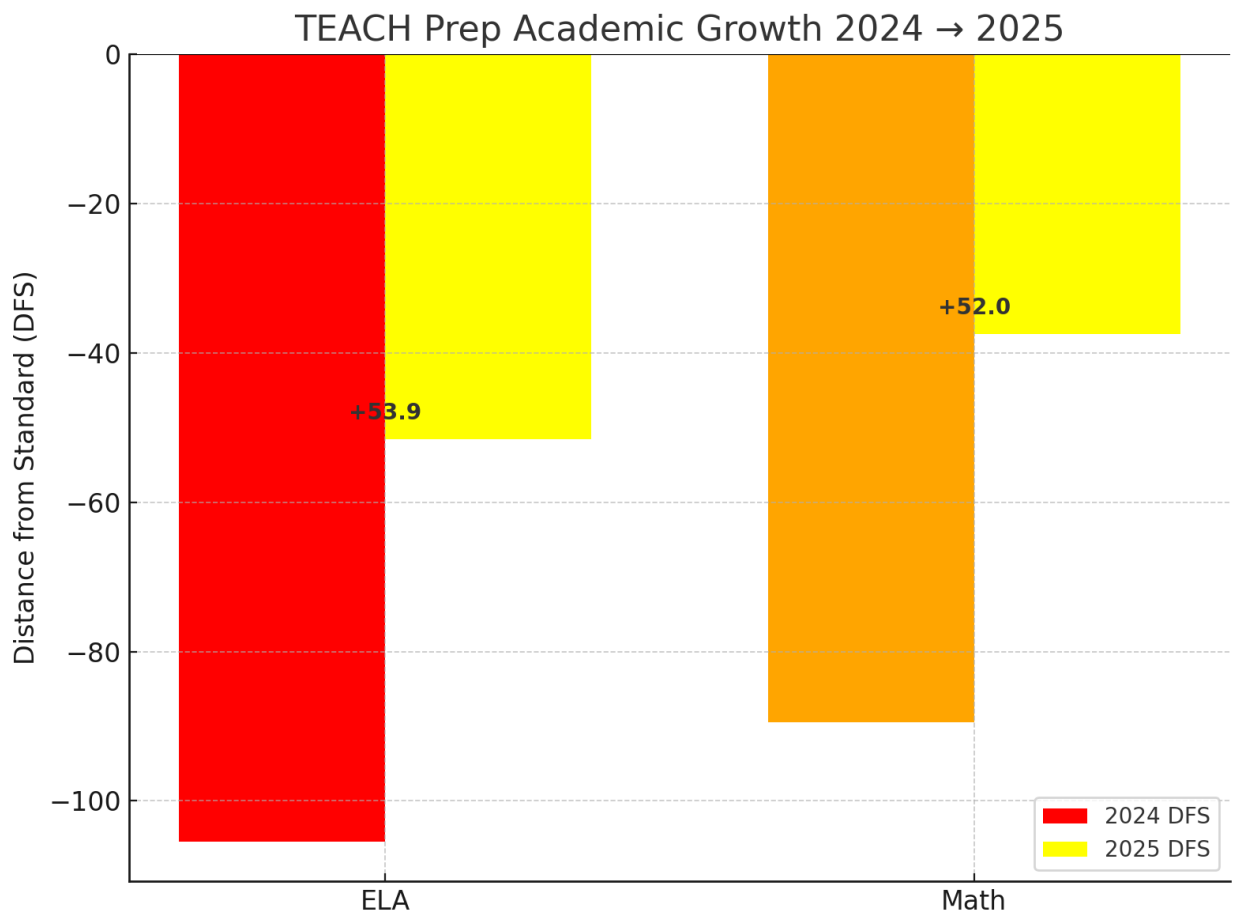
- **ELA:** Red performance level with a distance from standard (“DFS”) of –105.5, compared to –13.2 statewide. None of the numerically significant subgroups (African American, Hispanic, English Learners, Socioeconomically Disadvantaged) scored above statewide averages.
- **Math:** Orange performance level with a DFS of –89.5, compared to –47.6 statewide. Less than a majority of subgroups performed above statewide DFS.
- **ELPI:** Orange performance level at 36.4%, below the state’s 45.7%.
- **Chronic Absenteeism:** Yellow at 50%, significantly higher than the state’s 18.6%.
- **Suspension Rate:** Blue at 0.0%, outperforming both state and district.

As a result, TEACH Prep met the threshold for Criterion 2 and was categorized as Low-Performing for renewal purposes under the 2023 and 2024 Dashboards.

2024-25 Renewal Placement Shift and Verified Data

Under Education Code Section 47607.2(b)(2), authorizers must give greater weight to measurements of academic performance, specifically the California School Dashboard and state-approved verified data. TEACH Prep’s 2025 California Assessment of Student Performance and Progress (“CAASPP”) results—state-verified assessments that feed directly into Dashboard calculations—show the Charter School has **moved out of the Low-Performing category and into the Middle-Performing category.**

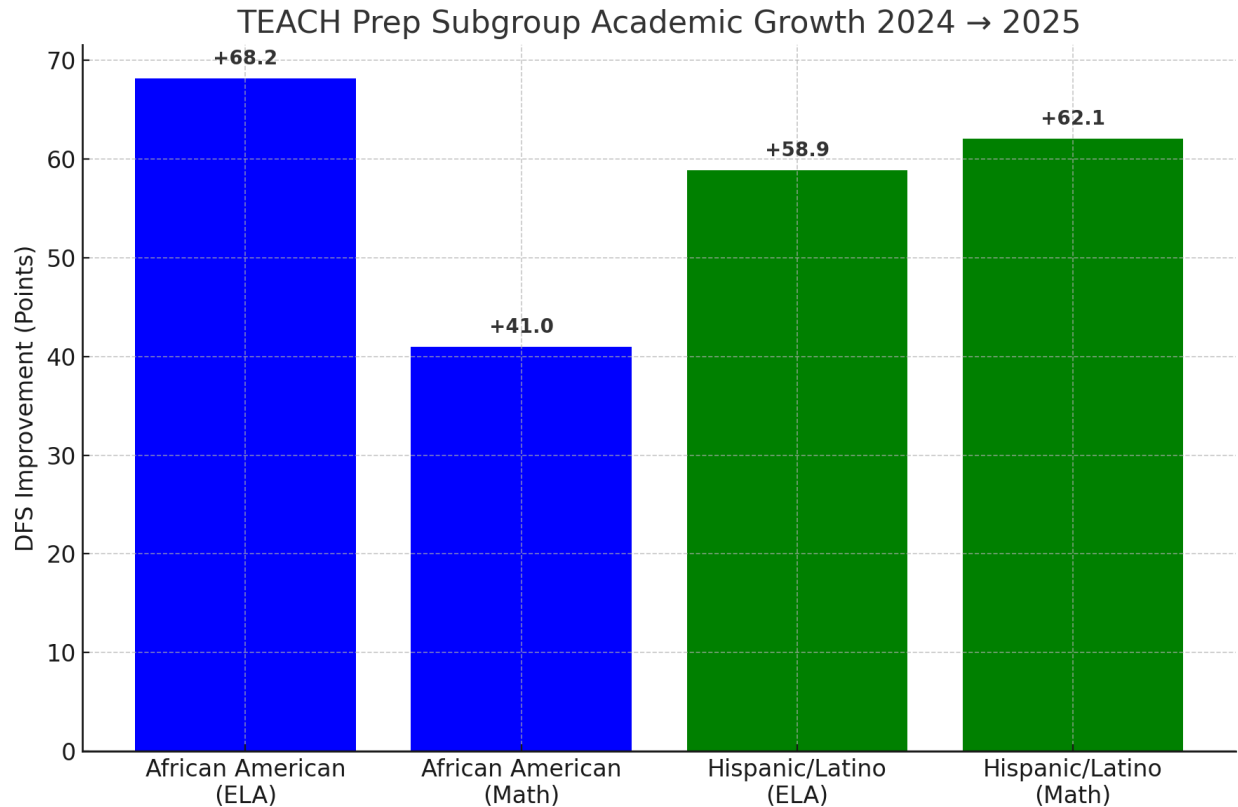
- ELA: Improved from -105.5 DFS in 2024 to -51.6 in 2025, a gain of $+53.9$ points. This shifts the indicator from Red to Yellow, a two-level improvement.
- Math: Improved from -89.5 DFS in 2024 to -37.5 in 2025, a gain of $+52$ points. This shifts the indicator from Orange to Yellow and places the Charter School above the statewide average.



The 2025 Dashboard projection, based on these results, shows Yellow status for both ELA and Math, which defines Middle-Performing placement.

Importantly, subgroup growth exceeds the overall schoolwide gains:

- African American students: +68.2 DFS in ELA, +41.0 in Math.
- Hispanic/Latino students: +58.9 DFS in ELA, +62.1 in Math.



These are the very subgroups that triggered Criterion 2 identification based on the 2023 and 2024 Dashboards, and they are now showing rapid and remarkable improvement.

Summary of Renewal Criteria Status

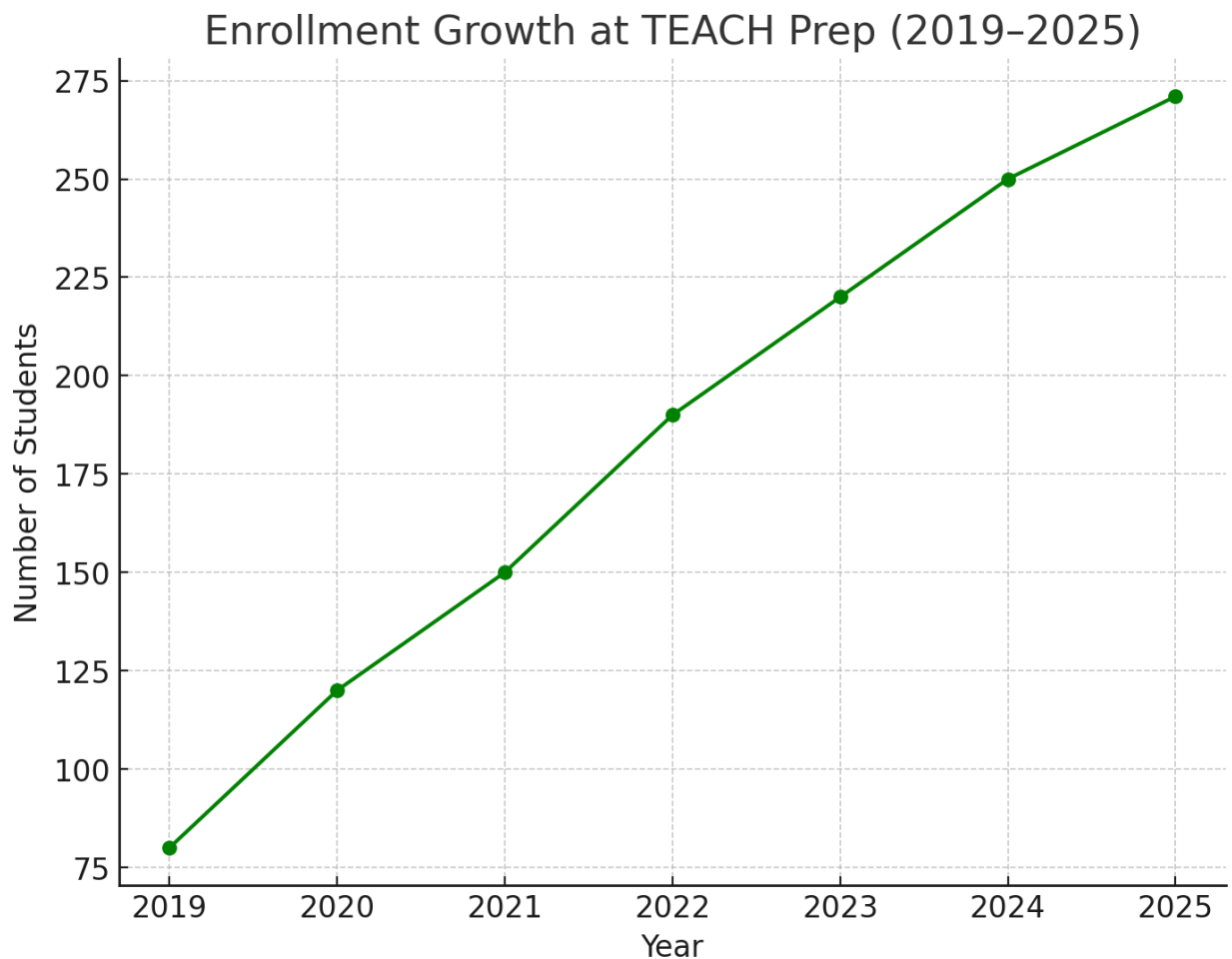
- 2023–2024: Identified as Low-Performing under Criterion 2b.
- 2024–2025: Verified CAASPP data and projected Dashboard placement show Yellow in both ELA and Math.
- Current Placement: TEACH Prep qualifies for renewal under the Middle-Performing track, supported by state-verified data, demonstrated subgroup progress, and strong governance, fiscal, and operational ratings in LAUSD oversight reports.

Because a charter school’s performance category under Education Code Section 47607.2 is determined by Dashboard performance during the two consecutive years immediately preceding the renewal decision, which now include the 2024 and 2025 Dashboards; and because CAASPP is the basis of Dashboard indicators; TEACH Prep’s 2025 results prevent the Charter School from being deemed low-performing, triggering instead a middle-performing categorization now. Under the law, a Middle-Performing charter may only be denied renewal if the authorizer makes

specific written findings that closure is in the best interest of pupils. Far from justifying closure, the data shows that TEACH Prep is making clear, convincing, laudable, and equitable progress—the precise outcomes that Education Code Section 47607.2 and AB 1505 were designed to recognize.

Student Demographics and Community Context

TEACH was founded in 2010 by longtime Los Angeles educators Mildred Cunningham and Edith Morris. Since then, the TEACH network has grown to three schools serving grades K–12 in the Westmont/Gramercy Park community. TEACH Prep opened in 2018 and has expanded from 80 students in 2019 to 271 in 2025. Families continue to choose TEACH Prep despite nearby school options, demonstrating parent trust and community demand.



TEACH Prep serves a student population with higher needs than both LAUSD and the State. In 2024, 42.3% of students identified as Black/African American (compared to 7.4% in LAUSD and 4.9% statewide) and 56.3% as Hispanic/Latino. The proportion of English Learners was 34.6%, significantly higher than LAUSD (21.2%) and the State (18.4%). Socioeconomically disadvantaged students made up 97.1% of enrollment, compared to 84.6% in LAUSD and 62.7% statewide. Students with disabilities represented 7.0% of enrollment, lower than LAUSD

(15.4%) and the State (13.7%) but higher than at the start of the current charter term. These demographics underscore that TEACH Prep is serving historically underserved populations in significant numbers.

Academic Performance in Context

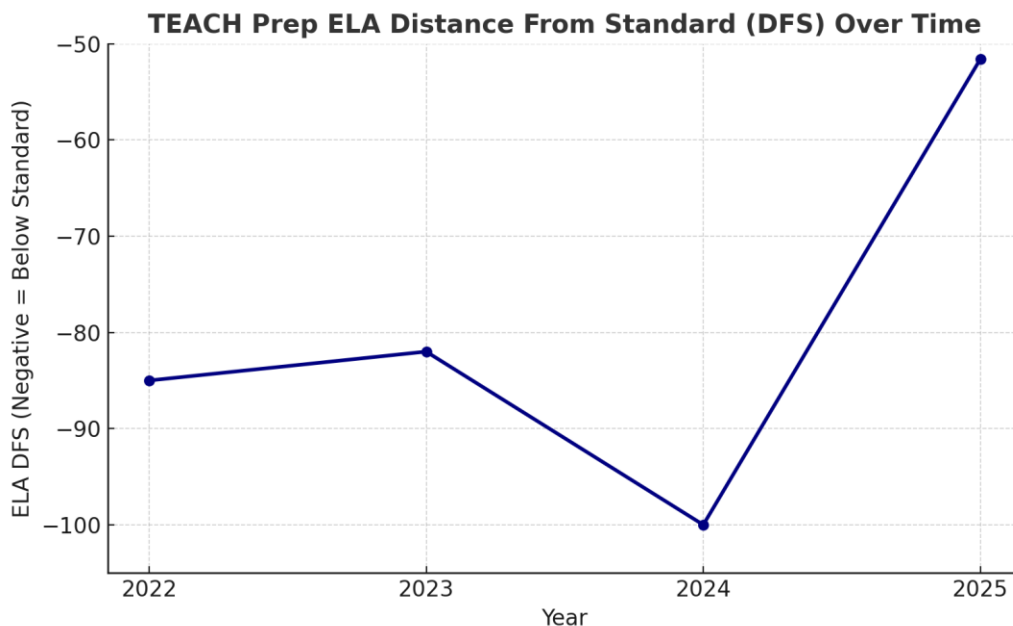
English Language Arts

TEACH Prep’s results in English Language Arts must be understood in context. In 2019, TEACH Prep only served kindergarten and first-grade students, who were not eligible to take the CAASPP. For federal accountability purposes, the state assigned TEACH Prep the average ELA performance of LAUSD’s third graders in 2019. This means that the steep decline visible between 2019 and 2022 is not an accurate reflection of the Charter School’s performance.

The first year that TEACH Prep’s own students took the CAASPP was 2022. In that year, the average DFS in ELA was already well below the state, District, and neighboring schools. By 2024, the DFS in ELA was -105.5 for all students, compared with -28.2 in LAUSD and -13.2 in the State. Subgroup analysis shows that TEACH Prep students scored lower than LAUSD and State averages across nearly every category.

However, a key point of comparison is with Invictus Leadership Academy, the charter school most demographically similar to TEACH Prep. In 2024, TEACH Prep outperformed Invictus in every student subgroup except Black/African American students. This demonstrates that within the context of similarly situated schools, TEACH Prep is producing competitive results.

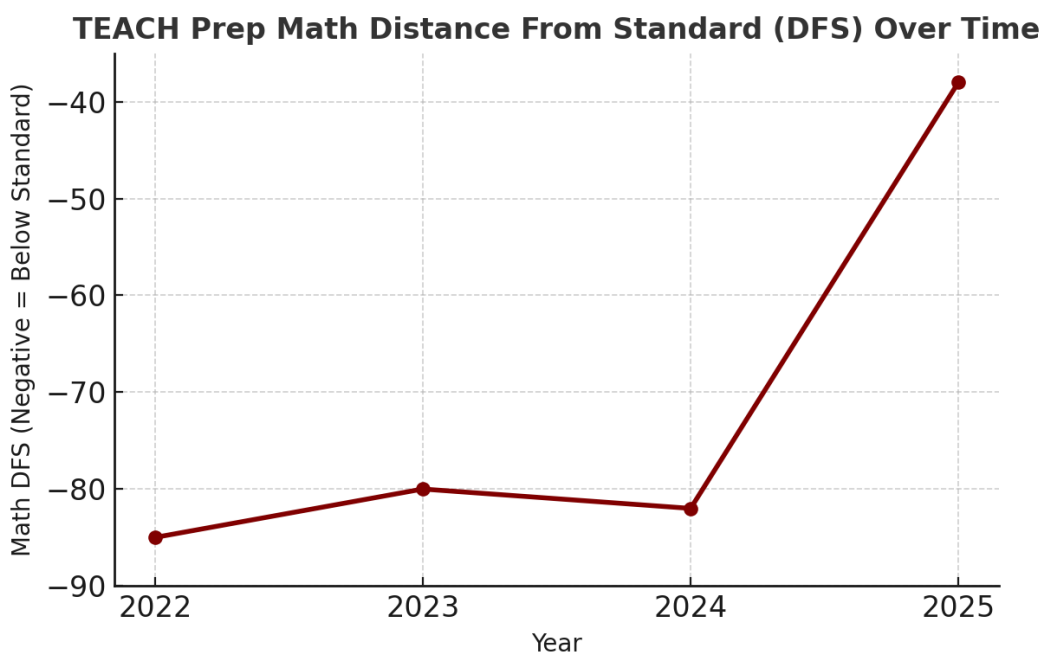
Most importantly, 2025 data show that TEACH Prep’s ELA DFS improved from -105.5 to -51.6 , a gain of nearly 54 points in one year. This growth moves the Charter School into the Yellow performance band, a substantial step forward toward parity with state averages.



Mathematics

As in ELA, TEACH Prep’s 2019 Mathematics results were not based on its own students but on LAUSD’s average third-grade results. Beginning in 2022, TEACH Prep reported its own student outcomes.

Between 2022 and 2024, Math scores remained relatively flat, shifting only slightly from –86 to –89 DFS. In 2024, the Charter School scored below LAUSD and State averages in Mathematics for all students, with an all-student DFS of –89.5 compared with –60.4 for LAUSD and –47.6 for the State.



However, subgroup analysis reveals areas of strength. Black/African American students at TEACH Prep were closer to meeting the Math standard than peers in most neighboring schools, LAUSD, and the State. Socioeconomically disadvantaged students also performed competitively when compared to statewide averages. Across all subgroups, TEACH Prep outperformed Invictus Leadership Academy in Mathematics.

2025 shows a dramatic gain of 52 points in Mathematics, with the Charter School moving from –89.5 to –37.5 DFS. This improvement elevates the Charter School into the Yellow performance band and brings the Mathematics indicator above the state average.

English Learner Progress Indicator

TEACH Prep’s ELPI shows variation over time. In 2022, the Charter School’s ELPI was 65 percent making progress, which was higher than LAUSD, the State, and neighboring schools. By 2024, however, the ELPI had declined to 36.4 percent making progress, falling below peers. This dip has been identified as a focus area for intervention. The Charter School’s demonstrated

ability to exceed averages in 2022 shows that it has the capacity to return to stronger outcomes in this area.

School Climate and Engagement

Chronic Absenteeism

TEACH ES recognizes that chronic absenteeism is both an indicator and driver of inequity, affecting academic performance, student engagement, and long-term outcomes. The school's improvement from 56% (2023) to 50% (2024) reflects initial progress, yet sustained and accelerated improvement requires systemic, data-driven, and relationship-based interventions. This plan focuses on addressing root causes—including transportation barriers, health challenges, family stressors, and engagement gaps—through a multi-tiered, wraparound approach.

Guiding Goals

- Reduce chronic absenteeism by 10 percentage points annually, reaching below 35% by 2026.
- Increase regular attendance (90%+ attendance rate) to at least 60% of students by 2026.
- Ensure every chronically absent student has an individualized attendance plan with targeted supports.

Tiered System of Support

Tier 1: Universal Prevention and Engagement

Focus: Build a culture of belonging, clarity, and accountability.

- **Positive Attendance Campaign**
Launch “Every Day Counts” messaging schoolwide via posters, parent newsletters, and morning announcements.
Share attendance dashboards in staff meetings and classrooms to celebrate improvement by grade level.
- **Attendance Education & Transparency**
Host quarterly parent workshops explaining the impact of absences on learning outcomes.
Integrate attendance education into Back-to-School Night and report card conferences.
- **School Climate & Belonging Initiatives**
Strengthen advisory programs and morning circles to deepen peer and adult-student connections.
Implement student voice surveys twice yearly to identify disengagement factors early.
- **Early Warning Data Systems**
Automate weekly attendance reports disaggregated by subgroup, grade, and reason code.
Flag students with 2+ absences per month for Tier 2 interventions.

Tier 2: Targeted Outreach and Support

Focus: Personalized outreach and barrier removal for students with emerging attendance issues.

1. Attendance Mentorship Program
Assign each chronically absent student a mentor (teacher, aide, or office staff) to conduct weekly check-ins.
Document and track mentor interactions in the student information system.
2. Parent Engagement and Communication
Schedule attendance success meetings after the third unexcused absence, using restorative rather than punitive approaches.
Provide parents with plain-language attendance progress charts to visualize improvement.
3. Transportation & Logistics Solutions
Expand the existing transportation support program to include targeted bus route adjustments and emergency ride vouchers.
Explore partnerships with local nonprofits for gas or bus card stipends.
4. Incentive Structures
Recognize students with improved attendance quarterly through assemblies, certificates, and classroom privileges.
Implement “classroom competitions” with rewards for lowest absence rates.

Tier 3: Intensive Intervention

Focus: Multidisciplinary case management for students with chronic or severe absenteeism.

1. Individual Attendance Improvement Plans (AIPs)
Convene attendance review teams (administrator, counselor, parent, and student) after 10+ absences.
Identify root causes using an attendance barrier inventory (transportation, illness, housing, trauma).
Assign clear follow-up steps and supports, reviewed every 30 days.
2. Integrated Mental Health and Social Services
Partner with Dignity Health and local mental health agencies for on-site counseling.
Provide trauma-informed training for all staff, ensuring compassion in attendance-related communication.
3. Family Case Management
Connect families facing chronic stressors to community partners offering housing, food security, and healthcare resources.
Use bilingual home visits by the Family Liaison to rebuild trust and identify solutions.

Student Re-Engagement Pathways

Offer flexible scheduling or partial-day reintegration for students returning from long absences.
Integrate enrichment or leadership roles to reignite student motivation.

Monitoring and Accountability

Metric	Target	Frequency	Responsible
% Chronic Absenteeism	≤ 35% by 2026	Quarterly	AP
% Students with 90%+ Attendance	≥ 60%	Quarterly	Principal
Parent Engagement Attendance	75% participation in workshops	Biannual	Family Liaison
Home Visits Completed	100% of Tier 3 students	Monthly	Attendance Team

Continuous Improvement and Sustainability

- Attendance Review Board (ARB): Meets quarterly to analyze data, identify patterns, and refine supports.
- Professional Development: Ongoing staff training on trauma-informed attendance conversations, data use, and equity-centered engagement.
- Partnerships: Collaborate with City of Los Angeles youth programs, and local churches/community centers for outreach.
- Evaluation and Reporting: Publish attendance improvement summaries annually in the School Accountability Report Card (SARC).

Anticipated Outcomes

By systematically addressing barriers and strengthening family-school relationships, TEACH Prep expects:

1. Steady annual reductions in chronic absenteeism.
2. Increased sense of belonging among students.
3. Greater parent confidence and participation in the school community.
4. Improved academic achievement and state test performance as attendance stabilizes.

Suspension Rates

TEACH Prep has maintained a suspension rate of zero percent across all years of its charter term and across all student subgroups. This is an outstanding result that far surpasses LAUSD's suspension rate of 0.4 percent and the State average of 3.2 percent. It also positions TEACH Prep as a leader in safe and supportive school culture, particularly as the Charter School serves higher percentages of high-need students than district and state peers.

Organizational Stability and Capacity

TEACH Prep's improvement is supported by a stable organizational foundation. Oversight ratings include Governance as **Proficient (3)**, Organizational Management, Programs, and

Operations as **Proficient (3)**, and Fiscal Operations as **Accomplished (4)**. The FY24 independent audit confirmed financial stability. Strong fiscal and governance systems provide the foundation for sustaining academic progress.

Reflection on Improvement and Sustained Practices

The 2024–25 school year marked a true turning point for TEACH Prep. For several years, our academic outcomes in ELA and Mathematics had not met our aspirations or the needs of our students. In the summer of 2024, our staff, leadership, and community undertook a comprehensive root cause analysis to examine why our students were not achieving at the levels we knew they could. That process revealed gaps in instructional consistency, limited alignment of curriculum across grade levels, professional development that was too often disconnected from daily practice, and accountability structures that did not ensure fidelity to curriculum or a sense of urgency to make academic gains.

Instead of treating these as isolated problems, we redesigned our approach to instruction, curriculum, professional learning, staff responsibilities, and accountability as an integrated system of reform, described in detail below. The results were dramatic: matched-cohort growth of +35.1 points in ELA and +29.8 points in Math, with Black/African American students growing by +68.2 DFS in ELA and +41.0 in Math, and Hispanic/Latino students gaining +58.9 DFS in ELA and +62.1 in Math. These subgroup improvements directly address the very performance gaps that led to our Criterion 2b designation, providing clear and convincing evidence of measurable increases in academic achievement for our numerically significant student groups, as required by AB 1505. Just as important, these outcomes represent the first evidence of a durable system that will continue producing growth, not a one-year anomaly.

Transforming Instruction: From Coverage to Clarity

One of the most significant shifts was moving away from “coverage” teaching—where classrooms attempted to address too many standards superficially—toward clarity and focus. Teachers identified Priority Standards using endurance, leverage, and readiness filters, and these standards became the backbone of every unit. Lessons now begin with clear, student-friendly objectives, accompanied by scaffolds tailored to English Learners and students below grade level. Frequent formative assessments allow teachers to monitor progress in real time, making mid-course corrections before gaps widen. Perhaps the most impactful innovation was the introduction of Reteach and Enrich (“R/E”) blocks four to five times each week. In these blocks, every student participates in targeted small-group sessions designed either to reteach skills not yet mastered or to enrich learning through extension. By embedding these sessions into the daily schedule, intervention and enrichment are no longer optional or occasional—they are guaranteed for all students.

In the 2024–25 school year, the Charter School strengthened its academic program by adding a Literacy Specialist to the elementary instructional team. This role was designed to ensure that every student acquires the foundational reading and writing skills necessary for long-term academic success. The Literacy Specialist provides direct intervention for students performing below grade level and acts as an instructional leader to improve teaching practice across

classrooms. Through a combination of coaching, data-informed intervention, and collaborative planning, this position is establishing a sustainable system for literacy growth that is both equitable and aligned with the science of reading.

Schoolwide Leadership in Literacy Instruction: The Literacy Specialist serves as the anchor of the Charter School’s literacy framework, providing ongoing guidance and instructional leadership to ensure consistent implementation of research-based practices. Key responsibilities include:

- **Developing and Leading a Coherent Literacy Vision:** The Literacy Specialist has articulated a literacy framework that integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction across grade levels. This framework provides clear expectations for balanced literacy and structured literacy practices in every classroom.
- **Instructional Coaching and Professional Learning – the Literacy Specialist:**
 - Conducts classroom observations using evidence-based rubrics focused on reading instruction and provides actionable feedback aligned to the Charter School’s instructional priorities.
 - Leads coaching cycles with individual teachers, including co-planning lessons, modeling small-group instruction, and conducting post-observation reflections to refine practice.
 - Facilitates monthly professional development sessions for all K–5 teachers that focus on implementing phonics routines, using decodable texts, conducting guided reading, and incorporating explicit writing instruction.
 - Hosts “learning labs” where teachers observe model lessons and engage in collaborative analysis of student work.
- **Curriculum Alignment:** The Literacy Specialist ensures that classroom teachers use materials and pacing that are vertically aligned to the Common Core State Standards (“CCSS”) for English Language Arts. This includes verifying that daily lessons integrate decoding and comprehension strategies and that all students have access to complex, grade-level texts supported by scaffolds as needed.

Data-Driven Intervention and Tiered Support: The Literacy Specialist leads the Charter School’s Multi-Tiered System of Supports (“MTSS”) for reading. This work ensures that early identification and targeted intervention are consistent, equitable, and effective.

- **Universal Screening and Assessment:**
 - Coordinates benchmark literacy assessments at least three times per year using schoolwide tools such as DIBELS, i-Ready, or Fountas & Pinnell BAS.
 - Oversees the collection and analysis of formative data from classroom-based assessments to monitor ongoing skill development.
- **Targeted Interventions:**
 - Designs and delivers Tier 2 and Tier 3 interventions for students reading below grade level, using evidence-based programs that emphasize phonological awareness, decoding, and fluency.

- Provides push-in and pull-out small group sessions that directly address specific reading deficits, often three to five times weekly.
- Supports classroom teachers in differentiating Tier 1 instruction to ensure students exiting interventions maintain growth.
- Progress Monitoring and Continuous Improvement:
 - Maintains an intervention tracker that monitors individual student progress, facilitating timely instructional adjustments.
 - Leads grade-level data meetings after each benchmark assessment window to review literacy data, identify students who need additional support, and refine instructional strategies.
 - Uses longitudinal data to evaluate intervention effectiveness and inform adjustments to core curriculum pacing or support structures.

Building Staff Capacity and Professional Collaboration: The Literacy Specialist strengthens teacher capacity to deliver high-quality literacy instruction by cultivating a culture of professional learning and shared accountability.

- Collaborative Planning: The Literacy Specialist meets regularly with grade-level teams to co-develop reading and writing lessons that integrate vocabulary, comprehension strategies, and writing in response to text.
- Model Classrooms and Peer Learning: By modeling lessons in classrooms and supporting “look-for” protocols, the specialist helps teachers align practice across grade levels, promoting continuity and coherence in instruction.
- Mentoring New Teachers: The Literacy Specialist serves as a mentor for early-career teachers, ensuring they receive consistent support in phonics routines, balanced literacy planning, and literacy-rich classroom environments.
- Literacy Leadership Team: The Literacy Specialist facilitates a cross-grade Literacy Leadership Team composed of teachers and administrators to ensure ongoing communication and strategic alignment of literacy goals.

Family and Community Engagement in Literacy: Recognizing that reading growth extends beyond the school day, the Literacy Specialist has expanded family and community engagement efforts around literacy.

- Family Literacy Workshops: Hosts quarterly family nights focused on helping parents understand grade-level reading expectations, home reading routines, and strategies to build fluency and comprehension at home.
- Communication of Progress: Develops family-friendly reports that share each student’s reading level, progress toward grade-level benchmarks, and recommended at-home activities.
- Community Partnerships: Collaborates with local libraries, after-school programs, and community organizations to ensure students have access to books, reading challenges, and literacy events throughout the year.

Early Evidence of Impact: Although recently established, the Literacy Specialist has already contributed to measurable improvement in literacy instruction and student outcomes.

- Increased Teacher Consistency: Walkthrough data indicate a marked increase in the use of explicit phonics routines and small-group reading instruction in primary grades.
- Improved Student Growth: Preliminary assessment data show growth in the percentage of students meeting benchmark reading goals, particularly in grades K–2 where early decoding skills are critical.
- Reduction in Intervention Caseloads: Early literacy interventions are demonstrating success, with students exiting Tier 3 support at higher rates than in prior years.
- Greater Family Engagement: Attendance at literacy workshops and home reading participation have

Sustaining and Expanding the Work: In future years, the Literacy Specialist will continue to build a schoolwide culture of reading through systematized practices and long-term goals:

- Institutionalizing Data Cycles: Establishing a consistent, schoolwide data cycle that integrates literacy benchmarks into all professional learning community (“PLC”) agendas.
- Expanding Structured Literacy Practices: Supporting teachers in grades 3–5 to integrate explicit vocabulary, morphology, and comprehension strategies for complex texts.
- Curriculum Refinement: Leading the selection and implementation of an aligned writing curriculum that reinforces reading comprehension and analytical thinking.
- Mentorship and Capacity Building: Training additional teachers to serve as literacy leads in each grade-level team to sustain the work beyond a single position.
- Vertical Articulation: Collaborating with the middle school to ensure smooth transitions and continued reading growth for upper-grade students.

The Literacy Specialist represents a strategic investment in the Charter School’s mission to ensure that every child becomes a proficient, confident reader. Through coaching, data analysis, targeted intervention, and community partnership, this role has begun to transform literacy instruction from a classroom-by-classroom endeavor into a coherent, schoolwide system of continuous improvement. Over time, this work will lead to sustained increases in reading proficiency rates, improved student engagement with complex texts, and greater academic achievement across all subject areas.

Strengthening Curriculum: Building a Guaranteed Pathway

Before 2024, curriculum implementation varied across classrooms, which meant that students did not consistently have access to rigorous learning experiences. Beginning in summer 2024, our team developed a Guaranteed and Viable Curriculum (“GVC”), supported by pacing guides and curriculum maps across grade levels. This shift ensured that every student, regardless of teacher assignment, experienced the same coherent, rigorous sequence of instruction. Units of study now integrate explicit language objectives, allowing English Learners to build academic language while mastering content. Diagnostic assessments such as i-Ready and DIBELS are embedded into planning and delivery, helping teachers anticipate areas of difficulty and design scaffolding before students fall behind. The Charter School schedule itself was restructured to protect core instructional time, safeguarding ELA and Math blocks and guaranteeing space for

R/E sessions. Every minute of instructional time is now protected, reflecting our belief that time on task is essential for achievement.

Professional Development That Fuels Change

The transformation at TEACH Prep was not driven by programs alone but by people. Professional development shifted from isolated workshops to a continuous cycle of learning. During 2024–25, staff engaged in intensive training on Marzano’s high-yield strategies, data analysis protocols, and subgroup-specific supports. Teachers learned to set clear learning objectives, check for understanding systematically, and design lessons that engaged all learners. We also created PLCs that meet monthly to analyze data, regroup students, and plan interventions collaboratively. Coaching cycles provide individualized support: instructional coaches model lessons, co-teach, and deliver real-time feedback. Instructional aides and intervention staff, once peripheral, now participate in targeted training so that they too can deliver effective Tier 2 and Tier 3 supports. The result is a culture where growth is not confined to students—every adult is also a learner, refining practice in service of better outcomes.

Redefining Staff Responsibilities: Every Adult, Every Role

We recognized that true turnaround required rethinking the role of every adult on campus. Teachers are now responsible for both Tier 1 instruction and the orchestration of R/E blocks. Instructional coaches deliver Tier 3 interventions while modeling lessons and guiding data analysis with grade-level teams. Instructional aides are no longer limited to support roles; they now run small groups, manage digital learning stations, conduct progress monitoring, and provide feedback logs to teachers. Leaders—including the Principal, Assistant Principal, and Academic Dean—coordinate these systems by monitoring fidelity to the GVC, scheduling and leading professional development, and ensuring that all instructional decisions are grounded in evidence. This redistribution of responsibility created a culture where every adult is directly accountable for student learning.

Building a Culture of Accountability: No Excuses, Just Results

We built systems of accountability that ensured our improvement work was not optional. Teachers are observed three times per semester, with feedback focused on instructional clarity, student engagement, and alignment to the GVC. Instructional aides submit weekly logs, while coaches document Tier 3 intervention outcomes and model lessons for every grade level. Leaders report quarterly to the Board of Directors (the “Board”) on CAASPP and i-Ready growth, subgroup performance, and professional development participation. PLC documentation is reviewed to confirm that data is being used to drive instructional decisions. At the Board level, members now receive regular reports that include subgroup analyses, verified data, and progress against renewal criteria, holding leadership accountable for sustaining results. These systems send a clear message: accountability is not punitive but purposeful, and improvement is non-negotiable. Every role has a feedback loop tied to student outcomes. This culture of shared responsibility has been essential in sustaining our gains.

Addressing Attendance and English Learner Progress

We also recognize that chronic absenteeism and the ELPI remain areas requiring focused attention. Chronic absenteeism, while still elevated, has already declined with tiered outreach, transportation supports, and home visits. We are applying the same continuous improvement systems that fueled academic gains to attendance, ensuring families receive targeted interventions and incentives to promote regular attendance. Similarly, ELPI dipped in 2024, but explicit language objectives are now embedded across the GVC, bilingual support is provided during core instruction, and English Learners receive priority for after-school tutoring and the English Language Proficiency Assessments of California (“ELPAC”) preparation. These targeted reforms are designed to ensure that progress for English Learners accelerates just as it has for ELA and Math overall.

Moving Forward: Sustaining and Deepening Progress

The breakthroughs of 2024–25 are not the end of our story, but the beginning of a sustained trajectory. We know these reforms explain our dramatic growth, and we are committed to continuing and deepening them. In 2025–26 and beyond, we will refine our cycle of continuous improvement so that instructional clarity, curriculum alignment, professional learning, role accountability, and data-driven decisions remain the cornerstones of our work. These reforms were only possible because TEACH Prep is fiscally strong, with oversight ratings of Proficient in Governance and Accomplished in Fiscal Operations, ensuring the stability to sustain progress. Families are also affirming the impact of our work, as enrollment has grown from 80 students in 2019 to 271 in 2025, reflecting community trust.

The message to LAUSD and our community is simple: these are the practices that produced massive academic gains, and these are the practices we will continue to implement. With urgency, coherence, and commitment, we will ensure that TEACH Prep’s improvement is not temporary but enduring, that our students continue to grow at accelerated rates, and that our school remains a place where every child can achieve at the highest levels. In doing so, TEACH Prep not only meets the statutory requirements for renewal under AB 1505 and Education Code Section 47607.2(b), but also demonstrates the systems, stability, and equity-focused results that will drive sustainable success.

Conclusion

In summary, TEACH Prep’s renewal status has evolved from Low-Performing under Criterion 2 based on the 2023 and 2024 Dashboards, to Middle-Performing based on the 2024 and 2025 Dashboards. The Charter School has demonstrated dramatic gains in ELA and Math, verified by independent growth measures, while serving a uniquely high-need population. Chronic absenteeism is declining, suspension rates remain at zero, and enrollment continues to grow. TEACH Prep combines equity-driven outcomes with strong governance and fiscal health, ensuring that the rapid progress achieved in 2024–2025 is not temporary but sustainable. For these reasons, TEACH Prep meets the statutory requirements for renewal under Education Code Section 47607.2 and is positioned to continue its upward trajectory.

Enrollment Rollout Plan-

2-year Term Enrollment Plan		
Grade	2026-27	2027-28
TK	20	20
K	60	60
1	60	60
2	60	60
3	60	60
4	60	60
5	60	60
Total	380	380

TEACH Preparatory Elementary School was originally authorized to serve grades TK–5. Since opening, the Charter School has offered grades TK–4, as TEACH Academy of Technologies—the network’s middle school—has historically included 5th grade and provided a natural continuation for students within the TEACH network. Beginning in the 2026–27 school year, TEACH Prep plans to implement 5th grade in order to fulfill its originally approved TK–5 grade span and provide families with a complete elementary program. The addition of 5th grade may require the use of an additional site to accommodate facility needs; consistent with LAUSD policy, the school will submit a separate material revision for approval following renewal should an additional location be necessary. As part of this rollout, TEACH Prep proposes to adjust its enrollment target from 400 to 380 students to align with available facilities, staffing, and sustainable class sizes across all grades, ensuring the expansion is managed in a stable and fiscally responsible manner.

4. Goals and Philosophy

The following mission and vision statements continue to guide TEACH ES and remain fully aligned with the needs of our targeted student population—primarily socioeconomically disadvantaged students, English learners, and those requiring additional academic and social-emotional supports—and with our comprehensive educational program.

Mission

The mission of TEACH ES is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Vision

TEACH ES will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at TEACH will be effectively applied to students’ daily

lives. TEACH ES will create an educational environment that will foster success in the classroom as well as the community.

5. Educated Person in the 21st Century and How Learning Best Occurs

An educated person in the 21st century is a critical thinker, problem solver, and effective communicator who can adapt to a rapidly changing world. TEACH ES believes that an educated person is not only proficient in literacy and core academics but also possesses social-emotional awareness, creativity, and the ability to work collaboratively across diverse settings. Our goal is to develop students who are self-motivated, competent, and lifelong learners who take ownership of their education and apply their knowledge to improve their own lives and contribute positively to their communities.

At TEACH, we believe that learning best occurs in an environment that is safe, supportive, and engaging, where high expectations are coupled with individualized support. Students learn most effectively when instruction is rigorous, relevant, and connected to real-world applications, and when they are given opportunities to explore, question, and collaborate. Learning is deepened through the integration of technology, arts, and enrichment experiences, as well as through strong social-emotional supports that foster resilience and self-confidence. By cultivating a culture of inquiry, creativity, and perseverance, TEACH ensures that students not only master essential academic skills but also develop the character and motivation to continue learning throughout their lives.

6. LCFF Goals

The tables below describe the Charter School’s annual goals for all students and each student group for each of the eight state priorities identified in the Education Code Section 52060(d). The table also describes specific annual actions the Charter School will take to achieve each of the identified annual goals:

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
<p>Goal 1: Close the achievement gap for student subgroups and ensure all students are on track for long-term success</p> <p>TEACH Prep will close the achievement gap for English Learners, socioeconomically disadvantaged students, students with disabilities, and foster/homeless youth while continuing to strive for academic excellence by ensuring all students are on track to meet or exceed grade-level standards and prepared for middle school and beyond.</p> <p>Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p>	<p>Related State Priorities:</p> <p>X 1 x 4 X 7 x 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal

Specific Annual Actions to Achieve Goal

- Ensure all teachers are fully credentialed and appropriately placed in self-contained and departmentalized classrooms (Priority 1).
- Provide all students with their own copies of standards-aligned instructional materials in ELA, math, science, and social studies for use at school and at home (Priority 1).
- Fully implement the CCSS, Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) through high-quality instruction (Priority 2).
- Guarantee access to a broad course of study, including visual/performing arts, technology, and physical education, so that all students receive a well-rounded education (Priority 7).
- In addition to English Language Arts and Math, TEACH Prep will monitor and improve student outcomes in science, social studies, and enrichment content areas to ensure students master all grade-level standards. (Priority 8).
- Use NGSS-aligned benchmark assessments (or the California Science Test (“CAST”) in grade 5).
- Track student report card data for science and social studies.
- Provide professional development for science and history/social science instruction.
- Provide ongoing professional development for teachers in standards-based instruction, formative assessment, and differentiated practices to support diverse learners.
- Implement schoolwide benchmark assessments (e.g., i-Ready) and grade-level data cycles to monitor progress and drive instructional decisions.
- Deliver targeted support for English Learners, including small group instruction, designated ELD, and integrated ELD across content areas, monitored by an EL coordinator.
- Provide additional interventions for Socioeconomically Disadvantaged students, such as small group tutoring, technology-based supports, and access to enrichment programs.
- Strengthen Special Education (“SPED”) supports with additional paraprofessionals, co-teaching models, and collaboration between general education and Resource Specialist Program staff to align instruction to grade-level standards.
- Enhance family engagement by expanding access for Spanish-speaking and other language-diverse families to information about student progress, grading, and academic expectations.
- Recruit and retain high-quality teachers through strategic hiring, mentoring, stipends, and community-building initiatives to reduce turnover and strengthen instructional continuity.

Expected Annual Measurable Outcomes

Outcome #1: All TEACH Prep students will demonstrate increased achievement in English Language Arts.

Metric/Method for Measuring: ELA CAASPP DFS

APPLICABLE STUDENT GROUPS	Baseline (Based on most)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	recent data available) 24-25			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-51.6	-36.6	-21.6	-6.6	+8.4	+23.4
English Learner Students	-89.9	-74.9	-59.9	-44.9	-29.9	-14.9
Long-Term English Learner (“LTELs”) Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	-56.1	-41.1	-26.1	-11.1	+3.9	+18.9
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-47.9	-32.0	-17.9	-2.9	+12.1	+27.1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #2: All TEACH Prep students will demonstrate increased achievement in Math.

Metric/Method for Measuring: CAASPP DFS

APPLICABLE STUDENT GROUPS	Baseline 24-25	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-37.5	-22.5	-7.5	+7.5	+22.5	+37.5
English Learner Students	-47.7	-32.7	-17.7	-2.7	+12.3	+27.3
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-37	-22	-7	+7	+22	+37
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	-46	-31	-16	0	+15	+30
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-47.9	-32.9	-17.9	-2.9	+12.1	+27
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #3: Teachers are fully credentialed and appropriately assigned.

Metric/Method for Measuring: School Accountability Report Card (“SARC”)

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	66.7%	90%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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	*	*	*	*	*	*

Expected Annual Measurable Outcomes						
Outcome #4: All students have access to their own copies of standards-aligned materials						
Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline 24-25	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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	*	*	*	*	*	*

Expected Annual Measurable Outcomes

**Outcome #5: Implementation of all adopted standards and access to a broad course of study
Metric/Method for Measuring: Percentage of implemented or fully implemented standards**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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	*	*	*	*	*	*

Expected Annual Measurable Outcomes

**Outcome #6 EL students are improving at least one level on ELPAC
Metric/Method for Measuring: Dashboard ELPI**

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	36%	45%	55%	65%	75%	85%
English Learner Students	36%	45%	55%	65%	75%	85%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	36%	45%	55%	65%	75%	85%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	36%	45%	55%	65%	75%	85%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #7: Increase in EL reclassification rate
Metric/Method for Measuring: Dashboard

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available 23-24)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	17.66%	25%	35%	45%	55%	65%
English Learner Students	17.66%	25%	35%	45%	55%	65%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17.66%	25%	35%	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #8 Students meet fall to spring growth targets (typical growth) on i-Ready in ELA.
Metric/Method for Measuring: i-Ready

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term 2025-2026	Year 2 of Term 2026-2027	Year 3 of Term <small>(Not applicable if</small>	Year 4 of Term <small>(Not applicable if</small>	Year 5 of Term <small>(Not applicable if</small>

	2024 - 2025 Fall to Spring Typical Growth			categorized as	categorized as	categorized as
All Students (Schoolwide)	49%	50%	55%	60%	65%	70%
English Learner Students	53%	55%	55%	60%	65%	70%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	43%	50%	55%	60%	65%	70%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	33%	35%	40%	45%	50%	55%

African American Students	52%	55%	55%	60%	65%	70%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes						
Outcome #9 Students meet fall to spring growth targets (typical growth/stretch growth) on i-Ready in math. Metric/ Method for Measuring: i-Ready						
APPLICABLE STUDENT GROUPS	Baseline 2024 - 2025 Fall to Spring Meeting or exceeding typical growth targets	Year 1 of Term 2025-2026	Year 2 of Term 2026-2027	Year 3 of Term (Not applicable if categorized as	Year 4 of Term (Not applicable if categorized as	Year 5 of Term (Not applicable if categorized as
All Students (Schoolwide)	47%	50%	55%	60%	65%	70%
English Learner Students	47%	50%	55%	60%	65%	70%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	39%	45%	50%	55%	60%	70%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	42%	45%	50%	55%	60%	70%

African American Students	44%	50%	55%	60%	65%	70%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

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

GOAL #2

Goal 2: Maintain a safe and inclusive learning environment that nurtures students' intellectual growth, social-emotional development, and sense of belonging, while reducing chronic absenteeism and inspiring each child to reach their full potential as lifelong learners and responsible members of the community.

Related State Priorities: 1 3 5 6

Related State Priorities:

x 1 4 7
 2 x 5 8
 x 3 x6

Local Priorities:

:
:

Specific Annual Actions to Achieve Goal

- Celebrate student for academic achievement
- Provide ongoing commitment to culturally responsive choices and pedagogical practices, student policies, and academic pathways to ensure students are valued in every context
- Commit to continued equitable access for all students' educational needs
- Commit to continue diverse faculty recruitment in all aspects of school organization
- Administer actionable surveys to monitor student perceptions of safety and inclusiveness.
- Schoolwide discipline plan designed by school administration: monitor at-risk groups with behavior referrals; behavior incentives
- Professional development to support effective classroom management
- Advisory curriculum
- Attendance Teams and grade level advisors monitor student attendance
- Attendance incentives
- Meet with parents of chronic absentees
- Maintain efficient custodial maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner

Expected Annual Measurable Outcomes

Outcome #1: Reduce the rates of chronically absent students

Metric/Method for Measuring: P-2 attendance report; Dashboard

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	50%	35%	20%	15%	13%	10%
English Learner Students	45%	32%	18%	15%	13%	10%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	50%	35%	20%	15%	13%	10%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	60%	35%	20%	15%	13%	10%

African American Students	57%	35%	20%	15%	13%	10%
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American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	44%	35%	20%	15%	13%	10%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Low suspension rates
Metric/Method for Measuring: internal reports; Dashboard

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0	0	0	0	0	0
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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 #3: Outcome #3: Low expulsion rate
Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline 23-24	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0	0	0	0	0	0

English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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 #4: Parents and students feel safe at school Metric/Method for Measuring: Annual local survey (safe/ included)						
APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	87%	93%	95%	97%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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 #5: School facilities are in “good” repair
 Metric/Method for Measuring: Facility inspections; Dashboard

APPLICABLE STUDENT GROUPS		*	*	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
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	*	*	*	*	*	*

7. Innovative Components and Key Features of the Educational Program

The educational program is designed to provide a rigorous, standards-based curriculum that prepares all students for success in college, career, and life. From its inception, the Charter School has emphasized an instructional design that is both academically challenging and responsive to the diverse needs of our students. Over the course of the charter term, the Charter School has faithfully implemented this model and enhanced it with additional features based on evidence of student learning and evolving community needs.

The Innovative Components and Key Features include:

1. Standards-Based, Literacy-Rich Instruction

- Instruction is aligned with State Standards and emphasizes literacy across all subjects.
- Students engage in structured academic discourse, close reading, and frequent writing opportunities to develop critical thinking and communication skills.
- Since approval, the Charter School has strengthened its approach to disciplinary literacy, ensuring students read, write, and speak like mathematicians, scientists, historians, and artists.

2. Personalized Learning and Data-Driven Instruction

- Teachers use formative and benchmark assessments to inform instruction, target intervention, and provide enrichment.
- Instruction is differentiated through small-group work, individualized supports, and digital learning platforms.
- Weekly data team meetings ensure that teachers continuously adjust instruction to meet the needs of all learners.

3. STEM and Arts Integration

- Hands-on, inquiry-based learning is a hallmark of the program.
- Students explore STEM through coding, robotics, and design projects, while also participating in orchestra and drama.
- These opportunities not only foster academic skills but also creativity, problem-solving, and perseverance.

4. Social-Emotional Learning and Wellness Supports

- Social-emotional learning is embedded into the daily program, fostering resilience, collaboration, and leadership.
 - Students benefit from advisory structures, mentorship opportunities, and partnerships with local health and community organizations.
 - These supports address the unique challenges faced by many of our students and ensure that academic and personal growth occur hand in hand.
- 5. Extended Learning Opportunities**
- Learning extends beyond the traditional school day and year through Saturday sessions, intersession programming, and summer learning opportunities.
 - These opportunities provide both targeted academic support and enrichment experiences that broaden students' horizons.
- 6. Community Partnerships and Global Perspective**
- The Charter School partners with local organizations to provide mentoring, wellness services, and college and career exploration.
 - Language instruction and cross-cultural learning prepare students to participate in an increasingly interconnected world.

Commitment to Continuous Improvement

The Charter School's educational program has remained true to its original vision while evolving in response to student data and community feedback. By strengthening literacy, expanding STEM and arts integration, and deepening supports for social-emotional learning, the Charter School continues to provide a high-quality, innovative educational experience for every student.

8. Curriculum and Instruction

The Charter School's curriculum is rigorous, standards-based, and fully aligned with the State Standards. The program is designed to ensure that all students, including English Learners, students with disabilities, and those performing above grade level, are prepared for success in high school, college, and future careers.

Core Curriculum

- **English Language Arts:** Students engage in a balanced literacy approach that incorporates close reading of complex texts, writing workshops, structured academic conversations, and vocabulary development. Instruction builds both foundational skills and advanced literacy practices, preparing students to think critically and communicate effectively.
- **Mathematics:** Instruction emphasizes conceptual understanding, procedural fluency, and problem-solving in alignment with the CCSS Standards for Mathematical Practice. Students apply mathematics through inquiry-based tasks, real-world scenarios, and technology-enhanced exploration.
- **Science:** Aligned with NGSS, the science curriculum emphasizes hands-on investigation, experimentation, and cross-disciplinary connections. Students engage in engineering design challenges and develop scientific reasoning by analyzing data and constructing explanations.

- History–Social Science: The curriculum builds civic understanding and global awareness. Students analyze primary and secondary sources, study historical events and perspectives, and connect lessons to current events and civic engagement.

Specialty and Enrichment Areas

- STEM Integration: Coding, robotics, and graphic design are woven into instruction to foster technological fluency and creativity.
- Arts Education: Students participate in orchestra, drama, and visual arts, expanding opportunities for self-expression and reinforcing academic learning through the arts.
- Physical Education and Wellness: Physical education develops fitness, teamwork, and healthy lifestyles, while wellness instruction integrates social-emotional learning and positive decision-making.

Instructional Approach

Instruction is guided by research-based practices, including direct instruction, guided inquiry, cooperative learning, and project-based learning. Lessons are differentiated to address diverse learner needs through scaffolding, small-group instruction, and personalized supports. Technology is integrated across subjects to increase engagement and provide real-time feedback.

Assessment and Data Use

Teachers employ formative assessments, benchmark exams, and adaptive digital platforms to monitor student progress. Weekly PLC meetings are used to analyze data, adjust instruction, and plan targeted interventions or extensions.

Program Growth Since Last Renewal

Since the last charter approval, the Charter School has:

- Expanded STEM and arts pathways, including orchestra and coding.
- Embedded social-emotional learning across content areas.
- Adopted updated curricular resources aligned to new state frameworks.
- Strengthened extended learning opportunities through Saturday, intersession, and summer programming.

Through this comprehensive, standards-aligned curriculum and instruction program, the Charter School continues to provide a high-quality education that is rigorous, equitable, and innovative, ensuring that every student is prepared to thrive in the next stage of their academic journey.

9. Curriculum

The Charter School’s TK–5 curriculum is fully aligned to the State Standards, the California Visual and Performing Arts Standards, and the Physical Education Framework for California Schools. The curriculum is designed to ensure students develop strong foundational skills in literacy and numeracy, while also engaging in inquiry, creativity, and wellness. Instruction is differentiated to meet the needs of all students, including English Learners and students with disabilities, and is grounded in research-based practices.

English Language Arts (Core)

The English Language Arts curriculum provides a balanced literacy approach, beginning with phonemic awareness, phonics, and decoding in the primary grades, and advancing to fluency, comprehension, and written expression. Students read a wide range of literature and informational texts and participate in structured academic discussions that promote critical thinking. Writing instruction includes narrative, opinion, and informative genres, aligned with the CCSS writing standards. Students also engage in close reading and text-based analysis, preparing them for higher-level literacy demands.

English Language Development (Core)

English Learners receive daily English Language Development instruction aligned with the California ELD Standards. Instruction is designed to build proficiency in listening, speaking, reading, and writing, with a focus on academic vocabulary and discourse. Teachers integrate ELD strategies into core instruction and monitor student progress closely, ensuring English Learners advance toward full proficiency and reclassification.

Mathematics (Core)

The mathematics program is aligned to the CCSS for Mathematics and emphasizes conceptual understanding, procedural fluency, and problem-solving. In the primary grades, instruction builds a strong foundation in number sense, operations, and place value, progressing to fractions, geometry, and multi-step problem-solving in upper elementary. Lessons emphasize reasoning and mathematical discourse, enabling students to explain their thinking and apply concepts in real-world contexts.

History–Social Science (Core)

The History–Social Science curriculum is aligned with the History-Social Science Framework and provides students with knowledge of communities, geography, state history, and civic values. Instruction emphasizes inquiry, analysis of primary sources, and connections to students' own experiences. Students learn about U.S. symbols, traditions, and democratic principles while also developing an understanding of cultural diversity and global interdependence.

Science (Core)

Science instruction is guided by NGSS and emphasizes hands-on, inquiry-based learning. Students conduct experiments, make observations, and engage in engineering design challenges to explore physical, life, and earth sciences. The curriculum fosters curiosity and scientific reasoning by encouraging students to ask questions, gather evidence, and construct explanations.

Visual and Performing Arts (Non-Core)

Students are provided with a rich arts program, including visual arts, drama, and music. Instruction develops creativity, self-expression, and appreciation of the arts, while reinforcing academic learning through cross-disciplinary projects. Enrichment opportunities such as orchestra and theater productions extend students' artistic experiences beyond the classroom.

Health and Physical Education (Core)

The physical education curriculum is aligned to the California Physical Education Framework and emphasizes physical fitness, motor skills, and teamwork. Health education includes topics

such as nutrition, safety, wellness, and decision-making. Together, these programs promote lifelong healthy habits and support students' physical and emotional well-being.

World Languages (Grades 7–12)

Not Applicable.

Electives and A–G Courses (Secondary Schools)

Not Applicable.

10. Intervention and Enrichment Programs

The Charter School provides a comprehensive system of intervention and enrichment designed to meet the needs of all learners. This system ensures that students who are not yet meeting grade-level expectations receive timely and targeted support, while students performing at or above grade level are challenged and extended in their learning.

Intervention

Students are identified for intervention through multiple measures, including formative assessments, benchmark exams, teacher observations, and state assessments. Intervention supports may include:

- Small-group instruction during the school day.
- Targeted reading and math intervention using evidence-based curricula.
- After-school and Saturday academic support.
- Intersession and summer programs that provide additional instructional time for remediation.
- Progress monitoring tools are used to evaluate growth and adjust supports as needed. English Learners and students with disabilities receive additional, specialized supports consistent with their instructional needs and service plans.

Enrichment

Students performing at or above grade level are provided enrichment opportunities both during and beyond the school day. Enrichment opportunities include:

- Participation in orchestra, drama, and visual arts.
- Coding, robotics, and project-based STEM activities.
- Leadership development, service learning, and mentoring.
- Enrichment clubs and extended learning opportunities during intersession and summer. These opportunities are designed to engage student interests, build confidence, and encourage exploration beyond core academics.

Independent Study

The Charter School offers an Independent Study (“IS”) program as an optional alternative instructional strategy, consistent with Education Code Section 51744, et seq. Independent Study is designed to provide students with continuity of learning when they are unable to attend in-person classes for a limited period of time.

Program Features

- **Voluntary Participation:** Independent Study is entirely optional. Parents/guardians may choose to return their child to in-person learning at any time.
- **Assignments and Attendance:** Student attendance and grades are based on the timely completion of assigned work, which mirrors classroom instruction. Work is generally due within 15 school days, with an extension of up to 30 days possible with administrative approval.
- **Instructional Requirements for “long-term” independent study (students participating in 16 days or more of independent study in one school year):**
 - TK–3 students receive daily live lessons with their teacher.
 - Grades 4–5 students participate in daily check-ins and at least one weekly live lesson.
- **Check-ins and Communication:** Teachers provide support through Zoom, email, or in-person meetings. If a long-term independent study student is: not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar; found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or in violation of the independent study written agreement; the Charter School develops a re-engagement plan in partnership with the family.
- **Resources and Supports:** Students in Independent Study have access to textbooks, technology devices, and internet support. The IS program provides English language development services, accommodations for students with disabilities (as determined by their Individualized Education Program (“IEP”) or Section 504 of the Rehabilitation Act of 1973 (“Section 504”) plan), and access to mental health, foster youth, and homeless student supports.

Parent/Guardian Responsibilities

Parents/guardians play an active role in supervising and supporting their child’s Independent Study program. This includes ensuring the timely completion and submission of assignments, maintaining regular communication with teachers, and ensuring that Charter School materials are returned in good condition.

Independent Study is intended as a temporary support option to keep students on track academically while maintaining the integrity of the Charter School’s instructional program. The Charter School encourages full-time in-person attendance as the best pathway for student engagement and achievement.

11-15 Not Applicable

16. Transitional Kindergarten

Program Overview: TEACH Preparatory elects to offer Transitional Kindergarten (“TK”) consistent with Education Code and CDE Universal TK guidance. TK is the first year of a two-

year kindergarten program using a developmentally appropriate, modified kindergarten curriculum aligned to the California Preschool/Transitional Kindergarten Learning Foundations.

Program Design

The TK program bridges early childhood education and kindergarten readiness. Instruction focuses on building foundational skills in language, literacy, mathematics, and social-emotional learning through developmentally appropriate, play-based, and inquiry-driven activities. Students engage in structured and unstructured learning opportunities that emphasize exploration, collaboration, and problem-solving.

Curricular Approach

- Early literacy instruction includes phonemic awareness, oral language development, and emergent reading and writing.
- Early numeracy activities build number sense, pattern recognition, and problem-solving through hands-on experiences.
- Social-emotional learning is embedded in daily routines, supporting self-regulation, peer interaction, and positive classroom community.
- Enrichment opportunities in art, music, and movement are integrated to support creativity and physical development.

17. – 19 Academic Calendar, daily schedule, Instructional Minutes table

This section provides an overview of the Charter School’s academic calendar and schedules. In the subsections below, we include an academic calendar for the first year of the new charter term. We put forward a comprehensive set of sample daily schedules, and we detail the instructional days and minutes for each grade level served.

Academic Calendar for the First Year of Charter Term

The academic calendar for the first year of the charter term is below:

2026-2027 TEACH Prep Instructional Calendar

July 2026							July		January 2027							January	
Su	M	Tu	W	Th	F	Sa	3	Independence day Observed	Su	M	Tu	W	Th	F	Sa	1 - 8	Winter Break
			1	2	3	4							1	2	11	Professional Development Day #2	
5	6	7	8	9	10	11			3	4	5	6	7	8	9	18	Martin Luther King Jr. Day
12	13	14	15	16	17	18			10	11	12	13	14	15	16		
19	20	21	22	23	24	25			17	18	19	20	21	22	23		
26	27	28	29	30	31				24	25	26	27	28	29	30		
									31								
August 2026							August		February 2027							February	
Su	M	Tu	W	Th	F	Sa	3 - 11	Summer Institute	Su	M	Tu	W	Th	F	Sa	15	President's Day
						1				1	2	3	4	5	6		
2	3	4	5	6	7	8			7	8	9	10	11	12	13		
9	10	11	12	13	14	15			14	15	16	17	18	19	20		
16	17	18	19	20	21	22			21	22	23	24	25	26	27		
23	24	25	26	27	28	29			28								
30	31																
September 2026							September		March 2027							March	
Su	M	Tu	W	Th	F	Sa	7	Labor Day	Su	M	Tu	W	Th	F	Sa	22-26	Spring Break
		1	2	3	4	5				1	2	3	4	5	6	29	Cesar Chavez Day Observed
6	7	8	9	10	11	12			7	8	9	10	11	12	13		
13	14	15	16	17	18	19			14	15	16	17	18	19	20		
20	21	22	23	24	25	26			21	22	23	24	25	26	27		
27	28	29	30						28	29	30	31					
October 2026							October		April 2027							April	
Su	M	Tu	W	Th	F	Sa	9	Mental Health Day #1	Su	M	Tu	W	Th	F	Sa	5	Professional Development Day #3
				1	2	3							1	2	3		
4	5	6	7	8	9	10			4	5	6	7	8	9	10		
11	12	13	14	15	16	17			11	12	13	14	15	16	17		
18	19	20	21	22	23	24			18	19	20	21	22	23	24		

25	26	27	28	29	30	31

25	26	27	28	29	30	

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November	
11	Veterans Day
23-27	Thanksgiving Break

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May	
28	Mental Health Days #3
31	Memorial Day






December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December	
19	Last Day of Fall Semester
22-31	Winter Break / - TEACH-wide closure

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June	
10	Last Day of Instruction
11	Pupil Free Day
16-17	TEACH Closed
18	Juneteenth Observed

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LEGEND	
	Start/End of Semester
	Local/State/Federal Holiday (Teachers off)
	Local/State/Federal Holiday (Campus Closed)
	Professional Development Day (Pupil Free Day)
	Mental Health Day (Campus Closed)
	Minimum Day

Our Mission

The mission of TEACH Public Schools is to create a high-quality, innovative teaching and learning environment that focuses on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Sample Daily Schedule

The Charter School’s sample daily schedules are outlined below.

2026-2027 Bell Schedule



TEACH ES

Regular Schedule (Monday, Tuesday, Thursday and Friday)

Transitional Kinder and Kinder				Grades 1 & 2				Grades 3-5		
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)
8:15 AM	9:00 AM	Instructional Time 1: ELA	45	8:15 AM	9:35 AM	Instructional Time 1 ELA	80	8:15 AM	10:05 AM	Instructional Time 1: ELA
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition
9:30 AM	11:00 AM	Instructional Time 2: Math	90	10:05 AM	11:35 AM	Instructional Time 2 Math	90	10:35 AM	12:10 PM	Instructional Time 2: Math
11:00 AM	11:30 AM	Lunch	30	11:35 AM	12:05 PM	Lunch	30	12:10 PM	12:40 PM	Lunch
11:30 AM	2:30 PM	Instructional Time 3	180	12:05 PM	2:45 PM	instructional Time 3 ELA, Social S	160	12:40 PM	3:00 PM	instructional Time 3: ELA, Social S
			315				330			

Minimum Day Schedule (Typically Wednesday's)

Transitional Kinder and Kinder				Grades 1 & 2				Grades 3 - 5		
Start Time	End Time	Session	Duration	Start Time	End Time	Session	Duration	Start Time	End Time	Session
7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)	15	7:55 AM	8:10 AM	Breakfast (Grab-and-Go)
8:15 AM	9:00 AM	Instructional Time 1: ELA	45	8:15 AM	9:35 AM	Instructional Time 1 ELA	80	8:15 AM	10:05 AM	Instructional Time 1: ELA
9:00 AM	9:30 AM	Nutrition	30	9:35 AM	10:05 AM	Nutrition	30	10:05 AM	10:35 AM	Nutrition
9:30 AM	12:30 PM	Instructional Time 2: Math	180	10:05 AM	12:45 PM	Instructional Time 2: Math	160	10:35 AM	1:00 PM	Instructional Time 2: Math
12:30 PM	12:45 PM	Grab 'n Go Lunch	15	12:45 PM	1:00 PM	Grab 'n Go Lunch	15	1:00 PM	1:15 PM	Grab 'n Go Lunch
			225				240			

		Grade Level				
		Days	TK/K	1 & 2	3	4 and 5
Regular Instructional Days		148	46620	48840	51060	51060
Minimum Instructional Days		32	7200	7680	8160	8160
Total		180	53820	56520	59220	59220
Requirement			36,000	50,400	50,400	54,000
Over/Under			17,820	6,120	8,820	5,220

Instructional Minutes

The table below details the instructional days minutes for each grade level served:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	148	315	0	0	32	225	0	0	180	36000	53820	17820
1	Yes	148	330	0	0	32	240	0	0	180	50400	56520	6120
2	Yes	148	330	0	0	32	240	0	0	180	50400	56520	6120
3	Yes	148	345	0	0	32	255	0	0	180	50400	59220	8820
4	Yes	148	345	0	0	32	255	0	0	180	54000	59220	5220
5	No	148	345	0	0	32	255	0	0	180	54000	59220	5220
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

21. Professional Development

Overview:

TEACH Prep provides ongoing professional development to ensure that all teachers and instructional staff have the capacity to deliver the educational program with excellence and fidelity. Professional development is aligned to the State Standards, the Charter School's instructional framework, and the diverse needs of our student population. The Charter School's approach emphasizes continuous reflection, collaborative learning, and instructional improvement driven by data and student outcomes.

Professional Development Plan:

At the beginning and end of each school year, the TEACH Prep community engages in collective reflection on the Charter School's mission and progress toward achieving its academic and organizational goals. This process identifies strengths, areas for growth, and priorities for professional learning in the upcoming year.

Before the school year begins, teachers participate in a comprehensive Pre-Service Training Program that introduces or revisits the Charter School's instructional priorities, curriculum resources, and expectations for classroom culture. Once the school year begins, the administrative team provides weekly targeted professional development sessions covering high-leverage instructional topics such as standards-based lesson design, differentiation for English Learners and students with disabilities, classroom management, literacy across content areas, and use of data to inform instruction.

PLCs meet regularly by grade level and content area to review assessment data, analyze student work, and collaboratively plan lessons. Site leaders and instructional coaches provide individualized coaching through classroom observations, feedback cycles, and co-planning meetings to ensure that teachers receive consistent, actionable support.

Specialized professional development is provided for teachers who implement the Charter School’s unique program components—including STEM, coding and design, orchestra, and drama—ensuring high-quality, integrated learning experiences across disciplines. Training in inclusive practices, trauma-informed instruction, and culturally responsive pedagogy is woven throughout the professional development calendar.

This cycle of professional learning, coaching, and reflection builds teacher capacity, supports instructional consistency, and ensures all students receive engaging, rigorous, and equitable learning experiences.

Sample Professional Development Schedule:

Month	Focus Topics
August / Pre-Service	Mission and Vision Alignment <ul style="list-style-type: none"> • Instructional Framework Overview • Classroom Management • Data Systems Training • Curriculum Internalization • English Learner Supports • Inclusive Practices • STEM / Arts Program Orientation
September	Lesson Internalization and Planning with the End in Mind <ul style="list-style-type: none"> • Administering Beginning-of-Year Assessments (DIBELS, i-Ready) • Building Classroom Culture • Family Engagement Strategies • PLC Launch
October	Executing Effective Lesson Openings and Guided Practice <ul style="list-style-type: none"> • Using Assessment Data to Plan for Small Groups • Trauma-Informed Classrooms • Classroom Observation Calibration • PLC Data Review
November	Differentiation for English Learners and Students with Disabilities <ul style="list-style-type: none"> • Culturally Responsive Teaching • Using Interim Assessment Data for Reteach Cycles • Literacy Integration Across Content Areas
December	Reflecting on Instructional Growth <ul style="list-style-type: none"> • Data Analysis and Mid-Year Goal Setting • Culturally Relevant Pedagogy • Building Inclusive Learning Environments

Month	Focus Topics
January	Mid-Year Data Review (Mid-Year Assessments) <ul style="list-style-type: none"> • Strategic Small-Group Planning • Advanced Technology Integration • PBIS Refresh • Student Goal-Setting Conferences
February	Analyzing Student Work Protocols <ul style="list-style-type: none"> • Collaborative Lesson Design • Supporting Student Engagement in Arts and STEM • Equity and Access in Instruction
March	Responding to Interim Data • Standards-Aligned Reteaching Strategies <ul style="list-style-type: none"> • Family-Teacher Conferences and Communication • Assessment Preparation and Student Motivation
April	Reviewing Student Progress toward Standards <ul style="list-style-type: none"> • Differentiation in Project-Based and Creative Learning • Continuous Improvement Planning
May	Long-Term Planning and Vertical Articulation <ul style="list-style-type: none"> • Reflection on Instructional Practice • Preparing for End-of-Year Assessments and Performances
June	Year-End Data Analysis • Reflecting on Progress Toward Mission <ul style="list-style-type: none"> • Planning for Summer and Next Year’s Professional Development Priorities
Summer	Onboarding New Teachers <ul style="list-style-type: none"> • Mission, Values, and Culture Training • Start Strong Conference (Content-Specific Best Practices, Student Engagement, and Classroom Management) • Family and Community Engagement • Performance Management and Goal Setting

22. Teacher Recruitment

The Charter School recruits and retains well qualified, credentialed teachers who are prepared to deliver the Charter School’s educational program. All teachers shall hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for their certificated assignment.

Recruitment efforts include outreach to teacher preparation programs, universities, professional networks, and charter school associations, as well as use of online platforms to reach a broad pool of candidates. In selecting teachers, the Charter School places emphasis on both credentials and alignment with the Charter School’s mission of serving a diverse student population.

New teachers are supported through orientation and mentoring to ensure successful integration into the instructional program. Ongoing coaching, professional development, and opportunities for teacher leadership support long-term growth and retention. The Charter School also actively recruits teachers with specialized skills in innovative program areas such as STEM, coding and

graphic design, orchestra, and drama, ensuring that these components are implemented with fidelity.

Through thoughtful recruitment and ongoing support, the Charter School maintains a teaching staff that is both credentialed and deeply committed to delivering rigorous, equitable, and innovative instruction.

23. Meeting the Needs of All Students: English Learners

The Charter School adopts and implements the LAUSD Master Plan for English Learners and Standard English Learners and adheres to all applicable federal and state laws regarding services for ELs. The Charter School provides English Learners with targeted support to ensure timely acquisition of English language proficiency and meaningful access to grade-level curriculum.

Identification of English Learners

All students enrolling in a California public school for the first time complete a Home Language Survey at registration. Based on results, students are assessed using the ELPAC Initial Assessment. Students identified as English Learners are placed in the Charter School's ELD program and parents are notified in writing of placement, services, and program options, consistent with the LAUSD Master Plan.

Educational Program for English Language Acquisition

The Charter School provides both Designated ELD and Integrated ELD, in alignment with the English Language Arts/English Language Development Framework.

- Designated ELD is delivered daily by the classroom teacher or ELD specialist in targeted small groups, using curriculum aligned to the California ELD Standards. Instruction focuses on listening, speaking, reading, and writing, with emphasis on academic vocabulary and discourse.
- Integrated ELD is provided by all teachers within core content instruction. Teachers use scaffolding, visuals, sentence frames, structured academic talk, and other strategies to ensure English Learners have meaningful access to grade-level curriculum.

Use of Assessment Results

Results of the Initial and Summative ELPAC Assessments are used to place students appropriately, monitor progress, and design targeted interventions. Teachers analyze assessment results to differentiate instruction, and progress is reviewed regularly in professional learning communities. Families are informed of results and student progress each year.

Access to the Full Curriculum

The Charter School ensures that English Learners at all proficiency levels access the full range of curriculum, including ELA, math, science, history-social science, and enrichment. Instructional strategies include scaffolding of text and tasks, use of visuals and graphic organizers, structured oral language practice through collaborative conversations, and explicit instruction in academic vocabulary across content areas.

Annual Evaluation of the EL Program

The Charter School annually evaluates the effectiveness of its EL program through analysis of ELPAC results, CAASPP data, reclassification rates, and internal assessments. Results are used to make adjustments to the program, guide professional development, and inform parent advisory groups.

Reclassification Process

The Charter School follows the LAUSD Master Plan criteria for reclassification, which include:

1. ELPAC score demonstrating English proficiency
2. Teacher evaluation of curriculum mastery
3. Parent consultation
4. Comparison of student performance on state and local assessments

Reclassification criteria are applied consistently across all grade levels served by the Charter School.

Monitoring ELs, RFEPs, and LTELs

- English Learners: Progress is monitored through formative assessments, ELPAC results, and classroom performance. Teachers adjust instruction as needed.
- Reclassified Fluent English Proficient (“RFEP”) Students: The Charter School monitors reclassified students for at least four years to ensure continued academic success.
- LTELs and At-Promise Students: Data is reviewed to identify students who may become LTELs. Individualized support, including intervention in literacy and academic vocabulary, is provided to accelerate progress.

By fully adopting and implementing the LAUSD Master Plan for English Learners, the Charter School ensures that English Learners develop English proficiency in a timely manner while engaging fully in rigorous, grade-level instruction that prepares them for long-term academic success.

24. Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level

TEACH Prep follows LAUSD policies and procedures for the identification of gifted and talented students. Although no students have been formally identified as GATE at this time, the Charter School has systems in place to identify students who may qualify in the future and to provide appropriate supports and enrichment to students demonstrating performance above grade level.

Identification of GATE Students

The Charter School administers assessments and reviews multiple measures of student performance, including standardized test scores, classroom performance, teacher recommendations, and other district-approved criteria for GATE identification. Should students

qualify in the future, the Charter School will implement the required GATE program components in alignment with LAUSD's guidelines.

Educational Program for GATE Students and Students Achieving Above Grade Level

Even without formally identified GATE students, the Charter School provides opportunities for students achieving above grade level to engage in enriched and differentiated instruction.

Teachers implement strategies such as:

- Differentiated assignments that provide depth and complexity.
- Project-based learning and independent research opportunities.
- Leadership opportunities and peer mentoring.
- Access to enrichment activities in STEM, orchestra, drama, and other specialized programs.

Instructional supports are provided during the regular instructional day by classroom teachers, with additional enrichment opportunities offered through after-school, Saturday, and intersession programming.

Monitoring Progress

Classroom teachers and site administrators monitor the progress of students performing above grade level through formative assessments, benchmark data, and classroom work. This information is used to adjust instruction and ensure that students remain challenged and engaged.

Onsite Designee

The Charter School designates the Principal (or site administrator) as the contact person for families regarding GATE identification, services, and enrichment opportunities. Families are informed that, while no students are currently formally identified as GATE, the Charter School is committed to challenging advanced learners and will implement formal GATE services if and when students qualify.

25. Students Achieving Below Grade Level

Students who are not yet meeting grade-level expectations are identified through formative and benchmark assessments. Targeted supports include small-group instruction, intervention programs in reading and mathematics, after-school tutoring, Saturday sessions, and intersession remediation. Progress is monitored regularly by the Principal and Assistant Principal, and supports are adjusted to ensure academic growth.

26. Socioeconomically Disadvantaged/Low-Income Students

TEACH Prep is committed to providing equitable opportunities and supports to socioeconomically disadvantaged students. Recognizing that barriers outside the classroom can impact student success, the Charter School ensures that students from low-income backgrounds have full access to academic, social-emotional, and enrichment resources.

Identification of Students in this Group

Students are identified as socioeconomically disadvantaged based on eligibility for free or

reduced-price meals, CalWORKs participation, or other indicators established by the California Department of Education. This information is collected through school registration forms and verified annually.

Meeting the Unique Needs of Students

The Charter School provides a range of supports and services to address the unique needs of socioeconomically disadvantaged students, separate from interventions tied to academic performance. These supports include:

- **Basic Needs and Access:** Free breakfast and lunch through the National School Lunch Program; access to technology devices and internet connectivity to ensure participation in digital learning.
- **Social-Emotional and Wellness Supports:** Counseling, mental health services, and partnerships with community-based organizations that provide healthcare, housing resources, and social services.
- **Enrichment Opportunities:** Access to orchestra, drama, coding, after-school clubs, Saturday sessions, and summer programs at no cost to families. The Charter School ensures that socioeconomically disadvantaged students are not excluded from extracurricular or enrichment activities due to financial barriers.
- **Family Engagement and Support:** Parent workshops on academic support at home, navigating community resources, and strategies for student success. Translation services and flexible meeting times are provided to ensure accessibility.

Monitoring Progress

The Charter School monitors the progress of socioeconomically disadvantaged students through multiple measures, including attendance, participation in enrichment programs, engagement with family services, and social-emotional well-being indicators. Administrators and counselors track access to supports, while classroom teachers ensure that these students are fully engaged in instruction and enrichment opportunities. The Charter School leadership team reviews data regularly to evaluate whether services are effectively addressing barriers to success and to make adjustments as needed.

By addressing the whole child and removing barriers related to socioeconomic status, the Charter School ensures that all students—regardless of background—are supported in accessing a rigorous, equitable, and enriching educational program.

27. Students in Other Subgroups

TEACH Prep recognizes that Foster Youth and students experiencing homelessness face unique challenges that can impact their educational stability and success. In alignment with federal and state laws, the Charter School ensures that these students receive coordinated services, support, and advocacy to promote equity and opportunity.

Identification of Students

- Foster Youth are identified through enrollment documentation and information provided by child welfare agencies.
- Students experiencing homelessness are identified through the annual housing questionnaire, enrollment forms, and staff referrals in compliance with the McKinney-Vento Homeless Assistance Act.
- The Charter School maintains strict confidentiality in the identification process and ensures that families and guardians are supported in accessing services.

Meeting the Needs of Students

The Charter School provides targeted supports and services to address barriers faced by Foster Youth and students experiencing homelessness, including:

- Immediate enrollment and full participation in the Charter School, even without records, in compliance with McKinney-Vento requirements.
- Priority access to after-school, intersession, and summer programming at no cost to families.
- Access to free meals, technology devices, and internet connectivity.
- Counseling and mental health services, as well as referrals to community-based organizations that provide housing, food security, medical care, and other social services.
- Coordination with child welfare workers, case managers, and shelter staff to ensure stability and continuity of educational services.
- Transportation assistance, when necessary, to support school attendance and stability.

Monitoring Progress

The Charter School's Homeless and Foster Youth Liaison, typically a site administrator or counselor, is responsible for coordinating services, ensuring compliance, and serving as the point of contact for families and outside agencies. Progress for these students is monitored through:

- Regular review of attendance and engagement data
- Monitoring of academic progress through formative and benchmark assessments
- Collaboration among teachers, counselors, and administrators to identify additional supports as needed
- Communication with case workers and families to ensure consistency of support

Other Relevant Student Groups

The Charter School also provides services to additional student populations that may be overrepresented in the community, such as students in need of mental health supports or students with limited access to enrichment opportunities. These students are supported through counseling, mentoring, and access to after-school and enrichment programming.

By providing coordinated supports, removing barriers, and designating clear responsibilities for oversight, the Charter School ensures that Foster Youth, students experiencing homelessness, and other vulnerable student populations have equitable access to a rigorous academic program and the full range of enrichment opportunities.

Element 2: Measurable Pupil Outcomes and

Element 3: Method By Which Pupil Progress Toward Outcomes Will Be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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

These goals are the same as those described in Element 1, in accordance with Education Code Section 47605(c)(5)(A)(ii). The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

These performance targets are the same as those described in Element 1, in accordance with Education Code Section 47605(c)(5)(A)(ii). The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

Other Performance Targets

These goals are the same as those described in Element 1, in accordance with Education Code Section 47605(c)(5)(A)(ii). The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

Methods for Measuring Pupil Progress Towards Outcomes

TEACH ES employs a comprehensive system of standards-aligned assessments to measure student progress toward mastery of the California State Standards and the school’s charter-specific academic goals. This system ensures that teachers, school leaders, and the governing board have reliable, actionable data to monitor performance across all grade levels and content areas.

In the early grades, teachers use the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) assessment to diagnose and monitor foundational reading development in phonemic awareness, phonics, fluency, and early comprehension. DIBELS is administered three times annually—at the beginning, middle, and end of the year—and progress monitoring occurs monthly for students performing below grade-level benchmarks. The assessment provides early identification of reading needs and allows teachers to deliver targeted, research-based literacy instruction that accelerates student growth. TEACH ES expects that at least 80 percent of primary grade students will meet or exceed grade-level benchmarks on the composite DIBELS measure by the end of each school year.

Beginning in Grade 3, students participate in *i-Ready* diagnostics in both English Language Arts and Mathematics. The i-Ready platform provides adaptive, standards-based assessments three times per year (fall, winter, and spring) to measure progress toward grade-level standards, identify skill gaps, and guide differentiated instruction. In between benchmark windows, teachers use embedded i-Ready standards mastery checks and lesson quizzes to track ongoing student growth and adjust instruction in real time. The school’s goal is for all students to demonstrate measurable growth between diagnostic administrations, with at least 50 percent meeting or exceeding their annual growth targets.

Additional measures of pupil progress include frequent classroom-based formative assessments such as exit tickets, quizzes, and writing tasks that allow teachers to evaluate mastery of specific standards on a weekly or biweekly basis. At the schoolwide level, TEACH ES also uses summative data from the *California Assessment of Student Performance and Progress* (CAASPP) and the *English Language Proficiency Assessments for California* (ELPAC) to evaluate student achievement and growth across grade levels and subgroups. These assessments serve as an external validation of internal progress-monitoring systems and are integral to annual

goal-setting, instructional planning, and accountability reporting to the governing board and authorizer.

Together, these assessment tools provide a multi-tiered, comprehensive picture of student learning—ensuring that progress is measured accurately, frequently, and meaningfully toward the outcomes articulated in the school’s charter and the State accountability framework.

Formative and Interim Assessments

Formative and interim assessments are essential components of TEACH ES’s instructional cycle and are used to guide planning, instruction, intervention, and enrichment. Teachers regularly employ formative assessments—such as exit tickets, oral responses, quick checks for understanding, and daily writing samples—to monitor comprehension during lessons. These assessments allow teachers to make immediate instructional adjustments and to provide reteaching or enrichment as needed.

In addition to daily formative tools, grade-level and subject-area teams use interim benchmark assessments such as i-Ready and DIBELS to measure cumulative progress and identify students requiring additional support. These benchmarks serve as checkpoints between formal diagnostic administrations, ensuring that learning gaps are identified early and addressed systematically. Teachers also design unit and performance assessments that align directly to the California State Standards, giving students opportunities to demonstrate mastery through authentic tasks, projects, and writing assignments.

Following each assessment, teachers engage in collaborative data analysis within Professional Learning Communities (PLCs). They review student work, identify patterns of misunderstanding, and plan differentiated lessons and intervention blocks accordingly. This iterative process ensures that instructional decisions are grounded in evidence rather than assumptions. The use of frequent formative assessments, supported by periodic interim benchmarks, creates a continuous feedback loop that drives high-quality instruction and equitable access to grade-level standards for all students.

Data

At TEACH ES, data serves as the foundation for instructional improvement and organizational decision-making. The school’s culture of continuous improvement is built upon structured, recurring data analysis at every level of the organization—from classroom teachers to the governing board.

Teachers use data daily to tailor instruction, monitor student progress, and refine grouping strategies. Grade-level teams meet weekly in PLCs to analyze DIBELS and i-Ready results, formative assessments, and student work. These meetings focus on identifying trends, determining which standards require reteaching, and sharing effective instructional practices. Instructional leaders participate in these sessions to support data interpretation, ensure consistency in expectations, and guide adjustments to pacing and curriculum.

At the schoolwide level, site leadership conducts a formal Data Review Cycle each trimester. These reviews incorporate benchmark data, classroom walkthrough observations, and attendance trends to evaluate the effectiveness of instruction, curriculum implementation, and intervention systems. Findings from these reviews inform professional development priorities, staffing decisions, and resource allocations. Executive leadership synthesizes the data from each site to monitor longitudinal performance, identify program strengths and challenges, and plan network-wide supports for continuous improvement.

The governing board receives quarterly reports that summarize key performance indicators, including student achievement, growth, and subgroup outcomes, along with attendance and intervention metrics. The board uses these data to evaluate progress toward the measurable pupil outcomes outlined in the charter and the Local Control and Accountability Plan (LCAP). Data discussions at the governance level focus on schoolwide and organizational trends, equity outcomes, and the effectiveness of resource deployment. This ensures that student achievement data directly informs strategic planning, budgeting, and policy decisions.

Through this coordinated, multi-tiered approach, TEACH ES ensures that data are not used in isolation but as part of an ongoing system of reflection, accountability, and action. Teachers use data to inform instruction; leaders use it to improve programs; and the governing board uses it to guide strategic priorities. This integrated process ensures that TEACH ES remains responsive, equitable, and effective in supporting every student’s academic success and overall development.

Progress Reporting and Grading Policy

TEACH ES uses a standards-based grading system that aligns directly with the California State Standards and the school’s instructional goals. This approach ensures that grades accurately reflect each student’s mastery of specific academic skills and concepts rather than simply averaging scores or weighting behaviors such as participation or homework completion. Students are assessed on clearly defined learning targets within each subject area, and teachers use a variety of measures—formative assessments, performance tasks, projects, and benchmark data from tools such as DIBELS and i-Ready—to determine levels of proficiency.

Student performance is reported using a four-level scale that communicates progress toward mastery:

1. **4 – Exceeds Standard:** Demonstrates advanced understanding and application of grade-level standards.
2. **3 – Meets Standard:** Consistently demonstrates proficiency in grade-level standards.
3. **2 – Approaching Standard:** Shows partial understanding; requires additional support to reach proficiency.
4. **1 – Below Standard:** Demonstrates minimal understanding; needs significant intervention.

This system allows teachers, students, and families to clearly identify areas of strength and areas requiring additional focus. Progress reports are distributed quarterly, and families receive

detailed feedback about each student’s academic performance, growth over time, and next instructional steps. Conferences and progress meetings provide opportunities for teachers to review learning goals and discuss specific strategies to support continued growth at home and school.

TEACH ES’s grading and reporting system is integrated into the broader framework of the school’s multi-tiered support model. When assessment data or classroom performance indicate that a student is not meeting grade-level expectations, a Student Support and Progress Team (SSPT) meeting is convened. The SSPT—composed of the teacher, parent or guardian, school administrator, and support staff—reviews multiple data sources, including DIBELS or i-Ready results, classroom performance, and attendance records. The team develops an individualized intervention plan that includes targeted instructional strategies, progress monitoring, and scheduled follow-up meetings.

Students who continue to perform below grade level despite intervention are identified as being at risk for retention. The principal, teacher(s), and parent collaborate to review progress and determine whether additional supports or a retention recommendation is appropriate. Parents are notified before the end of the third quarter if retention is being considered, and final promotion decisions are made collaboratively at the end of the school year based on multiple measures of student growth and achievement. For students with disabilities, promotion or retention decisions are made by the student’s Individualized Education Program (IEP) team in accordance with state and federal law.

TEACH ES expects that all students will progress through grade levels within one school year. The school’s standards-based grading system, combined with regular communication with families and a robust tiered intervention structure, ensures that each student receives the appropriate academic and social-emotional supports necessary to achieve grade-level proficiency and to be prepared for success in subsequent grades.

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

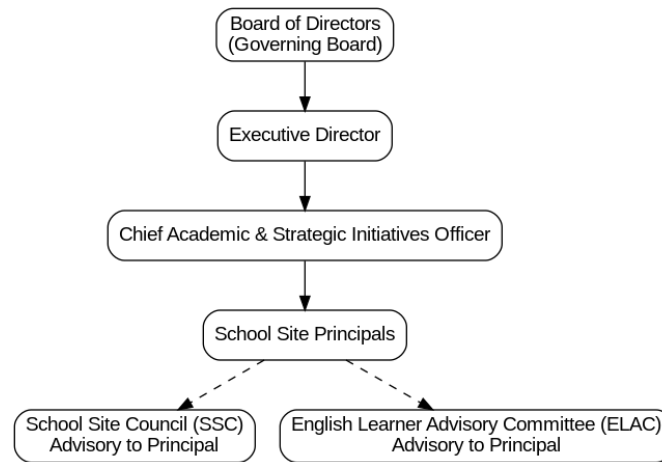
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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

TEACH Prep is operated by TEACH, Inc., a California nonprofit public benefit corporation recognized as tax-exempt under Section 501(c)(3) of the Internal Revenue Code. TEACH, Inc. holds the charter and is legally and fiscally responsible for the operation of the Charter School.

TEACH Prep is governed the TEACH, Inc. Board of Directors, which serves as the governing body of the corporation and has ultimate authority and responsibility for oversight of all TEACH schools. The Board delegates day-to-day management of the Charter School to the Executive Director, who is supported by the Chief Academic & Strategic Initiatives Officer ("CASI"), site principals, and other network-level directors.

Organizational Chart



The governance and management structure is depicted in the organizational chart. This chart demonstrates:

- The relationship between the Charter School and TEACH, Inc.
- The Board of Directors' supervisory and fiduciary role.
- The Executive Director's accountability to the Board.
- The CASI's oversight of school site leaders, including the TEACH Prep Principal.
- Advisory and stakeholder relationships, including School Site Councils and English Learner Advisory Committees (as required under federal and state law).

Roles and Responsibilities

- **Board of Directors:** Holds fiduciary and legal responsibility for the Charter School, including governance, policy development, oversight of compliance with applicable laws, and accountability for academic and financial outcomes. The Board evaluates the Executive Director and approves major corporate actions, budgets, audits, and policies.
- **Executive Director:** Serves as the chief executive officer of TEACH, Inc., responsible for organizational leadership, fiscal management, compliance oversight, and strategic direction. The Executive Director directly supervises the network directors and ensures compliance with charter and legal obligations.
- **Chief Academic & Strategic Initiatives Officer:** Oversees instructional quality, school-site leadership, charter compliance, and academic accountability across TEACH schools, including direct supervision of the TEACH Prep Principal.
- **School Principal:** Responsible for daily site-based leadership, instructional oversight, staff supervision, and parent/community engagement, reporting to the CASI.

TEACH Public Schools Charter Management Organization (CMO)

TEACH Public Schools serves as the Charter Management Organization (CMO) for TEACH, Inc., providing centralized management, oversight, and operational support to all TEACH-operated charter schools, including TEACH Prep. The CMO structure ensures that each school

benefits from shared systems, economies of scale, and consistent implementation of the organization's mission and instructional model.

TEACH, Inc. holds all school charters and remains legally and fiscally responsible for each school's operation. The Executive Director of TEACH Public Schools reports directly to the TEACH, Inc. Board of Directors and is responsible for the overall management of the organization.

CMO Management Structure

The TEACH Public Schools central office provides academic, operational, fiscal, legal, and human resource support to all TEACH schools. The CMO team includes the following positions:

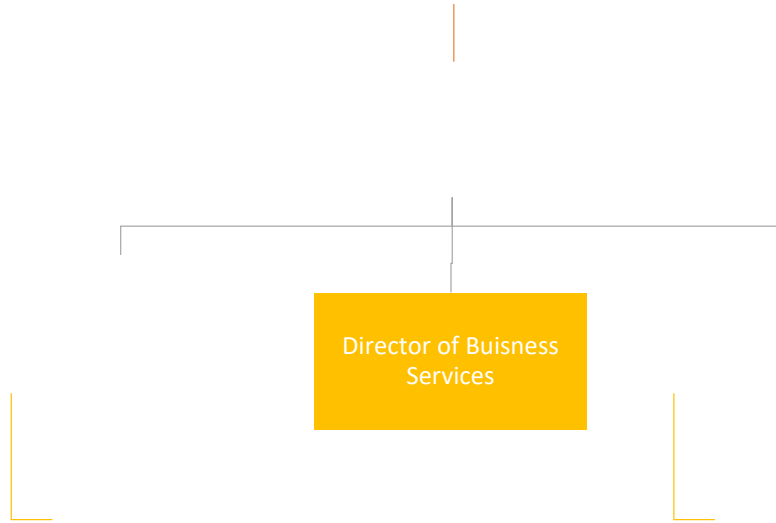
- **Executive Director** – Provides overall organizational leadership, fiscal oversight, and strategic direction. Ensures alignment between the Board's governance priorities, CMO operations, and school performance outcomes.
- **Chief Academic & Strategic Initiatives Officer (CASI)** – Leads instructional quality, academic accountability, and authorizer relations across all TEACH schools. Directly supervises school principals.
- **Chief Legal & Organizational Strategy Officer** – Oversees legal compliance, governance, board operations, policy development, and strategic initiatives to ensure adherence to nonprofit and charter school law.
- **Director of Operation, Data and Technology** – Manages operational systems, information technology, data reporting, and compliance with state and federal accountability requirements.
- **Director of Human Resources** – Oversees recruitment, credentialing, employee relations, and compliance with state and federal labor laws.
- **Director of Business Services** – Manages accounts payable, purchasing, budget tracking, banking, and compliance with fiscal and audit standards.

Accountability and Oversight

The Executive Director evaluates each CMO department annually, ensuring performance expectations align with the TEACH Inc. strategic plan and charter renewal metrics. The Executive Director provides quarterly updates to the Board on CMO effectiveness, school performance, and charter compliance.

Organizational Chart

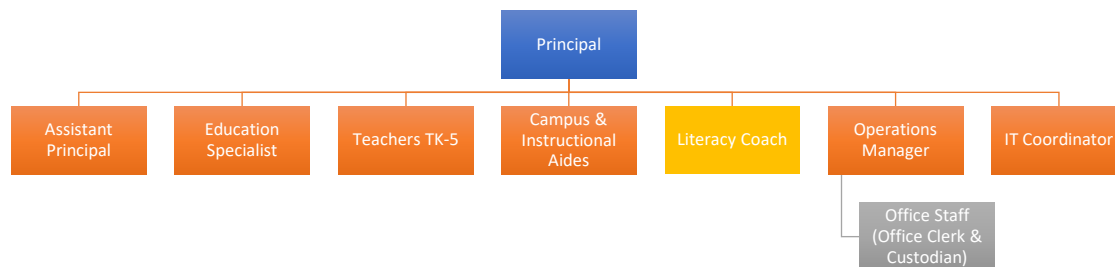
The TEACH Public Schools CMO Organizational Chart illustrates the relationship between the Board of Directors, the Executive Director, and the network-level leadership team.



School-Site Organizational Structure

Overview

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School TEACH Prep is led by a site-based administrative team under the supervision of the Chief Academic & Strategic Initiatives Officer of TEACH Public Schools. The Principal provides instructional and operational leadership for all school programs. The Assistant Principal, Operations Manager, and other site staff support the effective daily functioning of the school in accordance with the charter, TEACH Inc. policies, and applicable federal and state law.



Governing Board Composition and Member Selection

The TEACH, Inc. Board of Directors shall consist of not fewer than five (5) and no more than nine (9) members, consistent with the corporation’s bylaws (as last revised May 2025).

- **Terms of Service:** Directors serve staggered two-year terms, with eligibility for re-election.
- **Qualifications:** Directors are selected to ensure a balance of expertise in education, finance, law, governance, community engagement, and nonprofit leadership. Parents of enrolled students may serve but are not required.
- **Selection and Appointment:** Vacancies are filled by a vote of the Board of Directors. In identifying new directors, the Board considers organizational needs, community representation, and the ability to carry out fiduciary and oversight responsibilities.
- **Rotation and Removal:** Directors may be re-elected at the conclusion of their terms; removal or resignation is handled in accordance with the bylaws.

This composition ensures effective governance by combining professional expertise with community knowledge and commitment to the mission.

Governance Procedures and Operations

The TEACH, Inc. Board of Directors strictly adheres to the Ralph M. Brown Act, the Public Records Act, and Education Code Section 47604.1.

- **Meeting Frequency:** Regular meetings are held monthly. Special meetings may be called as needed.
- **Location of Meetings:** Meetings are held within the physical boundaries of Los Angeles County at TEACH school sites, including 8505 S. Western Ave., Los Angeles, CA 90047. The Board will comply with Education Code Section 47604.1(c) requirements for teleconference meeting locations at all school sites.

- **Annual Calendar:** The Board adopts an annual calendar of regular meetings each fiscal year, typically at the June meeting.
- **Agenda Posting:** Agendas for Board and any committee meetings are posted at each school site, including TEACH Prep, and on the organizational website at www.teachps.org, at least 72 hours in advance of regular meetings and 24 hours in advance of special meetings.
- **Committees:** TEACH, Inc. does not maintain standing committees of the Board. Ad hoc committees may be created and dissolved by Board action in accordance with the bylaws.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

Decision-Making Procedures

- **Quorum:** A majority of the authorized number of directors constitutes a quorum for the transaction of business.
- **Voting Requirements:** Board action is taken by majority vote of the directors present at a meeting where a quorum exists, unless a greater threshold is required by law or the bylaws.
- **Abstentions:** Directors may abstain when a conflict of interest or other basis exists. Abstentions are recorded in the minutes.
- **Teleconference Participation:** Directors may participate via teleconference in accordance with the Brown Act, provided teleconference locations are accessible to the public and properly noticed.

Parental and Stakeholder Involvement

TEACH ES values strong family engagement and ensures that parents and guardians have meaningful opportunities to participate in decision-making regarding the school's academic and operational programs. The School Site Council (SSC), Title I Parent Advisory Council (PAC), and English Learner Advisory Committee (ELAC) are the primary formal bodies through which families contribute to school planning, budgeting, and program evaluation. These councils operate in accordance with state and federal regulations, LAUSD expectations, and the school's Board-adopted bylaws.

School Site Council (SSC)

The School Site Council is composed of an equal number of school staff and parent representatives, ensuring balanced participation between school employees and families. The SSC typically includes the principal, classroom teachers, other school staff members, and parents or guardians of currently enrolled students. TEACH ES's SSC currently includes approximately twelve active parent participants, along with elected teacher and classified staff representatives.

Members are elected annually by their respective stakeholder groups. Teacher and staff representatives are chosen through a staff election process, while parents and guardians are nominated and elected by other parents through an open ballot at the beginning of each school year. Efforts are made to ensure broad representation reflective of the school's demographics, including parents of English Learners and socioeconomically disadvantaged students.

The SSC meets at least four times per year, following an agenda that is publicly posted in advance in both English and Spanish. Meetings are open to the public and conducted in accordance with the Brown Act to ensure transparency and community participation. The SSC is responsible for developing, reviewing, and approving the school's Single Plan for Student Achievement (SPSA), allocating supplemental funds—including Title I resources—to support identified student needs, and monitoring implementation throughout the year. Meeting minutes are recorded and shared with the school community.

Title I Parent Advisory Council (PAC)

The Title I Parent Advisory Council provides input and feedback on the planning, implementation, and evaluation of Title I programs and funding at TEACH ES. The PAC is composed primarily of parents and guardians of students who are eligible for Title I services, along with the principal or designee serving as a non-voting facilitator. Members are selected at the beginning of each academic year during a public parent meeting, and all parents are invited to participate or vote. The council operates under the same open-meeting procedures as the SSC.

The PAC meets quarterly to review school performance data, assess the effectiveness of Title I-funded interventions, and provide recommendations to the SSC and school leadership regarding how Title I resources can best support student achievement and family engagement. The council also assists in planning parent education workshops focused on literacy, math, and strategies for supporting learning at home.

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) represents parents and guardians of English Learners (ELs) and provides guidance on programs and services that support English language acquisition and academic success. Membership includes parents of English Learners (comprising at least 51 percent of the committee), classroom teachers, and school administrators. Members are elected by parents of English Learners during the first ELAC meeting of the school year.

ELAC meets at least four times annually to review student achievement data for English Learners, discuss progress on reclassification goals, and make recommendations to the SSC and school administration regarding the English Learner Master Plan, reclassification criteria, and family engagement activities. The school provides translation and interpretation services to ensure full participation by all families. ELAC members also receive training to understand their advisory role and the connection between ELAC recommendations and the school's overall academic planning.

Alignment and Operating Procedures

Together, the SSC, PAC, and ELAC ensure that parent voice is embedded in all key aspects of school decision-making. Agendas, minutes, and materials are made publicly available in both English and Spanish, and meetings are conducted in an inclusive, collaborative manner. School administrators provide data updates, budget reports, and progress toward measurable outcomes to each council, ensuring that members have the information needed to make informed recommendations. Recommendations from the ELAC and PAC are formally presented to the SSC for consideration and inclusion in the SPSA and Title I plan. The SSC then submits these plans to the governing board for review and approval, maintaining alignment with schoolwide priorities and accountability requirements.

Through these structures, TEACH ES ensures that families play an active, informed, and ongoing role in improving student achievement, guiding program implementation, and shaping the school's educational priorities.

TEACH Prep values active parental engagement in governance and decision-making. The following structures ensure parent and stakeholder involvement:

- School Site Council, Title I Parent Advisory Council and English Learner Advisory Committee are established and maintained in compliance with state and federal requirements, providing input on school plans and categorical program expenditures.
- Parents are invited and encouraged to attend and provide public comment at all Board of Directors' meetings.
- The Board may appoint parents to serve on ad hoc advisory groups as needed.

Parent input at TEACH ES is gathered and integrated throughout the school year to ensure that families play a meaningful role in shaping school priorities and improvement strategies. Feedback is continuously documented through English Learner Advisory Committee (ELAC) and SSC meetings and Coffee with the Principal sessions, where parents share insights about student experiences, instructional programs, and school climate. When it is time to develop the Local Control and Accountability Plan (LCAP), parents are invited to participate in a collaborative data review and comprehensive needs analysis.

During this process, parents work alongside teachers, administrators, and community stakeholders to examine perception data, demographic information, and academic achievement trends. Together, they identify areas of strength and growth, establish priorities, and provide input on strategies and resource allocations that best support student outcomes. Following this

collaborative phase, TEACH ES holds a public hearing to solicit broader community feedback on the draft LCAP. Input gathered during the hearing is carefully reviewed, and the plan is revised to reflect stakeholder recommendations.

In the final stage, the LCAP is presented to the TEACH Inc. Board of Directors for approval. Parents and community members are again invited to provide input during the public comment period, ensuring that family voice is represented at every level of the planning and decision-making process.

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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Scope (School-Site Employees Only). The Charter School employs school-site personnel described in this Element. Central-office personnel of the nonprofit operator support the Charter School through a services agreement and are not Charter School employees; see Element 4 for governance/operations and line of authority.

1. Employee Classes/Positions

- **Administrators:** Principal; Assistant Principal; Operations Manager.
- **Certificated:** Elementary Teacher; Education Specialist, Literacy Coach.
- **Classified/Technical:** Information Technology (“IT”) Coordinator; Office Clerk; Instructional Aide; Campus Aide; Custodian.

2. Job Descriptions and Qualifications for Key Positions

A. Principal The Principal leads instruction and operations; supervises and evaluates staff; implements MTSS and data cycles; and ensures compliance in Title I/III, SPED/Section 504, EL services, assessment, safety, family engagement, and authorizer reporting.

- **Core Duties:** Supervise and evaluate staff; provide and monitor professional development; ensure curriculum alignment and data-driven improvement; oversee attendance, accountability reporting, and compliance; maintain emergency response and safety plans; manage compliance calendars and authorizer requests.
- **Minimum Qualifications:** Bachelor’s degree; 5+ years K–12 experience with leadership responsibilities; expertise in EL/SPED service delivery and assessment; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** California Administrative Services Credential; Master’s degree; charter/authorizer oversight experience; Spanish preferred.

B. Assistant Principal The Assistant Principal drives daily instruction and professional development, serves as Test Site Coordinator for CAASPP/ELPAC, ensures student information system (“SIS”) data integrity, and coordinates site operations and HR processes.

- **Core Duties:** Conduct classroom observations; design and deliver professional development; manage state testing logistics and security; ensure SIS accuracy; coordinate internal benchmarks; oversee attendance procedures and meal counts; support after-school programs; collaborate with Operations and IT on facilities/technology needs; assist with SPED coordination.
- **Minimum Qualifications** BA, 5+ years teaching; prior leadership (department chair, Assistant Principal, or Dean); DOJ/FBI fingerprint clearance; tuberculosis (“TB”) risk assessment/clearance.
- **Desirable Qualifications:** Master’s degree and Administrative Services Credential; strong leadership and communication skills; Spanish preferred.

C. Operations Manager The Operations Manager manages the front office and student records; prepares correspondence and reports; serves as a parent point of contact; oversees purchasing, vendors, and inventory; supervises office staff; and ensures smooth daily operations.

- **Core Duties:** Maintain student records in compliance with Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”); draft and distribute communications; manage supplies and vendors; supervise office staff and reception.
- **Minimum Qualifications:** High school diploma and two years clerical experience; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Strong customer service and reporting skills; charter/public school experience; Spanish preferred.

D. Elementary Teacher (TK–5) Elementary Teachers deliver standards-aligned instruction, differentiate learning, implement data cycles, maintain classroom culture, and partner with families.

- **Core Duties:** Plan and implement lessons aligned to State Standards; administer and analyze assessments; reteach based on data; maintain high academic and behavioral expectations; collaborate in grade-level teams.

- **Minimum Qualifications:** Bachelor’s degree; CTC certificate, permit, or other document required for the teacher’s certificated assignment with EL authorization; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Experience in urban schools; Spanish preferred.
- **TK Teacher Qualifications:** The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one or more of the following:
 - a) At least 24 units in early childhood education, childhood development, or both.
 - b) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency is comparable to the 24 units of education described in subparagraph (A).
 - c) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

E. Education Specialist Education Specialists provide Specialized Academic Instruction, case-manage IEPs, ensure Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”)/Section 504 compliance, monitor progress, and support inclusive practices.

- **Core Duties:** Develop and implement IEPs; deliver services aligned to goals; coordinate related services; maintain documentation; conduct assessments; produce progress reports; participate in SST/IEP meetings; support co-teaching and MTSS interventions.
- **Minimum Qualifications:** Valid California Education Specialist credential; strong knowledge of IDEA/504; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Experience with Behavioral Intervention Plans, assistive technology, and Universal Design for Learning; bilingual preferred.
- **Service Model:** Services are delivered in compliance with federal/state law, Special Educational Local Plan Area (“SELPA”) policy, and IEP team determinations to ensure a free appropriate public education.

F. Literacy Coach The Literacy Coach coordinates the EL program and supports structured literacy instruction schoolwide.

- **Core Duties:** Coach teachers on literacy practices; oversee EL identification, placement, and monitoring; lead reclassification planning; ensure EL compliance; collaborate with Assistant Principal on ELPAC logistics.
- **Minimum Qualifications:** California Multiple Subject or Reading/Literacy Specialist credential; 3+ years elementary literacy instruction; EL authorization; Spanish preferred.
- **Desirable Qualifications:** Training in Science of Reading; evidence of improving EL proficiency.

G. IT Coordinator The IT Coordinator provides Tier-1/2 technology support, manages user accounts/devices, ensures assessment readiness, and liaises with vendors.

- **Core Duties:** Manage accounts/devices; support Google Admin Console and classroom platforms; coordinate network tasks; prepare devices for CAASPP/ELPAC; maintain inventory and helpdesk documentation.
- **Minimum Qualifications:** High school diploma; 2+ years IT support experience; knowledge of Google Admin/MDM and California testing platforms; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** CompTIA A+/Network+; scripting/automation; prior school IT experience; Spanish preferred.

H. Office Clerk The Office Clerk provides clerical support, enters attendance, manages files, and assists with enrollment/withdrawal.

- **Core Duties:** Reception and communications; prepare records and reports; manage attendance entry and reconciliation; support cumulative file requests.
- **Minimum Qualifications:** High school diploma; clerical experience; Google Workspace proficiency; FERPA compliance; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Aeries attendance experience; Spanish preferred.

I. Instructional Aide The Instructional Aide supports small-group/1:1 instruction, assists classroom management, and documents progress.

- **Core Duties:** Reinforce lessons; support interventions; maintain learning environments; collect and record data.
- **Minimum Qualifications:** High school diploma and Every Student Succeeds Act (“ESSA”)-compliant qualification (48+ semester units, associate’s degree, or local assessment).
- **Desirable Qualifications:** Associate of Arts/Associate of Science in Education/Child Development; Title I experience; Spanish preferred.
- **Compliance Statement:** All paraprofessionals meet ESSA qualification requirements for Title I programs.

J. Campus Aide Campus Aides supervise students, enforce rules, and support a safe school environment.

- **Core Duties:** Supervise arrival, dismissal, lunch, and recess; monitor visitor access; reinforce expectations; report incidents.
- **Minimum Qualifications:** High school diploma; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Team-oriented; strong interpersonal skills; Spanish preferred.

K. Custodian Custodians maintain clean and safe facilities, administer cleaning programs, and support safety initiatives.

- **Core Duties:** Perform scheduled cleaning and inspections; support event set-ups and safety checks; assist with minor repairs.

- **Minimum Qualifications:** High school diploma and janitorial experience; DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **Desirable Qualifications:** Safety-oriented; bilingual preferred.

3. General Employment Requirements (All Staff)

All positions at TEACH are at-will. Employees must provide DOJ/FBI fingerprint clearance, employment eligibility verification, and TB risk assessment/clearance consistent with public-health guidance. Staff must complete Mandated Reporter and other required trainings, comply with FERPA and data-privacy requirements, and adhere to the Code of Conduct and safety plans. All employees receive annual evaluations and access to professional growth opportunities.

4. Cross-References in Element 4 (Governance/Operations)

Central Services. The Charter School is supported by non-school employees of the nonprofit operator pursuant to a services agreement. Central-office personnel (e.g., Executive Director, HR, Finance, Compliance, IT) are not school-site employees and are therefore not listed in Element 5.

Line of Authority. The Board evaluates the Executive Director; the Executive Director supervises and evaluates the CASI; the CASI supervises and evaluates the Principal; and the Principal supervises and evaluates school-site staff.

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.

Comprehensive School Safety Plan

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 schoolsite 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 schoolsite 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 schoolsite. 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 any 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 schoolsites 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 School 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 schoolsite 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 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 and Racial/Ethnic Balance

TEACH Prep will meet LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio through comprehensive outreach and recruitment strategies and will comply with all applicable LAUSD Court-Ordered Integration guidelines. These include:

- **Annual Outreach Activities:** Recruitment events will occur annually from January through March, timed to align with the Charter School’s open enrollment period. Events will be hosted at community centers, YMCA branches, local churches, early education providers, and neighborhood family resource fairs within LAUSD boundaries.
- **Advertising Materials and Methods:** Outreach will include flyers, posters, mailers, digital advertising, website postings, social media, and direct communication through local partner organizations. Materials will clearly explain the open enrollment and lottery process and will be updated annually.

- **Languages Used:** Outreach materials and recruitment communications will be provided in English and Spanish, the primary languages spoken in the community. Additional translations will be made available as needed, based on data from the Home Language Survey, to ensure equitable access for all families.
- **Accessibility:** Materials will be available in accessible formats, and staff will provide individualized support to families who need assistance with applications.
- **Monitoring:** Recruitment effectiveness will be tracked annually through demographic data analysis, comparing TEACH Prep enrollment to districtwide LAUSD demographic data to ensure continued alignment with student population balance goals.

Special Education and English Learner Balance

TEACH Prep will also ensure that enrollment of students with disabilities, English Learners, and RFEP students reflects the general population residing within . Strategies include:

- Conducting Child Find activities consistent with IDEA and SELPA requirements to identify and recruit students with disabilities.
- Partnering with local preschools, early intervention providers, and special education networks to identify and recruit students with disabilities.
- Engaging with bilingual community organizations to inform and recruit English Learners and their families.
- Ensuring all recruitment materials include information on the Charter School’s services for students with disabilities and English Learners.
- Providing interpretation services during enrollment events and ensuring IEP and English Learner support services are explained to families during the admission process.
- Monitoring enrollment annually to ensure student representation is reflective of LAUSD’s general population, and tracking RFEP reclassification rates to ensure alignment with District averages. Recruitment efforts will be adjusted if gaps appear.

Recruitment Plan

The Charter School has developed a comprehensive outreach and recruitment plan designed to attract a diverse student population. Specific activities include:

- **Community Information Sessions and Open Houses** – Family information nights at the Charter School campus and open house events for prospective families.
- **District and Community Events** – Participation in LAUSD’s Choices Fair, the Baldwin Hills Crenshaw Plaza Holiday Fair, the Leimert Park Art Walk, and the Expo Center Community Fair near USC to engage families from diverse racial, ethnic, special education, English Learner, and socioeconomic backgrounds.
- **Targeted Media Outreach** – Advertisements in bilingual and culturally relevant outlets such as *La Opinión* and the *Los Angeles Sentinel*.
- **Geographically Diverse Outreach** – Distribution of bilingual flyers and digital advertisements in South Los Angeles neighborhoods (ZIP codes 90003, 90008, 90011, 90018, 90037, 90044, 90047, and 90062) to ensure outreach across diverse communities.
- **Digital Recruitment** – Targeted social media campaigns (Facebook, Instagram, TikTok) geofenced to LAUSD neighborhoods with diverse populations.

Monitoring and Compliance

The Charter School will annually monitor its enrollment demographics in comparison to the racial, ethnic, special education, and EL student population balance in Los Angeles. If enrollment data indicate disparities, the Charter School will adjust and refine recruitment strategies to ensure compliance.

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

TEACH Prep does not have admission requirements beyond those related to the minimum age for enrollment in public school. The Charter School is nonsectarian in its programs, admission policies, employment practices, and operations, and does not charge tuition. Admission will not be determined by a student's or their parent/legal guardian's place of residence within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission

preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The Charter School shall admit all pupils who wish to attend, consistent with Education Code Section 47605(e)(2).

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter 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), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Student Recruitment

TEACH Prep is committed to recruiting and serving all students, with particular efforts directed toward ensuring equitable access for traditionally underserved populations. Recruitment strategies include:

- Conducting outreach in multiple languages spoken within the community to ensure accessibility for families whose primary language is not English.
- Hosting information sessions, open houses, and school tours in neighborhoods with high proportions of socioeconomically disadvantaged families.
- Partnering with community-based organizations, YMCA, local churches, and other local agencies to disseminate information about the Charter School to families with children who have a history of low academic performance, students with disabilities, and students from socioeconomically disadvantaged backgrounds.
- Providing enrollment materials in accessible formats and offering staff assistance to families who may need additional support to complete applications.
- Maintaining an active presence in local events, fairs, and family resource centers to connect with families in underserved areas.
- Coordinating with local early education providers and special education networks to identify and recruit students with disabilities.
- Documenting and monitoring recruitment strategies to ensure compliance with equitable access requirements and continuous improvement of outreach efforts.

Lottery Preferences and Procedures

If the number of applications exceeds capacity, TEACH Prep will hold a public random drawing

(“lottery”). In accordance with Education Code Section 47605(e)(2)(B), preferences shall be applied in the following priority order:

1. Students who reside within the boundaries of LAUSD.
2. Siblings of students admitted to or attending the Charter School at TEACH Prep.
3. Children of TEACH Prep staff (not to exceed 10% of total enrollment).
4. All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preference as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public Random Drawing (Lottery) Process

TEACH Public Schools conducts a public random drawing (lottery) when the number of student applications exceeds available seats for any grade level. The lottery ensures fair and transparent access to enrollment, in compliance with California Education Code §47605 and §47605.6.

1. Notification and Timeline

The lottery is held after the open enrollment period closes. Families are notified in advance of the lottery date, time, and location via email, phone call, and public posting on the school’s website. The lottery is open to the public, and all interested parties are welcome to attend.

2. Lottery Procedure

1. Each applicant’s name is entered once per eligible application.
2. The drawing is conducted by grade level, beginning with the lowest grade in which applications exceed capacity.
3. Names are drawn randomly until all available seats are filled. Remaining names are drawn to establish a waitlist order.
4. Siblings of enrolled students and other lawful preferences approved by the authorizer (e.g., children of staff, residents within a defined attendance boundary) are applied in accordance with the school’s charter and applicable law, prior to the general public drawing.

3. Oversight by a Neutral Party

To ensure impartiality and transparency, TEACH selects a **neutral individual who has no relationship to the school, applicants, or staff** to oversee and verify the integrity of the process. This person may be:

1. A representative from an unaffiliated charter school;
2. A notary public or community volunteer with no conflict of interest; or
3. An external consultant designated by the school’s Board of Directors.

The neutral overseer is responsible for confirming that the randomization process (whether by paper slips or electronic system) is fair and consistent with the published procedures. They sign an attestation verifying that the lottery was conducted properly and without bias.

4. **Documentation**

The school records the entire lottery process, including:

1. Attendance of the neutral observer;
2. The list of applicants, drawn names, and resulting waitlist; and
3. A signed certification by the neutral overseer.

All records are maintained in accordance with student privacy laws and authorizer reporting requirements.

This comprehensive approach ensures that TEACH Prep's admission requirements, student recruitment strategies, and lottery procedures are equitable, transparent, and compliant with all applicable laws and LAUSD guidelines.

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:

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – December 15 following the end of the fiscal year
7. Classification Report – monthly according to Charter School’s Calendar
8. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

1. P1, first week of January
2. P2, first week of April
9. Instructional Calendar – annually five weeks prior to first day of instruction
10. Other reports as requested by the District

TEACH Preparatory Elementary School shall have an annual, independent financial audit performed in accordance with generally accepted accounting principles and Government Auditing Standards issued by the Comptroller General of the United States.

– **Independent Auditor**

The annual audit shall be conducted by CliftonLarsonAllen LLP , an independent auditor selected from the California State Controller’s list of approved charter school auditors.

– **Approval of Auditor Contract**

The Board of Directors of TEACH, Inc. shall review and approve the contract with the independent auditor.

– **Oversight of Audit Process**

The Executive Director, in conjunction with the Board of Directors, shall oversee the independent auditor and the audit process to ensure compliance with all legal and regulatory requirements.

- **Corrective Action**

In the event that the audit report identifies any audit exceptions or deficiencies, the Executive Director shall be responsible for developing and implementing all necessary corrective action plans. The Board of Directors shall monitor the development and implementation of such corrective actions until resolved.

Submission of Audit

The annual audit report shall be submitted to the Los Angeles Unified School District, the Los Angeles County Office of Education, the State Controller, and the California Department of Education by the statutory deadline of December 15 of each year. The Executive Director will send or ensure that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

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 School 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:

- 1) Was the misconduct caused by, or directly and substantially related to the student’s disability?
- 2) 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
- A. Copy of parental notice of expulsion hearing
- B. 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
- C. 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
- D. 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 School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

TEACH Prep Student Discipline, Suspension, Expulsion, and Involuntary Removal Policy

General Compliance and Periodic Review

TEACH Prep will periodically review and, as needed, modify its student discipline, suspension,

expulsion, and involuntary removal policies and procedures to remain aligned with changes in California and federal law. All staff will be knowledgeable about and comply with the Los Angeles Unified School District Discipline Foundation Policy and any current equivalent policy, and the Charter School will comply with the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

School-Wide Positive Behavior Intervention And Support

The Charter School is committed to a positive, nurturing, and safe learning environment. A Positive Behavioral Interventions and Supports (“PBIS”) framework will be implemented to teach and reinforce clear behavioral expectations and to recognize positive behavior through a consistent reinforcement system. Staff provide specific feedback and opportunities for students to meet expectations. Teachers employ a multi-step, consistent classroom disciplinary system. Staff receive annual training on school culture and climate.

Tiered Behavior Intervention

To curtail misconduct before serious interventions are needed, the Charter School utilizes progressive, tiered options, which may include: additional assignments; parent meetings; loss of incentives; daily conduct logs; behavior reflection sheets; study/resource teams; peer presentations; referrals to counseling, psychology, child welfare and attendance, or other support personnel; and involvement of a child welfare attendance specialist as appropriate. Corporal punishment is prohibited. Staff may use only reasonable and necessary force to protect persons or property. A Charter School administrator or designee manages discipline referrals on a case-by-case basis, documents actions taken, sends copies home for signature, returns copies to relevant staff, and logs referrals in the Charter School’s student information system for monitoring.

Restorative Justice Practices

The Charter School employs restorative justice practices to repair harm and strengthen community, including relationship building, calm corners, check-ins, community circles, positive reinforcement, reflection sheets, restorative conversations, harm circles, and logical consequences. Goals include addressing needs, building healthy relationships, reducing harmful behavior, repairing harm, resolving conflict, and accountability. Implementation is ongoing and responsive to student needs.

Alternatives To Suspension

The Charter School will prioritize alternatives to suspension that address specific misconduct, which may include family group conferences, age-appropriate reflective statements, targeted reflection packets, and referrals to a SSPT for collaborative problem-solving and data-informed Tier 1–3 supports. Staff receive professional development on these interventions, including a structured beginning-of-year implementation period.

Professional development on discipline, classroom management, restorative justice and PBIS is delivered in the summer before school starts and is reinforced throughout the school year.

Data Use

The Charter School will monitor behavioral incident data using its student information and

analytics tools to identify trends by time, location, day, student group, and behavior type, and to plan targeted interventions. Suspensions, expulsions, involuntary removals, and reinstatements will be maintained in the Charter School's student information system and provided to LAUSD upon request.

School Climate And Student Discipline System

The Charter School's Student Discipline Procedures support learning in a positive, safe environment and prioritizes alternatives to suspension and expulsion whenever possible. In developing these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students may be suspended, expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School will annually review and, as needed, modify these policies consistent with law. All team members enforce rules fairly and consistently. This policy and its procedures are distributed annually (e.g., in the Family Handbook) and available in print and electronic formats.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

Notice To Families And Rights Holders

Upon enrollment, students and parents/guardians will receive written notice of discipline and involuntary removal policies and procedures, with copies available at the Charter School office upon request. For the purposes of notice under this Policy, the term parent/guardian includes a homeless student's educational rights holder; a foster student's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker.

Involuntary Removal Protections

No student will be involuntarily removed for any reason unless the parent or guardian (or educational rights holder, as applicable) has received written notice of the intent to remove no fewer than five (5) schooldays before the effective date. The written notice will be provided in the native language of the student's parent/guardian and will state the basis for the proposed removal and the parent/guardian's right to request a hearing to challenge the removal. If a hearing is requested, the Charter School will use the same hearing procedures provided for expulsions and will issue a final decision before any involuntary removal takes effect. If the student's parent/guardian requests a hearing, the student will remain enrolled until the final decision is issued. For purposes of this section, involuntary removal includes disenrollment,

dismissal, transfer, or termination, but does not include removals for misconduct that constitute grounds for suspension or expulsion as enumerated below.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- Document the actions taken and save the document to the student's record
- Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds For Suspension And Expulsion; Jurisdiction

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: a) while on school grounds; b) while going to or coming from school; during lunch periods, whether on or off campus; or d) during, going to, or returning from a school-sponsored activity.

Category 1 Offenses (Mandatory Recommendation For Expulsion; Education Code Section 48915(c))

Immediate suspension and recommendation for expulsion are required when 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 Executive Director 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 sexual assault or committed sexual battery 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 Administrative Panel 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:

- 1) The term "knife" means (A) any dirk, dagger, 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 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 2) The term "firearm" means (A) any weapon (including a start 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 term does not include an antique firearm.
- 3) 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.

Category 2 Offenses (Limited Discretion; Education Code Section 48915(a))

Suspension is required and expulsion shall be recommended unless the Principal determines expulsion is inappropriate:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife or other dangerous object of no reasonable use to the student.
- c) Unlawful possession of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code (except first offense of ≤ one ounce of marijuana, other than concentrated cannabis, and lawful medications).
- d) Robbery or extortion.
- e) Assault or battery upon any school employee.

Category 3 Offenses (Broad Discretion; Education Code Section 48900)

The Principal may suspend and recommend expulsion when the Principal or designee determines 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 in self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as it is defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- 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.
- e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- g) Possessed or use 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity;
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k) 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.
- l) 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 an/or retaliating against that student for being a witness.
- m) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
- n) 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.

- o) 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.
- p) 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 4 to 5, inclusive.;
- q) 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 4 to 5, inclusive.
- r) 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 4 to 5 inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - “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:
 1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. 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 school site, 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:
- A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - 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.
 - 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.
 - An act of cyber sexual bullying.
 - 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.

3. 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.
 - u) A student who aids or abets, as defined in Penal Code Section 31, 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 (a)-(b) of Category 3 above.

For Categories 2 and 3, the Charter School must determine that other means of correction are not feasible or have repeatedly failed, or that due to the nature of the act, the student’s presence poses a continuing danger.

Scope Of Exclusion During Discipline

Suspended or expelled students are excluded from all Charter School and Charter School-related activities during the suspension or expulsion period unless otherwise agreed.

Potential Disciplinary Actions

Generally, suspension is imposed only when other means of correction fail; prior corrective action is not required if the student’s presence presents danger to persons or property or threatens to disrupt instruction. For Education Code Section 48900(a)–(e) violations and the firearm offense, out-of-school suspension may be authorized for a first offense. Expulsion for Category 3(a)–(l) offenses or Category 1(a) firearm possession may be recommended by the Principal and must be supported by findings of a neutral Administrative Panel that other means are not feasible or have failed, or that the student’s presence poses continuing danger.

In-School Suspension

When safe and appropriate, students may be assigned to a supervised in-school suspension (ISS) classroom as an alternative to out-of-school suspension. Notice and conference requirements will mirror those for out-of-school suspensions. A credentialed teacher or administrator will supervise students to ensure work completion, provide academic assistance, and maintain a structured, supportive environment. Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive all required services during ISS. The maximum duration will comply with applicable law (generally up to five [5] school days per incident for general education students).

In alignment with **LAUSD and California Education Code** requirements, the Charter School will not assign in-school suspension for offenses that are precluded by law for other public schools, including but not limited to:

1. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence;

2. Engaging in harassment, threats, or intimidation against a pupil or group of pupils or school personnel;
3. Making terrorist threats against school officials or school property.

For such serious offenses, the Charter School will use **out-of-school suspension or alternative disciplinary interventions** consistent with due process and student safety requirements.

If exceptional circumstances require consideration of in-school suspension for any of the above offenses, the Charter School will ensure the following safeguards to protect students, staff, and visitors while supporting the student's best interests:

1. **Safety Protocols:** The ISS setting will be separate and supervised at all times by a credentialed administrator or teacher trained in crisis prevention and de-escalation strategies.
2. **Individualized Risk Assessment:** Before assignment, an administrative review will determine whether in-school suspension can be safely implemented without posing risk to others.
3. **Behavioral Supports:** The student will receive targeted interventions and counseling services focused on conflict resolution, emotional regulation, and restorative practices.
4. **Documentation and Oversight:** The school will document the rationale, safety plan, and support measures implemented, and notify the authorizer (LAUSD) if such placement occurs.

These measures ensure that in-school suspension, when used, remains a **constructive, safe, and legally compliant** disciplinary response that prioritizes both school safety and student rehabilitation.

Suspension Procedures

Authority: The Principal or designee determines whether to impose suspension and the length. The process for investigating incidents and collecting evidence will be fair and thorough.

Informal conference: When practicable, suspension will be preceded by an informal conference with the student, the student's parent/guardian, and, when feasible, the referring staff member. The student will be informed of the reasons and evidence and given an opportunity to present their version and evidence in their defense. This 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 the conference.

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. 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.

Parent/guardian notice: At the time of suspension, the an administrator or designee will make reasonable efforts to contact the parent/guardian by phone, email, or in person and will provide written notice in the native language stating the specific offense(s), return date, and the student's rights.

Time limits: Unless a recommendation for expulsion is made, no single suspension (in- or out-of-school) will exceed five (5) schooldays. Total days per year will be consistent with Education Code limits (generally 20 days), and 10 days for students with disabilities absent a change in placement process.

Extension pending expulsion: Following a recommendation for expulsion, suspension may be extended after a conference if the student's presence would be disruptive or poses a threat. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year. During suspension, the Charter School will ensure access to instructional activities, materials, and assessments, and a means to communicate with staff.

Suspension Appeals

Within ten days of receiving suspension notice, a parent/guardian may submit a written appeal to the TEACH, Inc. Student Discipline Committee (an adhoc Board subcommittee). The Committee will conduct the appeal review and issue a final decision. A parent/guardian may submit a written objection to be included in the student's discipline record.

Access To Class Materials and Assignments During Suspension

The Charter School will ensure the student receives all class materials and assignments for completion during suspension and may complete remaining assignments upon return. For suspensions pending expulsion hearing, the Charter School will coordinate daily access to materials and appropriate proctoring of exams and state testing.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 5, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Interim Placement and Post-Expulsion Placement

The Charter School is responsible for identifying appropriate interim educational placements for students during and pending completion of the Charter School's expulsion process, and for facilitating post-expulsion placement of expelled students.

Students with Disabilities

The Charter School will establish and implement policies and procedures to ensure full compliance with federal and state law regarding discipline of students with disabilities. If a student who receives or is eligible for special education is recommended for expulsion, the Charter School will identify and provide appropriate special education programs and services at an interim educational placement, determined in coordination with the LAUSD Division of Special Education. For students with an IEP or a Section 504 Plan, the Charter School will follow all required disciplinary procedures, including IDEA and Section 504 requirements. Consistent with the Charter School's special education memorandum of understanding with LAUSD, an IEP team will conduct a manifestation determination and consider alternative placements following the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, the Principal will convene a link determination meeting to answer: (A) whether the misconduct was caused by, or directly and substantially related to, the student's disability; and (B) whether the misconduct was a direct result of the Charter School's failure to implement the Section 504 Plan.

Expulsion Procedures

Definition: Expulsion is the removal of a student from all TEACH, Inc. campuses and programs for a specified period for certain misconduct, used when lesser interventions have failed, the student has committed one of the enumerated offenses above, and/or the student's presence creates a continuing danger.

Authority: The Executive Director, Principal, or designee. Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The Executive Director or designee shall select a neutral panel ("Administrative Panel") to hear and consider the recommendation for expulsion.. Final action is taken by the Student Discipline Committee of the TEACH, Inc. Board after the Administrative Panel determines whether or not to recommend for expulsion following a hearing before it.

Notice of hearing: Written notice in the native language will be provided at least ten (10) calendar days before the expulsion hearing, including the charges, hearing date/time/location, applicable rules, rights to representation, rights to inspect documents and present/cross-examine witnesses, obligations related to disclosure upon transfer, and information about accommodations and language support.

Timeline: The hearing will occur within thirty (30) schooldays of the offense unless postponed at the parent/guardian's request, and not fewer than ten days after notice unless waived.

Hearing body and record: A neutral and impartial Administrative Panel (not involved in the underlying incident) will hear the case in confidential session and make a recommendation to the Student Discipline Committee. The Administrative Panel shall consist of at least three (3) members who do not know or have an instructional or supervisory relationship to the student. A reasonably accurate and complete record (audio/video) will be maintained.

Special procedures for certain offenses: In cases involving sexual assault or battery, the Administrative Panel may use sworn declarations and other protections for complaining witnesses as permitted by law.

Evidence: Technical rules of evidence do not apply; decisions must be based on substantial evidence that the student committed an expellable offense. Hearsay alone is insufficient to support expulsion.

Decision and post-hearing: Within ten (10) schooldays of the hearing, the Administrative Panel will submit written findings of fact to the Student Discipline Committee, which will decide whether to approve expulsion based on substantial evidence.

Notification: Following the Student Discipline Committee's decision, the Executive Director or designee will notify the parent/guardian (and educational rights holders where applicable) of the decision, findings of fact, rehabilitation plan, reinstatement eligibility, appeal rights, access to records, and alternative education options. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Charter School will notify LAUSD and, if different, the district of residence of the expulsion and provide required information. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Appeal Of Expulsion

Parents/guardians may appeal an expulsion to the full TEACH, Inc. Board (excluding members of the Student Discipline Committee). Appeals must be submitted in writing within ten (10) school days of notice of the decision by the Student Discipline Committee and will be limited to the record of proceedings, absent narrowly defined exceptions. The Board will notify families of the appeal hearing date and issue a final decision. The Board shall review the expulsion appeal request within ten (10) school days following the parent/guardian's appeal request, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. Reasonable

accommodations will be made, and language support offered for students and parents/guardians who wish to appeal.

The Board's decision to expel shall be final—there is no further appeal.

Post-Expulsion Support and Rehabilitation

The Student Discipline Committee may suspend enforcement of an expulsion order for up to one (1) calendar year and require completion of a rehabilitation plan tailored to the incident and student needs (e.g., attendance, academic supports, counseling, community service). The plan will include a date not later than one (1) year from expulsion when the student may seek readmission. The Charter School will support families in securing appropriate placement during expulsion, including coordination with the district of residence and the county office of education.

Disciplinary Records

The Charter School shall maintain records of all student suspension and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Readmission Or Admission Of Previously Expelled Students

Readmission decisions rest with the TEACH, Inc. Board. The Board will review the student's request, evidence of rehabilitation plan completion, and any information from Charter School administration, and will determine whether the student has satisfied the plan and whether readmission would pose a safety risk or substantial disruption. Decisions will be made in closed session with appropriate reporting. Readmission is contingent upon capacity in the applicable grade level.

Notice To Teachers

The Charter School will notify teachers of any pupil who has engaged in or is reasonably suspected to have engaged in acts listed in Education Code Section 49079 and corresponding enumerated offenses set forth above.

Alternatives Related to Attendance Concerns

The Charter School will document and implement alternatives to suspension and expulsion when responding to attendance-related concerns, such as truancy or excessive tardiness.

Involuntary Removal

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Rehabilitation Plans

Students expelled from the Charter School will receive a written rehabilitation plan at the time of the expulsion order, developed by the Charter School's governing board or designee. Terms will be reasonable and consider the weight of the offense. The plan will include a date not later than one (1) year from the expulsion date when the student may apply for readmission. The Charter School will inform parents/guardians in writing of processes for reinstatement and for applying to expunge the expulsion record.

Readmission

The TEACH, Inc. Board of Directors has adopted formal rules and procedures for the readmission of students who have been expelled from a TEACH school. These procedures ensure fairness, transparency, and consistency with state law and the school's approved charter.

1. **Written Procedures and Rehabilitation Plan**

Upon expulsion, the school provides the student and parent/guardian with a written rehabilitation plan that specifies the conditions to be met prior to requesting readmission. The plan may include expectations related to behavior, attendance, academic progress, counseling participation, or community service, depending on the circumstances of the expulsion.

2. **Filing a Request for Readmission**

After the period of expulsion and completion of the rehabilitation plan, the parent/guardian or student may submit a written request for readmission to the Principal or designee. The request must include documentation demonstrating the student's compliance with the rehabilitation plan and readiness to return to the school community.

3. **Readmission Review Process**

1. The Principal or designee reviews the request and supporting documentation.
2. The student and parent/guardian may be invited to participate in a meeting or interview to discuss the student's progress and readiness for return.
3. A recommendation is then forwarded to the TEACH, Inc. Board of Directors for final determination.

4. **Board Review and Decision**

The Board reviews all readmission requests in accordance with its adopted rules. After the review, the Board **will readmit the student unless it finds that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.**

The Board's decision, including findings and the rationale, is provided to the parent/guardian in writing within a reasonable time following the meeting.

5. **Recordkeeping and Reporting**

Documentation of the readmission request, review, and Board decision is maintained in the student's cumulative record and in the school's expulsion log in accordance with applicable law.

Reinstatement

The Board will adopt rules establishing procedures for processing reinstatements, including review of rehabilitation plan documentation. The Charter School is responsible for timely reinstatement upon conclusion of the expulsion period.

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.

TEACH Preparatory Elementary School shall comply with all applicable laws governing retirement systems for its employees.

Certificated Staff Members

Certificated employees (e.g., teachers, counselors, certificated administrators) shall participate in the California State Teachers’ Retirement System (“CalSTRS”). The Executive Director, with support from the Director of Human Resources, shall be responsible for ensuring that appropriate arrangements for CalSTRS coverage are made and sustained. TEACH Preparatory Elementary School acknowledges that once participation in CalSTRS is elected under the assigned CDS code, such participation must continue for the duration of the Charter School’s existence.

Classified Staff Members

Classified employees shall participate in the federal Social Security system (including Medicare). The Director of Human Resources shall ensure proper arrangements for Social Security coverage are made and maintained.

Other Staff Members

All other non-certificated staff not eligible for CalSTRS shall also participate in the federal Social Security system (including Medicare), as required by law. The Director of Human Resources shall ensure proper arrangements for Social Security coverage are made and sustained.

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.

Parents and guardians are informed, prior to enrollment, that no student is required to attend the Charter School. Enrollment packets and the Charter School’s enrollment forms include clear statements of the pupil’s right to attend their District school of residence or another public school within the Los Angeles Unified School District through the District’s open enrollment process, subject to space and programmatic availability.

This information is communicated during the enrollment process, in outreach materials, and at orientation meetings to ensure that all families understand their public school attendance alternatives.

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

“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

c/o, Matt Brown Executive Director
TEACH Preparatory Elementary School
10600 S. Western Avenue
Los Angeles, CA 90047

- 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:

- 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

c/o, Matt Brown Executive Director
TEACH Preparatory Elementary School
10600 S. Western Avenue
Los Angeles, CA 90047

- 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.
- 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.
- 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.

- 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

“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).)

REVOCAION 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:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.

- f. 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.
- g. 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.
- h. 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:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 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:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- Make final federal tax payments (employee taxes, etc.)
- 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.

In the event of closure, TEACH, Inc. will designate specific officers to serve as closure agents responsible for carrying out required procedures in consultation with the District. The Executive Director shall serve as the lead closure agent, supported by the Chief Legal & Organizational Strategy Officer. These officers will ensure completion of a final audit, satisfaction of liabilities, lawful disposition of assets, and maintenance and transfer of pupil records.

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 co-terminous 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:
 - 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.
 - 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.
- i. 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.
 - 1. 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.
 - 2. 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.
- ii. 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:

5. 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.
6. 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.
7. 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.
8. 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.
1. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
2. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
3. 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.
4. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

5. 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:

1. Compliance with terms and conditions prescribed in the Charter agreement,
2. Internal controls, both financial and operational in nature,
3. The accuracy, recording and/or reporting of Charter School's financial information,
4. Charter School's debt structure,
5. Governance policies, procedures and history,
6. The recording and reporting of attendance data,
7. Charter School's enrollment process,
8. Compliance with safety plans and procedures, and
9. 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).)