

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

Charter Petition Renewal 2026–2031

Authorized on Appeal by the Los Angeles County Board of Education

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Assurances, Affirmations, and Declarations

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (“TEACH Prep” or the “Charter School”), operated by TEACH, Inc (doing business as TEACH Public Schools), and located within the boundaries of the Los Angeles Unified School District (“LAUSD”), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- TEACH Public Schools declares that it shall be deemed the exclusive public school employer of the employees of TEACH Prep for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The 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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s

certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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 LACOE Charter School Office 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).)

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.

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for English Learners, Reclassified Fluent English Proficient students and Long-term English Learners by:

- 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.

EL Support Staffing

English Learner services at the Charter School are led by two complementary roles. The English Learner Program Manager, a shared TEACH Public Schools position with 33.3 percent of total FTE dedicated to the Charter School, serves as the organization-wide lead for English Learner programs: under the direction of the Chief Academic & Strategic Initiatives Officer, the English Learner Program Manager leads the development, implementation, monitoring, evaluation, and continuous improvement of the English Learner Master Plan; oversees EL identification, ELPAC administration, placement, progress monitoring, reclassification, and four-year RFEP monitoring; and designs and delivers professional development and coaching for teachers in designated and integrated ELD. At the school site, the Literacy Coach provides site-level instructional support for English Learners, collaborating with teachers to co-plan lessons, model ELD instructional strategies, review student language and literacy data, and provide coaching and feedback, and participates in Student Success Team processes, intervention planning, and EL progress reviews. All teachers of English Learners provide integrated ELD across content areas and hold appropriate English Learner authorizations consistent with applicable credentialing requirements.

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 charter schools authorized by the County Board, including Charter School.

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School operates as its own local educational agency (“LEA”) for purposes of special education pursuant to Education Code Section 47641(a) and is an LEA member of the 1951 Los Angeles County Charter SELPA, a COE-joined SELPA in which charter LEAs participate together with a county office of education, operating under the SELPA’s Local Plan.

Membership was established by action of the SELPA governing body on June 25, 2026. The Charter School’s executed Local Plan LEA Certification 5 (CERT5), signed by the LEA Chief Administrator, was finalized on July 9, 2026, and the Charter School’s revised budget submission to the SELPA is complete. The remaining SELPA administrative agreements — the SELPA Participants Agreement and letter of intent — are being finalized.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to LACOE, the SELPA, and the California Department of Education at least 1 year and a day before services are to commence.

The Charter School shall provide the County with evidence of SELPA membership. The Charter School’s membership as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student’s existing records; including academic, social and behavioral records, and is responsible

for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that regular education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's regular education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable

to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

The Special Education Program at TEACH Prep

The Charter School implements the foregoing obligations through the site-level program described below. As an LEA member of the 1951 Los Angeles County Charter SELPA, the Charter School delivers special education and related services under the SELPA's policies, procedures, and allocation plan; the site-level structures described in this section operate within, and not in place of, that LEA/SELPA framework.

Child Find and Identification

The Charter School has an affirmative, continuing obligation to identify, locate, and evaluate all enrolled students who have, or are suspected of having, a disability, regardless of the severity of the disability. Referrals for special education evaluation arise through multiple channels, including: review of records and CALPADS information upon enrollment (including discovery that an incoming student had an IEP at a prior school); a parent's or guardian's request for evaluation, including requests accompanied by medical diagnoses or outside evaluations; and identification by teachers or staff of significant delays in a student's speech, academic, or behavioral development. A parent or guardian may request a special education evaluation at any time. Whenever a disability is suspected — through any of these channels — the Charter School initiates the assessment process regardless of the student's status in the Student Success Team (SST) process described below: general education interventions are considered as part of a comprehensive evaluation, but they do not gate, delay, or replace a special education evaluation. Upon a referral for evaluation, an assessment plan is developed and provided to the parent/guardian within the timelines required by law, and the 60-day timeline for completing the evaluation and convening the IEP meeting begins upon the Charter School's receipt of the signed assessment plan reflecting parent consent.

Student Success Team (SST) Process

Alongside — and never as a precondition to — the evaluation pathway described above, the Charter School operates an SST process as part of its Multi-Tiered System of Support. When a teacher identifies a struggling student for whom Tier 1 and Tier 2 supports have been attempted, the teacher submits an SST referral to the SST Coordinator (the Principal). The SST Coordinator meets with the teacher to review the referral and supporting data (including i-Ready data and classroom work samples). Where the data show little-to-no progress under Tier 1 and Tier 2 supports, the SST implements cycles of targeted in-class intervention, typically 4–6 weeks per cycle for up to three cycles, with parent meetings to review progress during the process. At the conclusion of the intervention cycles, the team reviews the progress-monitoring data and determines appropriate next steps, which may include a referral for special education evaluation. Consistent with the Charter School's Child Find obligations, a special education referral may be made at any point in the SST process — before, during, or after any intervention cycle — whenever a disability is suspected.

Service Delivery Model and Staffing

The Charter School follows a resource collaborative model. The education specialist/Resource Specialist Program (RSP) teacher provides direct services to students with IEPs using both push-in and pull-out methods, supported by two instructional aides who also provide direct student support. The RSP teacher collaborates with general education teachers through co-planning, co-teaching, and support for the implementation of accommodations and modifications in the general education classroom. Related services beyond the capacity of school staff (such as speech and language services and other designated instruction and services) are provided by credentialed or licensed providers contracted through non-public agencies (NPAs), delivered on a push-in and pull-out basis according to each student's IEP. All service providers meet the qualification requirements described under "Staffing" above and applicable SELPA policies.

Continuum of Services and Least Restrictive Environment

Placement decisions are made by each student's IEP team, and each student is served in the least restrictive environment (LRE) appropriate to the student's needs, with removal from the general education environment occurring only when the nature or severity of the disability is such that education in general education classes with supplementary aids and services cannot be achieved satisfactorily. Consistent with the SELPA's local plan, the IEP team has access to a continuum of program options, including: general education placement with accommodations, modifications, and supplementary aids and services; consultation and collaboration support for the general education teacher; push-in support within the general education classroom; pull-out specialized academic instruction; related services provided by qualified providers (including NPA-contracted providers); and, where an IEP so requires, placements or services beyond the school site accessed through the SELPA or through non-public school (NPS) placement as described above. [GAP: confirm continuum-of-services terminology and available program options against the 1951 Los Angeles County Charter SELPA local plan — site team/SELPA (B1.1)]

For students whose IEPs require related or specialized services that the School does not provide directly, TEACH Prep contracts with nonpublic agencies (NPAs) on an annual basis. NPA-provided services are delivered through a combination of push-in and pull-out models as specified by each student's IEP. The School reviews and renews these NPA contracts annually to ensure the full continuum of services required by student IEPs is available, whether delivered by School staff or through contracted providers.

Serving Students with Intensive Needs

For students whose IEPs require services beyond the resource collaborative model, the instructional aides, and the Charter School's current NPA contracts, the Charter School provides or procures the additional services the IEP requires. Depending on the IEP team's determination, this may include increasing the frequency, duration, or intensity of specialized academic instruction and related services; engaging additional credentialed or licensed providers or NPAs (including for behavioral support services); providing individualized aide support; accessing resources and services available through the 1951 Los Angeles County Charter SELPA, subject to SELPA approval and availability; or, where required by the IEP, placement in a non-public school. The Charter School does not deny enrollment to, or counsel out, any student on the basis of the nature, extent, or severity of the student's disability or the student's need for intensive services.

Progress Monitoring

Progress for students receiving special education services is monitored using i-Ready data together with informal diagnostic tools, including the Ekwall-Shanker reading inventory and CORE literacy diagnostics. Baseline data are collected at the beginning of the school year, with progress measured in December and again in May; interventions and supports are adjusted based on these measures. The RSP teacher presents progress data to the Principal, who reviews the data and provides coaching on instructional improvement. In addition, progress toward IEP goals is reported to parents/guardians at least as frequently as report cards are issued to general education students, as described under "IEP Implementation" above, and progress data inform each student's annual IEP review.

- **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; and 1750 W. Century Blvd., Los Angeles, CA 90047
The grade configuration of the Charter School is:	TK-5
The number of students in first year will be:	321 (2026-27 budgeted)
The grade levels are:	TK-5
The total enrollment capacity will be:	380 (authorized; planned for 2027-28)
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:	July 1, 2026-June 30, 2031

- **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:

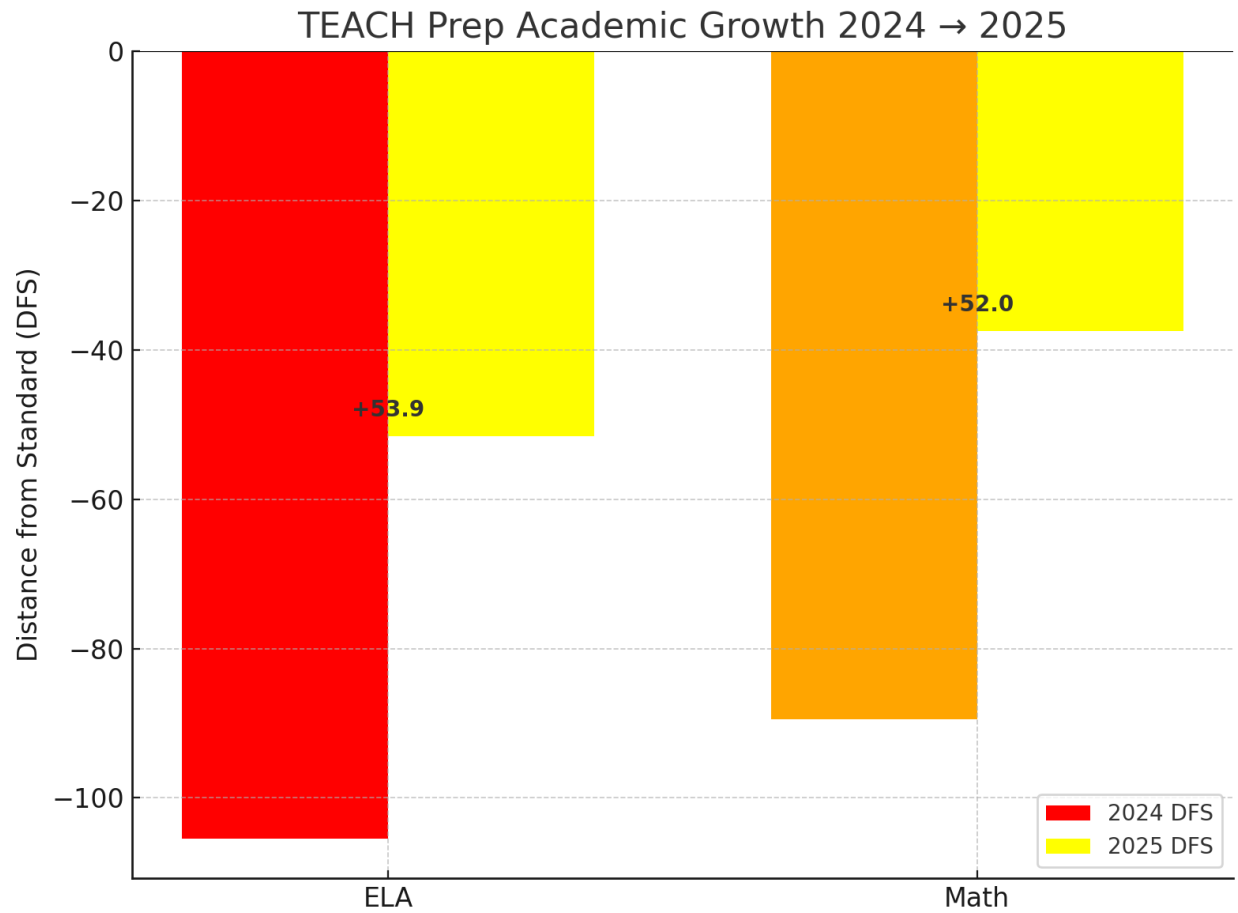
- **ELA:** Red performance level with a distance from standard (“DFS”) of –105.5, compared to –13.2 statewide. None of the numerically significant subgroups (African American, Hispanic, English Learners, Socioeconomically Disadvantaged) scored above statewide averages.
- **Math:** Orange performance 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.**

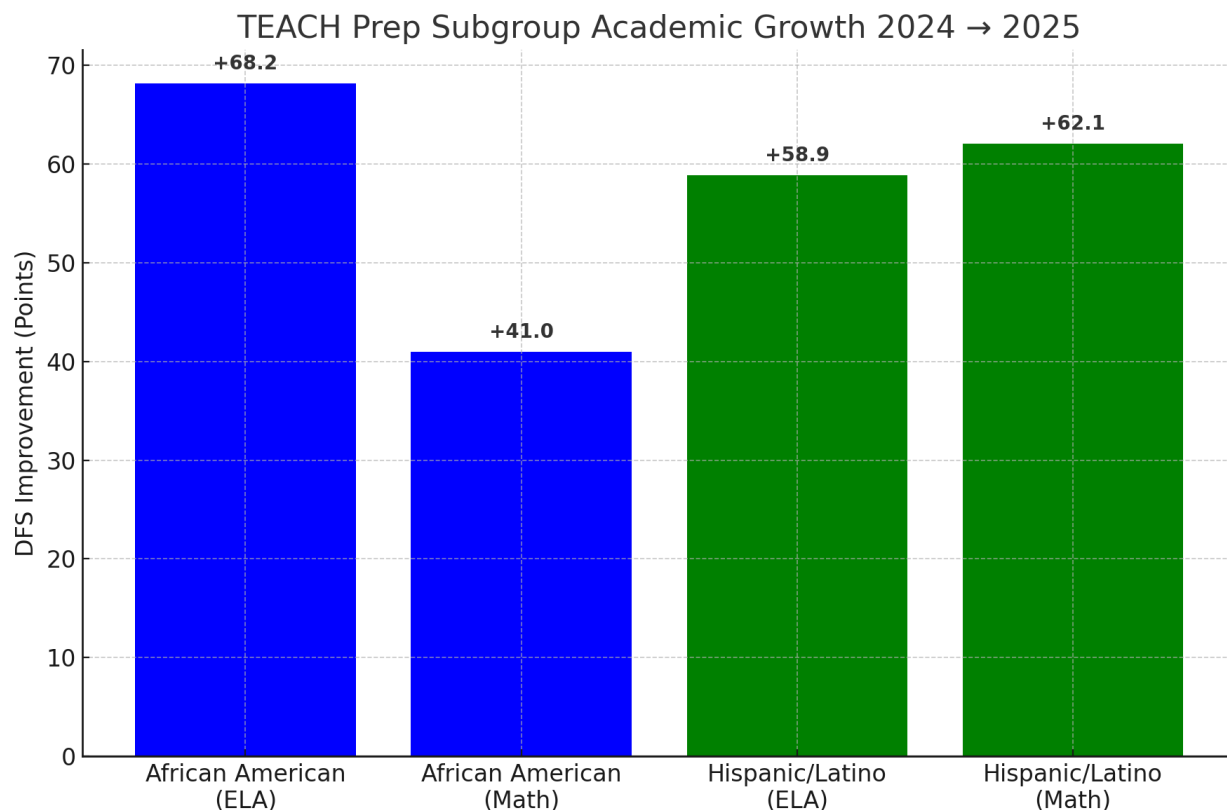
- **ELA:** Improved from –105.5 DFS in 2024 to –51.3 in 2025, a gain of +54.2 points. This shifts the indicator from Red to Yellow, a two-level improvement.
- **Math:** Improved from –89.5 DFS in 2024 to –38.5 in 2025, a gain of +51.1 points. This shifts the indicator from Orange to Yellow and places the Charter School above the statewide average.



The 2025 Dashboard shows Yellow status for both ELA and Math, which defines Middle-Performing placement.

Importantly, subgroup growth exceeds the overall schoolwide gains:

- African American students: +71.3 DFS in ELA, +40.5 in Math.
 - Hispanic/Latino students: +43.4 DFS in ELA, +59.6 in Math.
- English Learner students: +37.4 DFS in ELA, +73 in Math with a Green Status.



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

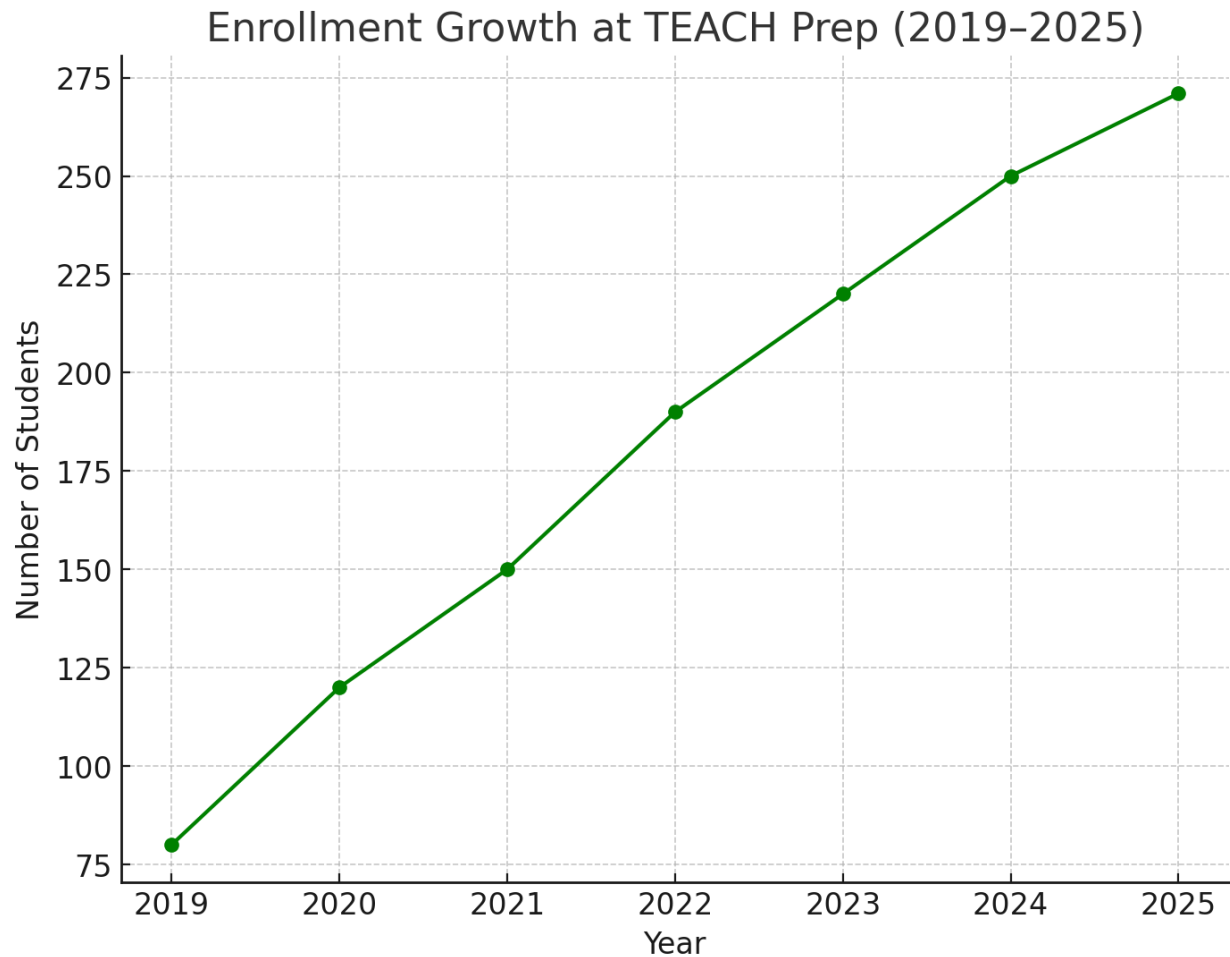
- 2023–2024: Identified as Low-Performing under Criterion 2b.
- 2024–2025: California School Dashboard placement shows Yellow in both ELA and Math.
- Current Placement: TEACH Prep qualifies for renewal under the Middle-Performing track, supported by state-verified data, demonstrated subgroup progress, and strong governance, fiscal, and operational ratings in LAUSD’s annual oversight reports during the prior charter term.

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 2025, 43.9% of students identified as Black/African American (compared to 7.3% in LAUSD and 4.9% statewide) and 53.5% as Hispanic/Latino (76.1% in LAUSD). The proportion of

English Learners was 25.1%, significantly higher than LAUSD (19.5%) and the State (17.4%). Socioeconomically disadvantaged students made up 99.3% of enrollment, compared to 86.1% in LAUSD and 63.6% statewide. Students with disabilities represented 12.5% of enrollment, lower than LAUSD (16.3%) and the State (14.2%) 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

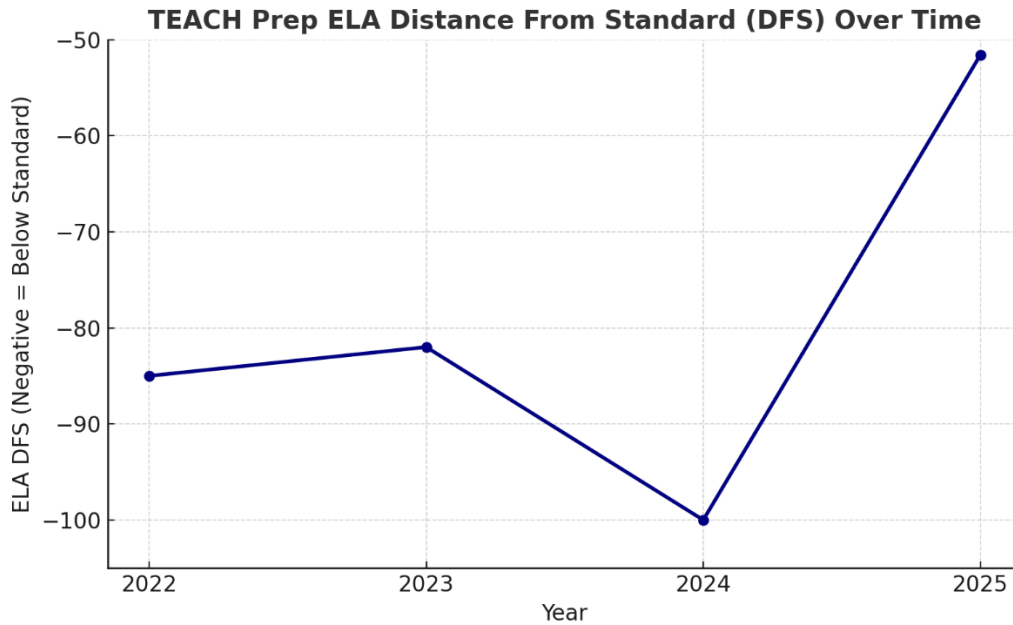
English Language Arts

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.

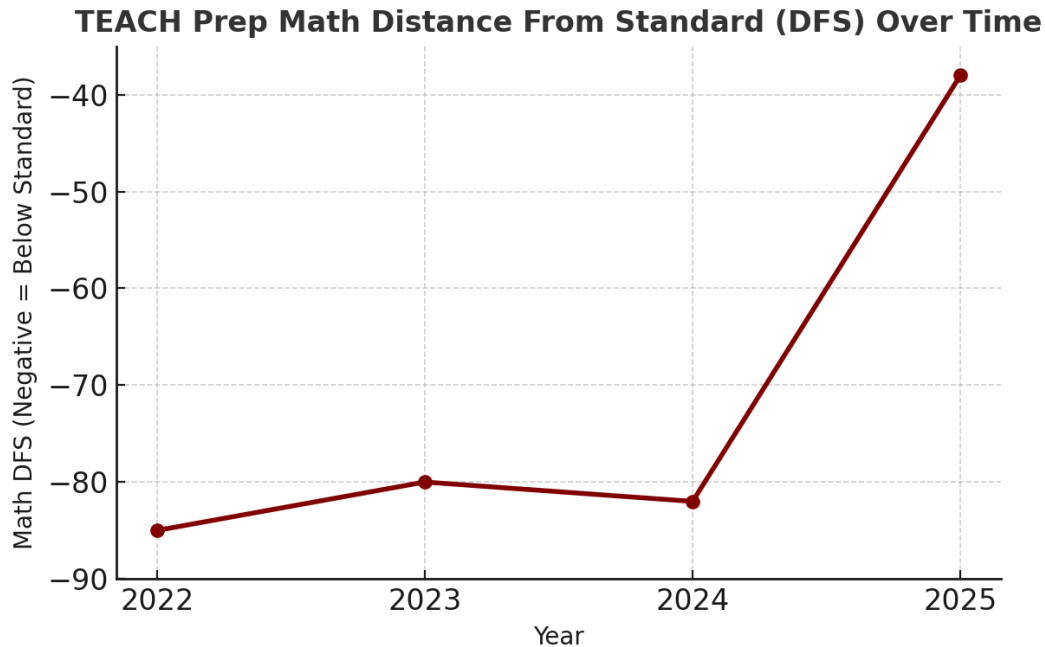
Most importantly, 2025 data show that TEACH Prep's ELA DFS improved from -105.5 to -51.3, a gain of 54.2 points in one year. This growth moves the Charter School into the Yellow performance band, a substantial step forward toward parity with state averages.



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 51.1 points in Mathematics, with the Charter School moving from -89.5 to -38.5 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. In 2025, the English Learner Progress Indicator was 24.5 percent making progress, a decline of 11.9 percentage points from 2024.

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. In 2025, chronic absenteeism increased by 5.1 percentage points to 55.1 percent chronically absent, underscoring the urgency of the interventions described below.

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

Metric	Target	Frequency	Responsible
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 the Los Angeles County Board of Education 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. Suspension rates remain at zero, chronic absenteeism remains a priority focus of the School Improvement Plan, and enrollment is budgeted to grow in 2026-27 with the addition of grade 5. 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-

Enrollment Plan and Authorized Capacity		
Grade	2026-27 Targeted Enrollment	Authorized Capacity / Full Build-Out (2027-28)
TK	18	20
K	50	60
1	50	60
2	49	60
3	51	60
4	53	60
5	50	60
Total	321	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 County Board 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.

The charter authorizes enrollment of up to 380 students, distributed as 20 Transitional Kindergarten students and 60 students per grade in Kindergarten through grade 5, with full build-out planned for the 2027-28 school year. Enrollment was 252 in 2025-26; the Charter School’s 2026-27 budget reflects enrollment of 321 and ADA of 288.90 with the addition of grade 5.

Consistent with LACOE’s budgeting guidance, the revised budget and multi-year financial projections submitted to LACOE under Condition 1 deliberately hold ADA flat at the conservative 2026-27 level (288.90) through 2028-29 and do not assume the planned growth to the authorized enrollment of 380. The difference between the planned enrollment build-out and the budgeted figures is intentional fiscal prudence: the Charter School’s budget is not dependent on enrollment growth materializing.

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

Goal 1: Close the achievement gap for student groups and ensure all students are on track for long-term success TEACH Prep will close the achievement gap for English Learners, African American students, Latino students, 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. Related State Priorities: ☒ 1 ☒ 2 ☒ 4 ☒ 7 ☒ 8	Related State Priorities: X 1 x 4 X 7 x 2 ☐ 5 X 8 ☐ 3 ☐ 6		
	Local Priorities: ☐ : ☐ :		

Specific Annual Actions to Achieve Goal
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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.
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- 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 recent data available) 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)	-51.3	-39	-27	-16	-6	+3
English Learner Students	-58.0	-44	-31	-18	-6	+5
Long-Term English Learner ("LTEs") Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-52.1	-39	-27	-16	-6	+3
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-84.9	-70	-56	-43	-31	-20

African American Students	-55.7	-42	-29	-17	-6	+4
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-47.7	-36	-25	-15	-5	+4
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)	-38.5	-28	-18	-9	0	+9
English Learner Students	-24.5	-16	-8	-1	+6	+13
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-39.1	-29	-19	-10	-1	+8
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-69.2	-57	-45	-34	-24	-14

African American Students	-46.5	-35	-24	-14	-4	+6
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-33.3	-24	-15	-7	+1	+9
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 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)	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 (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 #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 categorize d as Low Performin g)	Year 4 of Term (Not applicable if categorize d as Low Performing)	Year 5 of Term (Not applicable if categorize d as Low Performin g)
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)	24.5%	40%	55%	65%	75%	85%
English Learner Students	24.5%	40%	55%	65%	75%	85%
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 #7 Students meet fall to spring growth targets (typical growth) on i-Ready in ELA. Metric/Method for Measuring: i-Ready						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available) 2024 - 2025 Fall to Spring Typical Growth	Year 1 of Term 2026- 27	Year 2 of Term 2027- 28	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)	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 #8 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 2026-27	Year 2 of Term 2027-28	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 x 6

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 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)	55.1%	45%	36%	28%	21%	15%
English Learner Students	49.3%	40%	32%	25%	19%	13.5%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	55.7%	45%	36%	28%	21%	15%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	64.7%	52%	42%	33%	25%	18%

African American Students	62.1%	50%	40%	31%	23%	17%
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American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	49.4%	40%	32%	25%	19%	14%
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 (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)	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 (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)	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 (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)	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 (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)	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.

Data is disaggregated by student group, including English Learners (ELs), students with disabilities (SWDs), and socioeconomically disadvantaged (SED) students, to ensure equitable identification and to determine whether particular groups require additional or differentiated supports. School leaders regularly review subgroup-level progress monitoring data to evaluate the effectiveness of interventions and adjust resources or strategies when specific student groups are not demonstrating adequate growth.

TEACH Prep's intervention system is organized within a Multi-Tiered System of Support (MTSS):

Tier 1 (Universal Supports):

All students receive high-quality, standards-aligned core instruction, embedded formative assessment, and universal supports such as differentiation, integrated ELD, and scaffolds aligned with Universal Design for Learning (UDL). Teachers analyze classroom-level data to ensure that Tier 1 instruction is meeting the needs of all students, with particular attention to ELs and SWDs.

Tier 2 (Targeted Supports):

Students who demonstrate skill gaps or are at risk based on multiple data points receive targeted small-group instruction during the school day. Supports may include evidence-based reading and math intervention programs, targeted academic vocabulary support, and structured re-teaching cycles. These interventions focus on specific skill deficits and are monitored biweekly to assess progress and inform adjustments.

Tier 3 (Intensive Supports):

Students with significant and persistent academic challenges receive intensive, individualized interventions. These supports may include one-on-one instruction, increased frequency/duration of intervention sessions, specialized curricula, and additional progress monitoring. ELs and SWDs receive interventions aligned with IEP goals, language acquisition needs, and service plans, in collaboration with special education and ELD specialists.

Additional supports across tiers may include after-school and Saturday academic programs, as well as intersession and summer learning opportunities that provide extended instructional time for remediation or acceleration. Progress monitoring tools are used consistently to evaluate growth and adjust supports. ELs and students with disabilities receive specialized supports tailored to their instructional needs, ensuring alignment with their language development plans and IEP goals.

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.

Pursuant to Education Code Section 48000, TK serves as the first year of a two-year kindergarten program and provides age-eligible children with a developmentally appropriate early learning experience that bridges preschool and kindergarten. TEACH Prep implements a modified kindergarten curriculum aligned to the California Preschool Learning Foundations and the Transitional Kindergarten Learning Framework, ensuring continuity of learning and readiness for the kindergarten year. In accordance with state eligibility timelines, TEACH Prep enrolls students who turn five years old between September 2 and April 2 and may extend eligibility consistent with Universal TK statewide expansion. (Ed. Code §§ 48000, 48000.5, 46300.)

At TEACH Prep, TK is a separate, stand-alone class, not integrated with the kindergarten classes, providing a full-day instructional experience that includes structured play, social-emotional learning, foundational literacy and numeracy development, and hands-on learning opportunities tailored to young learners’ developmental and linguistic needs. TK teachers hold the appropriate credentials required under Education Code Section 48000(g), and classroom environments reflect developmentally appropriate practice, Universal Design for Learning (UDL), and inclusive early learning principles. The TK curriculum is integrated into the broader

school program to ensure a seamless transition into kindergarten and support early academic and social-emotional success.

Assessment and progress monitoring in Transitional Kindergarten are aligned with the California Preschool Learning Foundations and the Kindergarten Common Core State Standards to ensure early identification of developmental, academic, and social-emotional needs. Teachers use a combination of observational assessments, developmental checklists, language and literacy screeners, and curriculum-embedded tasks to monitor student progress across domains. Progress is reviewed at regular intervals to inform instruction, guide differentiation, and determine when students require additional supports or enrichment. Families receive ongoing communication regarding their child’s growth, and assessment data are used during transition conferences to support a smooth progression into kindergarten. All assessment practices are developmentally appropriate, culturally responsive, and designed to measure growth over time rather than mastery of end-of-year standards.

Class size and staffing for TK are implemented consistent with Education Code Sections 48000, 48000.5, and 46300, as well as current CDE Universal TK requirements. The TK classroom maintains an adult-to-student ratio of 1:12, with a maximum class size of 24 students, supported by a fully credentialed TK teacher and a paraprofessional. Additional support staff — including special education providers, ELD specialists, and intervention personnel — collaborate with classroom teachers to monitor progress, address individual learning needs, and ensure equitable access to the full TK curriculum.

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 instructional calendar above is the Charter School's board-approved 2026-27 instructional calendar (TEACH Public Schools governing board; TPES update incorporating grade 5 and Transitional Kindergarten). The calendar provides 180 instructional days, comprising 142 regular instructional days and 38 minimum/early-dismissal days.

Annual Instructional Minutes by Grade Level (2026-27, Board-Approved)

Transitional Kindergarten: 47,880 minutes offered / 36,000 required (+11,880)

Kindergarten: 44,120 minutes offered / 36,000 required (+8,120)

Grades 1–2: 53,010 minutes offered / 50,400 required (+2,610)

Grade 3: 55,980 minutes offered / 50,400 required (+5,580)

Grade 4: 55,980 minutes offered / 54,000 required (+1,980)

Grade 5: 57,260 minutes offered / 54,000 required (+3,260)

The instructional minutes offered exceed the minimums required by Education Code Section 47612.5(a)(1) at every grade level. Regular and minimum-day bell schedules for Transitional Kindergarten and Kindergarten and for grades 1–5 are set forth in the board-approved calendar and bell-schedule documentation provided to LACOE.

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

2026-2027 TEACH Prep Instructional Calendar

July 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	

July	
3	Independence day Observed

January 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						

January	
1 - 8	Winter Break
11	Professional Development Day #2
18	Martin Luther King Jr. Day

| |<

September 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			

September	
7	Labor Day
21	Professional Development Day #1

March 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			

March	
22-26	Spring Break
29	Cesar Chavez Day Observed

October 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

October	
9	Mental Health Day #1
12	Columbus Day / Indigenous Peoples' Day

April 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	

April	
5	Professional Development Day #3

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

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 • 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 • Administering Beginning-of-Year Assessments (DIBELS, i-Ready) • Building Classroom Culture • Family Engagement Strategies • PLC Launch
October	Executing Effective Lesson Openings and Guided Practice • 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 • Culturally Responsive Teaching • Using Interim Assessment Data for Reteach Cycles • Literacy Integration Across Content Areas
December	Reflecting on Instructional Growth • 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) • Strategic Small-Group Planning • Advanced Technology Integration • PBIS Refresh • Student Goal-Setting Conferences
February	Analyzing Student Work Protocols • Collaborative Lesson Design • Supporting Student Engagement in Arts and STEM • Equity and Access in Instruction
March	Responding to Interim Data • Standards-Aligned Reteaching Strategies • Family-Teacher Conferences and Communication • Assessment Preparation and Student Motivation
April	Reviewing Student Progress toward Standards • Differentiation in Project-Based and Creative Learning • Continuous Improvement Planning
May	Long-Term Planning and Vertical Articulation • Reflection on Instructional Practice • Preparing for End-of-Year Assessments and Performances
June	Year-End Data Analysis • Reflecting on Progress Toward Mission • Planning for Summer and Next Year’s Professional Development Priorities
Summer	Onboarding New Teachers • 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.

Students with Disabilities (SWDs) are provided all appropriate accommodations or alternate assessments as outlined in their Individualized Education Program (IEP) to ensure equitable access to the ELPAC. Accommodations may include extended time, separate or small-group testing environments, visual or auditory supports, assistive technology, breaks as needed, or modified presentation of test directions. Decisions regarding accommodations are made by the IEP team and are based on each student's identified needs. When an alternate assessment is recommended, the IEP team follows state guidelines to determine eligibility and document the rationale. All test administration follows the California Department of Education's ELPAC Accessibility Resources Framework to ensure valid and reliable assessment of each student's English language proficiency.

The Charter School provides both Designated and Integrated English Language Development (ELD) in alignment with the California ELA/ELD Framework and the California ELD Standards. Instruction is designed to ensure English Learners develop linguistic proficiency while accessing rigorous, grade-level curriculum.

Integrated ELD

Integrated ELD occurs throughout all content areas and is provided by all teachers of ELs. Teachers use scaffolded instructional strategies that include modeling and think-alouds, structured academic discussions, sentence frames and starters, strategic use of visuals and graphic organizers, and explicit instruction in academic vocabulary and language functions. Instruction is designed using Universal Design for Learning (UDL) principles to ensure access for students at varying proficiency levels. Collaborative conversations, guided reading and writing tasks, and opportunities for oral language production are embedded within daily lessons. Teachers analyze language demands of content standards to ensure ELs can meaningfully engage with texts, tasks, and discourse in each subject. When data indicate specific needs, students

receive additional targeted supports such as small-group reteaching, strategic vocabulary intervention, or supplemental linguistic scaffolds.

Designated ELD

Designated ELD is provided daily in a dedicated instructional block of at least 30 minutes for all English Learner students, using a standards-aligned ELD curriculum with ongoing progress monitoring, consistent with the increased English Learner resources committed in the Charter School's School Improvement Plan.

Designated ELD provides English Learners targeted instruction based on their ELPAC proficiency levels, classroom language performance, and progress monitoring data. This time is used to address individualized language goals, strengthen academic vocabulary, and provide explicit instruction in listening, speaking, reading, and writing skills aligned to the California ELD Standards. Designated ELD instruction is differentiated to address the needs of students at Emerging, Expanding, and Bridging proficiency levels, based on data from the ELPAC, classroom assessments, and ongoing formative measures. Interventions may include small-group instruction focused on foundational literacy skills, targeted academic language development, or intensive support for students who demonstrate persistent gaps.

Together, Integrated and Designated ELD ensure that English Learners have equitable and meaningful access to the full curriculum and receive the necessary instructional strategies and interventions to promote language acquisition, grade-level mastery, and academic success across all subject areas.

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.

Monitoring of Reclassified Fluent English Proficient (RFEP) Students

TEACH Prep monitors the academic progress of all RFEP students for four years following reclassification to ensure sustained achievement and language proficiency. Monitoring occurs each trimester and includes review of:

- Classroom grades in ELA and Math
- Internal diagnostic and progress-monitoring assessments
- Teacher observations and student work samples
- State assessment results (CAASPP), when available

If an RFEP student demonstrates difficulty maintaining grade-level progress, targeted interventions may be provided. These supports may include small-group instruction in literacy or language development, additional progress-monitoring cycles, supplemental intervention programs, or referral to the Student Success Team (SST) for further evaluation and support.

Identification and Support for LTELs and Students At-Risk of Becoming LTELs

TEACH Prep identifies Long-Term English Learners (LTELs) and students At-Risk of becoming LTELs through annual review of:

- Number of years in U.S. schools
- ELPAC domain-level performance trends
- Academic grades and classroom performance indicators
- Internal assessment data and language development measures

LTELs and At-Risk students receive targeted supports such as differentiated Designated ELD instruction, Integrated ELD scaffolds across content areas, explicit vocabulary and syntax instruction, and small-group intervention cycles typically lasting 6–8 weeks. Progress is reviewed during each intervention cycle, and instructional adjustments are made based on student needs.

Annual Evaluation of the English Learner Program

The school conducts a formal annual evaluation of the EL program to assess effectiveness and guide improvement. The evaluation includes analysis of:

- Summative ELPAC performance and domain-level growth
- CAASPP ELA and Math results for EL and RFEP students
- Internal diagnostic and progress-monitoring assessments
- Reclassification rates and subgroup performance patterns
- Progress of LTELs and At-Risk LTELs

Findings from the annual evaluation inform adjustments to instructional practices, professional development priorities, and Designated and Integrated ELD implementation. Results are shared with instructional staff and parent advisory groups (ELAC, SSC) as part of continuous improvement.

Designated and Integrated ELD: Roles, Collaboration, and Fidelity Monitoring

The Literacy Coach, serving as the site-level instructional lead for the EL program, collaborates with teachers to co-plan lessons, reviews student data to guide instruction, and provides weekly coaching and feedback. The Literacy Coach also participates in SST processes, intervention planning, and EL progress reviews, in coordination with the English Learner Program Manager.

Implementation fidelity for Designated and Integrated ELD is monitored through classroom walkthroughs, review of lesson plans, analysis of student work, and ongoing coaching cycles, under the leadership of the English Learner Program Manager. These structures ensure that English Learners receive consistent, high-quality instruction that supports language development and access to grade-level content.

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 has adopted its own multi-criteria process 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 identifies GATE students using multiple criteria, including state and local assessment data, norm-referenced growth measures, performance-based tasks, and curriculum-embedded assessments. Teachers analyze assessment results and student work samples to ensure GATE students demonstrate continued academic growth, higher-order thinking, and meaningful engagement in accelerated and enriched learning experiences. Should students qualify in the future, the Charter School will implement the required GATE program components in alignment with applicable 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 who demonstrate achievement above grade level.

Instruction is designed to promote depth, complexity, and higher-order thinking through a range of strategies, including differentiated assignments, project-based learning, independent research, leadership opportunities, and peer mentoring. Students also have access to enrichment activities such as STEM, orchestra, drama, and other specialized programs during the regular instructional day, as well as through after-school, Saturday, and intersession offerings.

To ensure effective implementation of differentiated instruction for advanced learners, teachers participate in ongoing professional development focused on meeting the needs of high-achieving students. Professional learning includes training on differentiation strategies, depth of knowledge, scaffolding for advanced learners, data-driven instruction, and the use of formative assessments to adjust instruction and provide appropriate academic challenge.

In addition to classroom teachers, the Literacy Coach plays a key role in supporting students achieving above grade level. The Literacy Coach collaborates with teachers to analyze

assessment data and student work samples to identify students who require enrichment or accelerated instruction. The coach supports lesson planning by modeling instructional strategies that promote higher-level comprehension, analytical writing, academic discourse, and critical thinking. The Literacy Coach also provides targeted coaching, co-planning, and classroom support to ensure literacy instruction is appropriately rigorous and aligned to students' advanced learning needs.

Through ongoing professional development, instructional coaching, and access to enrichment opportunities, the Charter School ensures that students performing above grade level are consistently challenged and supported to reach their full academic potential.

Monitoring Progress

Classroom teachers and site administrators, on a bi-weekly basis, 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 (e.g., iReady) administered in the beginning, middle, and toward the end of the school year. 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 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 the Principal, 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 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.

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.

TEACH Prep uses a comprehensive assessment system aligned to its LCFF goals and measurable pupil outcomes, as outlined in the LCFF tables in Element 1. Assessment data is used to monitor academic progress, inform instructional decision-making, guide interventions and enrichment, and evaluate program effectiveness for all student groups.

Summative Assessments

Summative assessments are used to measure overall student achievement and progress toward long-term LCFF outcomes. These include the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Mathematics, the California Science Test (CAST), and the English Language Proficiency Assessments for California (ELPAC). Results from these assessments are reviewed annually by school leadership and instructional teams to evaluate progress toward LCFF State Priority 4 (Pupil Achievement) and Priority 2 (Implementation of State Standards), with particular attention to performance trends across student groups.

Benchmark and Interim Assessments

Benchmark and interim assessments provide periodic measures of student progress toward LCFF goals throughout the school year. TEACH Prep administers i-Ready Diagnostic assessments in ELA and Mathematics multiple times per year to measure academic growth and identify instructional needs. Early literacy development is monitored using DIBELS, the Benchmark Assessment System (BAS), and schoolwide writing rubrics aligned to grade-level standards. These interim measures serve as checkpoints tied directly to LCFF indicators and allow the school to track progress toward expected annual outcomes.

Diagnostic Assessments

Diagnostic assessments are used to identify specific skill gaps and inform targeted instruction. Tools such as i-Ready Diagnostic data, BAS reading levels, DIBELS sub-skill measures, and ELPAC domain-level results help teachers determine appropriate interventions, supports, or enrichment opportunities. Diagnostic results are particularly important for monitoring progress of English Learners, students with disabilities, and students performing below or above grade level, in alignment with LCFF student-group accountability requirements.

Formative Assessments

Formative assessments are embedded in daily instruction and include exit tickets, quick checks for understanding, oral responses, daily writing samples scored with standards-based rubrics, and performance-based tasks. These assessments provide real-time feedback and allow teachers to adjust instruction immediately to ensure students remain on track toward LCFF-aligned learning goals.

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 LACOE 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 LACOE 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 LACOE copies of all board meeting minutes within ten (10) calendar days of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The County Board reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

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 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 County, and shall cooperate with the County regarding any inquiries.

NOTIFICATION OF THE COUNTY

Charter School shall notify LACOE 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 LACOE in writing of any internal investigations within one week of commencing investigation. Charter School shall notify LACOE 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

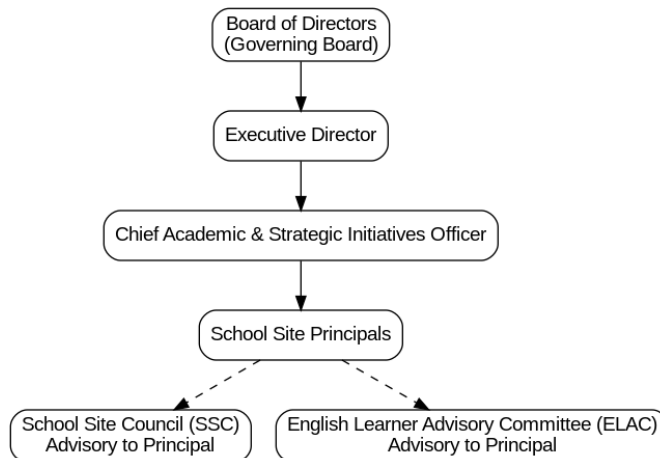
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

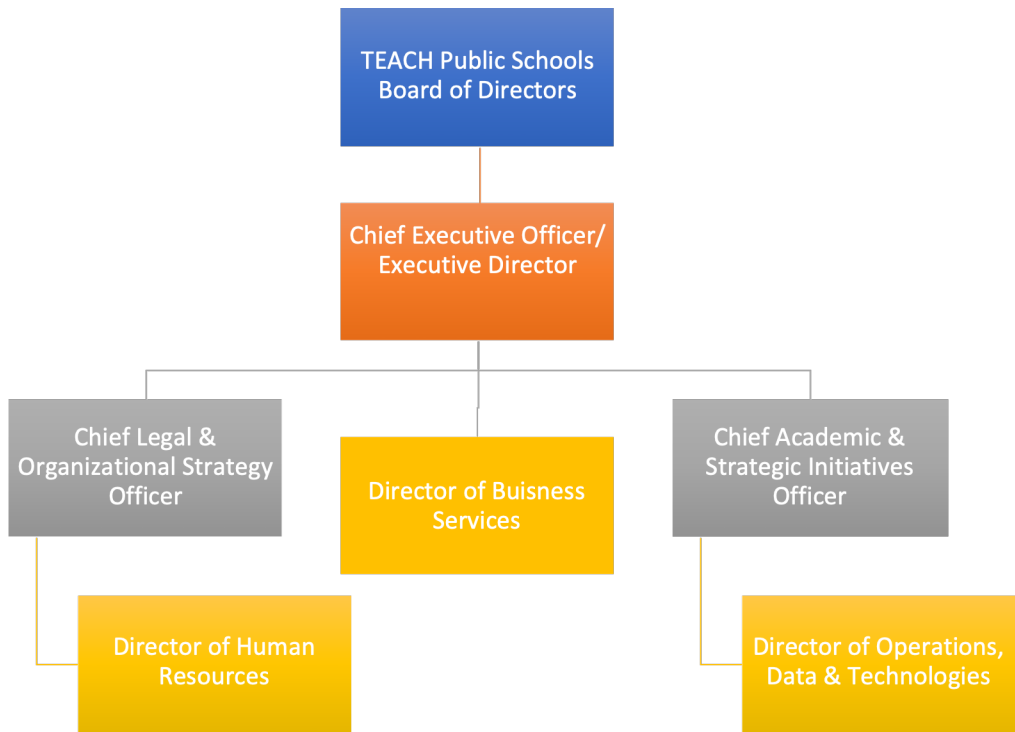
- **Executive Director** – Provides overall organizational leadership, fiscal oversight, and strategic direction. Ensures alignment between the Board's governance priorities, CMO operations, and school performance outcomes.
- **Chief Academic & Strategic Initiatives Officer (CASI)** – Leads instructional 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

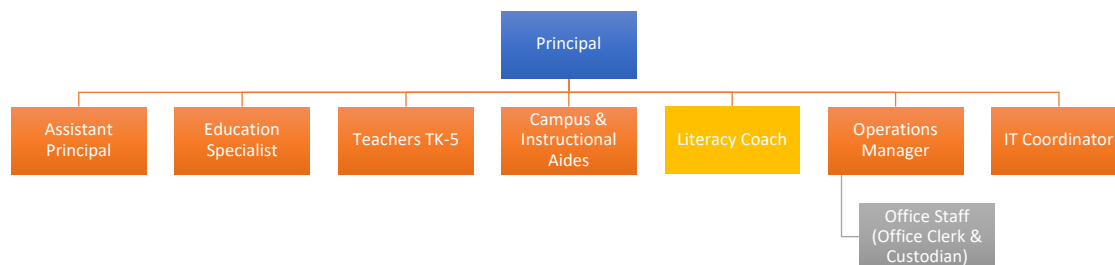
The TEACH Public Schools CMO Organizational Chart illustrates the relationship between the Board of Directors, the Executive Director, and the network-level leadership team.



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.

Meeting Location Compliance Procedures

In order to ensure awareness of and compliance with Education Code Section 47604.1(c) and applicable Brown Act meeting-location requirements, TEACH Prep follows the procedures below:

1. **Review of Legal Requirements:** The Chief Legal & Organizational Strategy Officer (CLO) periodically reviews state requirements related to meeting locations and teleconference access and informs the Board Chair of any updates that affect Board meeting practices.
2. **Pre-Meeting Confirmation:** Prior to posting each Board agenda, the CLO and Board Chair confirm that the meeting will occur within Los Angeles County and that any school-site teleconference location is accessible to the public as required by law.
3. **Agenda Posting Practices:** The CLO ensures that meeting notices include all required location information so that the Board remains compliant with statutory and authorizer expectations.
4. **Ongoing Advisory Support:** The CLO provides guidance to the Board Chair, as needed, to maintain compliance with Education Code Section 47604.1(c) and LACOE requirements governing meeting locations and teleconference participation.

These procedures ensure that TEACH Prep remains aware of and compliant with the meeting location requirements applicable to charter schools.

- **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. Consistent with the LACOE Memorandum of Understanding, the Charter School shall adopt the Conflict of Interest Code of the Los Angeles County Office of Education and shall submit Statements of Economic Interests (Form 700) for designated filers to LACOE's filing officer within the timelines established by the Fair Political Practices Commission.

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.

Board Training on School Finance

In accordance with Education Code Sections 35220–35221, each regular member of the Charter School’s governing body, including the members of the TEACH, Inc. Board of Directors, shall complete training on school finance using the curriculum developed pursuant to Education Code Section 35221. Members serving before April 1, 2027 shall complete the training by April 1, 2028, and members commencing service thereafter shall complete the training within the timelines set forth in statute. Completion of the California School Boards Association’s Masters in Governance program satisfies this requirement to the extent provided by law.

Ethics Training

In accordance with Government Code Sections 53234–53235.2, members of the governing board and covered officials, including department heads and similar administrative officers, shall receive ethics training at least once every two years. Officials commencing service on or after January 1, 2026 shall complete the training within six months of commencing service.

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 Prep 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, LACOE 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(l). 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.

The TEACH Prep principal is supervised by the Chief Academic and Strategic Initiatives Director. All other TEACH Prep positions are supervised by the TEACH Prep principal.

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:** Bachelor's degree; 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:** Bachelor's degree; California Multiple Subject or Reading/Literacy Specialist credential; 3+ years elementary literacy instruction; EL authorization; Spanish preferred. DOJ/FBI fingerprint clearance; TB risk assessment/clearance.

- **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.

H. English Learner Program Manager (CMO-Level, Shared)

Under the direction of the Chief Academic & Strategic Initiatives Officer, the English Learner Program Manager serves as the organization-wide lead for English Learner programs across TEACH Public Schools, with 33.3 percent of total FTE dedicated to the Charter School. The English Learner Program Manager is responsible for the development, implementation, monitoring, evaluation, and continuous improvement of the English Learner Master Plan; TK–12 alignment and compliance of EL services, including identification, placement, designated and integrated ELD instruction, progress monitoring, intervention support, reclassification, and RFEP monitoring; oversight of EL student data and CALPADS, LCAP, and authorizer reporting; professional development and coaching for teachers and instructional staff; family engagement related to EL programs; and compliance with Title III requirements.

Minimum Qualifications: Bachelor’s degree (Master’s preferred); valid California teaching credential with English Learner authorization (CLAD, BCLAD, or equivalent) preferred; minimum of five years of experience supporting English Learners and multilingual learner programs in K–12 settings; knowledge of California EL compliance systems, including ELPAC, reclassification, RFEP monitoring, Title III, and CALPADS; TB clearance and DOJ/FBI background check.

- **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). DOJ/FBI fingerprint clearance; TB risk assessment/clearance.
- **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)

CPR Certification for Permit-Based Hires

In accordance with Education Code Section 44841, commencing July 1, 2025, the Charter School shall not hire a person on a short-term staff permit, provisional internship permit, or teaching permit for statutory leave unless that person has obtained certification in cardiopulmonary resuscitation (CPR) that meets the standards of the American Heart Association or the American Red Cross.

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.

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 LACOE request.

School Safety Plan

The Charter School shall adopt a 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.

Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school

Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

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. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon

need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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.

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.

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

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 LACOE 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.

MENSTRUAL PRODUCTS

The Charter School shall comply with Education Code Section 35292.6. The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible free of cost, in all women's restrooms and all-gender restrooms and in at least one men's restroom, and shall not charge students for menstrual products. The Charter School shall post a notice regarding these requirements in a prominent and conspicuous location in every restroom required to be stocked, which shall include the text of Education Code Section 35292.6 and the email address and telephone number of the individual designated by the Charter School to ensure the school's restrooms are stocked with menstrual products.

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.

SCHOOL MEALS

In accordance with applicable legal requirements, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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 SERVICES

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct

of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. 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 the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

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 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 County 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 County 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), the Charter School’s admission preferences are limited to the sibling preference described below.

1. Siblings of students admitted to or attending the Charter School at TEACH Prep.
Rationale: Sibling preference supports family access, promotes continuity of enrollment, and reduces barriers for families with multiple school-age children. This practice is common among public schools and supports stable family engagement.

The Charter School maintains no admission preferences other than the sibling preference described in this Element.

The Charter School and the County 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. Consistent with current enrollment, the Charter School generally admits all applicants who wish to attend; a lottery is conducted only in the event that applications for a grade level exceed the seats available.

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. The lottery date, time, and location are published annually in the Charter School’s enrollment materials and on its website during the open enrollment period. Applications received during the open enrollment period are included in the public random drawing. Applications received after the close of the window are accepted on a rolling basis and offered admission or waitlist placement in the order received, if space permits.

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. The sibling preference is applied through a separate sibling lottery conducted first, as described below.

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 is fair and consistent with the published procedures. They sign an attestation verifying that the lottery was conducted properly and without bias. The Charter School conducts the drawing using a digital randomization tool (currently School Mint software) to generate the order of applicant selection.

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.

Waiting List and Offers of Admission

Following the public random drawing, students not offered a seat are placed on a waiting list in the order determined by the lottery. The waiting list is maintained for the remainder of the enrollment cycle and is used to fill vacancies as they arise. When a space becomes available, the Charter School contacts the next student on the waiting list in the established order.

Parents or guardians of students offered a seat — either through the lottery or from the waiting list — are notified using the contact information provided on the application. Notification may occur by phone, email, or written communication. Families are given a reasonable period of time to accept or decline the offer of enrollment. If a parent or guardian does not respond within the stated timeframe, the Charter School proceeds to the next student on the waiting list to fill the available seat.

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the close of the open enrollment period, applications will be reviewed to determine whether the number of applicants for any grade level exceeds the number of available seats. Returning students are guaranteed enrollment for the following school year and are not included in the lottery process.

If the number of applications exceeds the number of available seats in any grade level, TEACH Prep will conduct a public random lottery for that grade level. All individuals who have expressed interest in enrollment will be notified of the date, time, and location of the lottery and will be encouraged to attend. All prospective students who have submitted a complete application during the open enrollment period will be included in the lottery.

In accordance with the School's sibling preference, a separate public random lottery will first be conducted for applicants who have a sibling currently enrolled at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School. Available seats will be offered to sibling applicants in the order established by that lottery until either all sibling applicants have been offered admission or all available seats have been filled. If seats remain after all sibling

applicants have been considered, a second public random lottery will be conducted for all remaining applicants who do not have a sibling currently enrolled at the School.

Names will be drawn at random until all available seats for the grade level have been filled. After capacity has been reached, the remaining applicants will continue to be drawn at random to establish the waitlist in the order selected. If separate sibling and non-sibling lotteries are conducted, the waitlist will first include any remaining sibling applicants in the order established by the sibling lottery, followed by non-sibling applicants in the order established by the non-sibling lottery. Students will be offered admission from the waitlist as openings occur during the school year. Under no circumstances will a waitlist carry over to the following school year.

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 LACOE 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).)

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 an independent auditor selected from the California State Controller’s list of approved charter school auditors. The auditor shall be selected through a competitive selection process consistent with Education Code Section 41020 and shall be mutually agreeable to LACOE and the Charter School; by March 13 of each year, the Charter School shall submit to LACOE information regarding the audit firm that will conduct the annual audit, in accordance with the LACOE Memorandum of Understanding (Section 3.5). The Charter School shall comply with Education Code Section 41020(f)(2), under which, absent an Education Audits Appeal Panel waiver, a public accounting firm may not 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 audit shall be completed and transmitted in accordance with Education Code Sections 41020 and 47604.33.

- **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.

Audit Coordination — The Executive Director is responsible for coordinating with the independent auditor and ensuring that all necessary information is provided to complete the annual audit. The Executive Director oversees the collection and submission of required financial records, reports, and supporting documentation by working with the back-office provider, CMO staff, and school-site personnel. This coordination ensures that the auditor has timely access to all materials and staff needed to complete the audit in accordance with applicable laws and standards.

- **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. Any audit exceptions or deficiencies shall be resolved to the satisfaction of the chartering authority. The Executive Director shall present the audit report, together with a corrective action plan addressing any exceptions or deficiencies, to the TEACH, Inc. Board of Directors at its next regularly scheduled meeting following receipt of the audit, and shall submit the corrective action plan to LACOE within 30 days of the Board's review. The Board of Directors shall monitor implementation until each exception or deficiency is resolved, and the Charter School shall report the status of resolution to LACOE no later than June 30 of the fiscal year in which the audit was received, or on such other timeline as LACOE may direct.

Submission of Audit

The annual audit report shall be submitted to 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 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

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's

IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: (a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (a) the parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; (b) the parent has requested an evaluation of the child; or (c) the child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge

that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the County

Upon expelling any student, the Charter School shall notify LACOE in writing as soon as practicable, and shall provide supporting documentation regarding the expulsion as LACOE may request.

The Charter School shall notify the superintendent of the student's district of residence within 30 days of the expulsion. Upon request of the receiving school district, the 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 County 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. Staff will receive annual training on the Charter School’s discipline policies and restorative practices.

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 LACOE 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 € 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 $\leq$ 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 and/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 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 (LACOE) 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 1951 Los Angeles County Charter SELPA. 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 membership in the Los Angeles County Charter SELPA, an IEP team will conduct a manifestation determination and consider alternative placements following applicable SELPA policies and procedures. 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 LACOE and 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).)

Disputes Between the Charter School and the County

In the event that any dispute arises between the charter school and LACOE, both parties agree to use the procedure as stated in County Board Policy 0420.4 and Administrative Regulation 0420.4, except for any dispute that is any way related to revocation of the charter petition. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter petition, both parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if LACOE believes the charter school: (a) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; (b) failed to meet or pursue any of the pupil outcomes identified in the charter; (c) failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; or (d) violated any provision of law.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that county and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process.

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).)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School’s SELPA (the 1951 Los Angeles County Charter SELPA), the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. All student records of the Charter School shall be transferred to another local TEACH charter school upon Charter School closure. If all TEACH charter schools are closed, they will be transferred to the County. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff

compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Charter School shall maintain its insurance coverage for the period following dissolution and winding up, until all assets have been properly disposed of, consistent with the LACOE Memorandum of Understanding (Attachment E).

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 County. 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).

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 LACOE 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 LACOE. 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 County Board and LACOE 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 LACOE 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 LACOE 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 Requirements

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education (“County Board”) as named additional insured 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LACOE.
- Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by the 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 \$50,000 per occurrence, with no self-insured retention.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- 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.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the Charter School’s assets.

Coverage’s and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insured’s and shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to: www.mycoitracking.com.

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

Hold Harmless/Indemnification

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

FISCAL MATTERS

County Oversight Costs

In accordance with Education Code Section 47613 and the LACOE Memorandum of Understanding (Section 3.6), the Charter School shall be charged an oversight fee not to exceed one (1) percent of the LCFF Base Grant, Supplemental Grant, and Concentration Grant funding received by the Charter School, based on the funding provided at the Second Principal Apportionment (P-2). Notwithstanding the foregoing, the County 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.

Special Education Funding and In Lieu Property Taxes

The Charter School receives state and federal special education funding directly as an LEA member of the 1951 Los Angeles County Charter SELPA, in accordance with the SELPA's allocation plan (AB 602). The Charter School shall continue to receive funding in lieu of property taxes from the Los Angeles Unified School District, as the school district in which its students reside, in accordance with Education Code Section 47635.

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.

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.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, please find the following documents: a budget narrative; a projected budget; and financial projections and cash flow for three years of operation. These documents reflect the revised 2026-27 budget and multi-year projections submitted to LACOE pursuant to Condition 1 of the County Board's May 12, 2026 approval, which reflect budgeted enrollment of 321 and ADA of 288.90 for 2026-27, with ADA conservatively held flat at 288.90 through 2028-29. Consistent with LACOE's budgeting guidance, the multi-year projections deliberately hold ADA at this conservative level and do not assume the planned growth to the authorized enrollment of 380, so that the Charter School's budget is not dependent on enrollment growth materializing.

During the term of the charter, the CMO/Shared services fee shall not exceed the lesser of 15 percent of the Charter School's revenue received in the current fiscal year from the Local Control Funding Formula, as calculated pursuant to Education Code Sections 42238.02 and 42238.03, or the Charter School's current allocation, consistent with Condition 2 of the County Board's May 12, 2026 approval.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County: (1) by July 1, a preliminary budget for the current fiscal year; (2) by

July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5; (3) by December 15, an interim financial report for the current fiscal year reflecting changes through October 31 — additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools; (4) by March 15, a second interim financial report for the current fiscal year reflecting changes through January 31; and (5) by September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year. In addition, the Charter School shall provide monthly financial reports and documents to LACOE’s Business Advisory Services Division — including monthly bank statements and reconciliations, general ledger, statements of revenues and expenditures, statement of financial position, year-to-date budget-to-actual comparisons, and notes to financial statements — in accordance with the LACOE Memorandum of Understanding (Section 3.4 and Attachment B) and Condition 1 of the County Board’s May 12, 2026 approval.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

The Charter School operates a split campus and is located at: (1) 8505 S. Western Ave., Los Angeles, CA 90047; and (2) the Western/Century campus, at which instruction occurs at 1750 W. Century Blvd., Los Angeles, CA 90047.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School shall enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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).)