



CATCH PREP

College. Career. Life. Success.

Charter Renewal Petition
Submitted to the Board of Education of the
Los Angeles Unified School District For the Term
July 1, 2018 through June 30, 2023

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Assurances, Affirmations, and Declaration

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Preference for this Petition

CATCH Prep submits this petition to the Board of Education of the Los Angeles Unified School District as its authorizing district and is requesting charter renewal for a period of five years from July 1, 2018 to June 30, 2023. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, CATCH Prep will offer a comprehensive learning experience that is designed to serve the needs of such students.

Accordingly, this charter petition is entitled to preference in the review and approval process.

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(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(e).)

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Mathematics Placement

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

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be

considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

High School Exit Examination

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

WASC Accreditation

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

English Learners

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software

system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
- District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data
- The standard file including District ID.
- Norm day
- District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
- District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
- District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Introduction

CATCH Prep is an independent, site-based charter school going into its fifteenth year of successfully serving high school students and families in the Crenshaw District and surrounding neighborhoods and communities of South Los Angeles. Formerly known as Crenshaw Arts-Tech Charter High, CATCH Prep is excited to be evolving its name to reflect the school's student achievement results and commitment to 4-year college access and career preparation post-secondary.

With a demographic that is 80% African-American and 20% Latino or Hispanic, CATCH Prep is home to one of the highest concentration of Black students anywhere in California public schools. Our commitment to culturally relevant and responsive pedagogies and practices have allowed CATCH to prepare ALL of its students for life opportunities in diverse settings; and over the past fifteen years, we have had hundreds of graduates serve as cultural ambassadors in the many universities, corporations, and communities they have gone on to be successful in.

With a 95% A-G rate for our last class of graduating Seniors (2017), CATCH Prep significantly outperforms local comprehensive high schools and neighboring charters in facilitating college access for students demonstrating high needs. As only 9% of students coming from households with a family income below \$34,000 graduate from college by the age of 24, CATCH Prep is proud that more than 80% of the 2011 graduating class have earned Bachelor's Degrees or higher from public and private colleges across the United States Of America.

In the neighborhoods that CATCH Prep serves, only 3.2% of residents 25 years of age and over have a four-year college degree. CATCH Prep is putting an end to this pattern by offering a high school educational program steeped in rigor and relationships – one that treats parents as partners, and educates the entire learning community on the four-year college entry process and mindsets and behaviors needed to graduate from college and be successful in any and every career endeavor.

The core academic curriculum at CATCH Prep is delivered through a combination of face-to-face instruction and blended learning coursework that leverages the school's one-to-one student:device ratio so that students can complete on-site learning goals with support from their teachers. This learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with the school's projects and performance tasks. Self-paced interventions, curated by a highly qualified teaching staff, also allow students to work at their own pace to shore up and develop the skills they will need to succeed in college.

Through a strong data-driven advisory program, students receive one-on-one academic and behavioral guidance from the same counselor all four years of high school. In addition, CATCH-Class (a daily period for all students) provides the fulcrum for culture-building across the school, as well as the space for monitoring students' academic progress and their development in other critical areas, such as behavior and attendance. CATCH Class helps students make close connections to other students and at least one supportive adult who knows each student well.

On top of the learning day, CATCH Prep extends creative opportunities to students through a series of after school Arts and Technology Conservatories that result in a completely different type of educational experience for high school students anywhere in Los Angeles.

Over the first three terms of the school's charter, a fifteen-year track record of success, CATCH Prep has shown impressive academic results and growth: including 100% 4-year college acceptance for multiple cohorts of graduating seniors, a 95% average for A-G completion for graduating seniors, dozens of Posse Scholars (full \$250,000 scholarship winners to prestigious universities across the

country), strong SAT scores and SAT growth, strong CAASPP performance, Special Education services that attract students and families to the school, English Learner reclassification rates that far exceed the District average, and steadily increasing Advanced Placement participation and pass rates. CATCH Prep has also shown a number of other indicators of success in its first three terms, including a strong financials with a healthy reserve, high parent and student satisfaction survey scores, and high student attendance rates overall. CATCH Prep's results, more fully described in Element 1, demonstrate that the school is in a tremendous position for charter renewal for a fourth five-year term (which would result in 20 years of service to the Crenshaw District of South Los Angeles).

General Information

· The contact person for Charter School is:	Patricia D. Smith
· The contact address for Charter School is:	4120 11 th Avenue, Los Angeles, CA 90008
· The contact phone number for Charter School is:	(323) 293-3917
· The proposed address, or target community by Zip Code, of Charter School is:	4120 11 th Avenue, Los Angeles, CA 90008
· This location is in LAUSD Board District:	1
· This location is in LAUSD Local District:	West
· The grade configuration of Charter School is:	Grades 9-12
· The number of students in the first year will be:	300
· The grade level(s) of the students in the first year will be:	Grades 9-12
· Charter School's scheduled first day of instruction in 2018-19 is:	August 14, 2018
· The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.)	600
· The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
· The bell schedule for Charter School will be:	8:00 a.m. – 3:00 p.m., with one day per week dismissing at 1:00 p.m. to allow for staff professional development, and after-school electives available until 5:00 p.m.
· The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need For Charter School

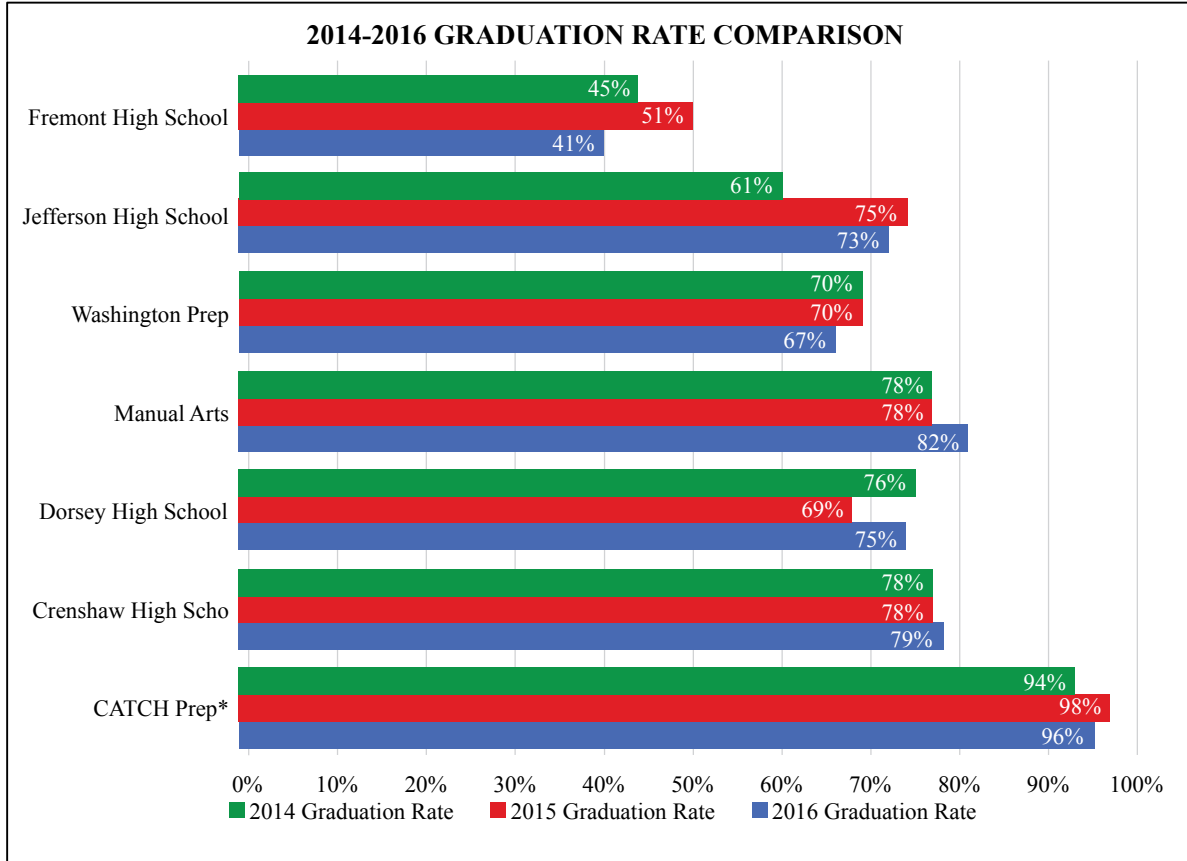
CATCH Prep serves urban secondary students in the historic Crenshaw District of South Los Angeles. According to the most recent US Census data, the community is approximately 70% African-American, with a majority of families living below the poverty line, and less than 20% of adults holding post-secondary degrees. The demographic composition of CATCH Prep is parallel to that of the community, and accurately reflects the neighborhoods it serves, as well as the composition of schools CATCH students would have otherwise attended: *Crenshaw High School, Dorsey High School, Manual Arts, Washington Prep, Fremont High School, Locke High School, and Jefferson High School.*

African-American students are a traditionally underserved ethnic group in secondary education in Los Angeles because of the socio-economic backgrounds of students' families that have led to less economic mobility and school choice during their experiences in public education. As a result, many African-American students have lived with ineffective instruction that has led to high school dropout rates that are triple those of other races and ethnicities in Los Angeles.

The needs of secondary students in the Crenshaw District of Los Angeles include a narrowing of the achievement gap, and access to resources/services otherwise inaccessible due to high rates of

poverty among community residents. CATCH Prep is proud to have provided access to a rigorous high school education and wrap-around social-emotional services for the past 15 years to the Crenshaw Community, and looks forward to continued success assisting students accessing and completing post-secondary learning opportunities in colleges and Universities all across the United States of America. This all starts with graduating from high school:


Table 1: Graduation Rate Comparison



* CATCH Prep graduated 100% of its Seniors in 2014, 2015, and 2016. Students not included in this cohort data by the CDE transferred from CATCH Prep to comprehensive neighborhood high schools during their Junior year.

As demonstrated over the term of CATCH’s 2nd charter renewal from 2013-2018, students at CATCH Prep significantly outperform local comprehensive schools by graduating at a rate 16%-57% higher than their peers. This is a designed and intended outcome of CATCH’s small classes, intimate learning environment, and commitment to working hand-in-hand with students and their families on postsecondary goals while still in high school. A document we call The CATCH Plan™ guides this mindset building, and we build college and university aspirations starting in 9th grade with, both, students and their families.

Figure 1: The CATCH-Plan



CATCH PLAN

Last Name _____ First Name _____ Graduating Class _____

Credits: _____ Weighted GPA: _____ CSU/UC GPA: _____ PSAT Score(s): _____

SAT Score(s): _____ ELA: _____ Math: _____

A. Social Studies (30)

World History A	
World History B	
US History A	
US History B	
Prin. Amer. Dem.	
Economics	

B. English (40)

English 9A	
English 9B	
English 10A	
English 10B	
American Literature	
Contemporary Comp.	
Expository Comp.	
Advanced Composition	

C. Math (30)

Algebra 1A	
Algebra 1B	
Geometry A	
Geometry B	
Algebra 2A	
Algebra 2B	
Precalculus A	
Precalculus B	

D. Lab Science (20)

Biology A	
Biology B	
Chemistry A	
Chemistry B	

E. World Language (20)

Spanish 1A	
Spanish 1B	
Spanish 2A	
Spanish 2B	
Spanish 3A	
Spanish 3B	

F. Visual & Perf Arts (10)

G. College Prep Elective (10)

9th Grade

10th Grade

11th Grade

12th Grade

9th – 12th Grades

Health (5)

Health	
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P.E. (20)

P.E. A	
P.E. B	
P.E. A	
P.E. B	

❖

Electives (25)

❖ 210 credits required for graduation beginning with class of 2016

❖ Passing Grade of C or better in "A – G" Course beginning with class of 2017

Subgroup Analytics

An important note about examining CATCH Prep’s subgroup data is that while the school accepts students from all over Los Angeles county, the demographics of the student body have traditionally been 90% African-American, 10% Latino, and 100% Low Income. This population context deems CATCH’s subgroups as not “numerically significant” as defined by the State Of California. “Numerically Significant” subgroups are classified in the following manner:

- 100 or more student with valid Standardized Testing and Reporting scores; or
- 50 or more students enrolled with valid test scores who make up at least 15 percent of the total valid test scores

The number and percentage of CATCH’s students who are not African-American or who are not Low Income are fewer than 15% of the population, and less than 50 students in total. Prep has worked to leverage this population context by building a school culture of culturally relevant pedagogies and practices that engage learners and their families in all of the school’s daily and longer-term goings-on.

As the Crenshaw Line sets to open 2 blocks away from CATCH Prep in 2019, and a \$1 Billion investment is made into the Baldwin Hills Crenshaw Plaza redevelopment (which is 4 blocks away from CATCH), the school is preparing to serve a more diverse cohort of families as the community continues to evolve. and homes are bought and sold at new price levels. According to the 4th quarter annual housing report published by the Los Angeles County (2016), median home prices along the Crenshaw Line, where CATCH Prep is located, were the fastest equity-growing homes in all of the county. CATCH Prep is preparing its teachers with Professional Developments now, so that as the school becomes more diverse, teachers will be well-trained and positioned to mitigate potential subgroup achievement gaps early in any instructional unit.








Performance Data

The manner in which students at CATCH Prep perform, particularly when compared to neighboring comprehensive high schools has been at the center of the school’s success over the past 15 years.

While the data shows that students academically outperform their peers with significant achievement on standardized tests and college access, one of the aspects of student performance CATCH Prep is most proud of is the rate of Suspensions and Expulsions at the school.

For the term of the last charter renewal from 2013-2018, CATCH Prep has experienced zero suspensions and expulsions. This is a testament, not only to the school’s culture of success and self-efficacy, but also to the school’s emphasis on restorative justice practices that allow students to correct behavior and achieve resolutions to issues through meaningful dialogue with structured and personal accountability for the maintenance of relationships. As a result, CATCH’s Suspension Rate has kept 100% of students in 100% of their classes due to decisions related to student behavior.

Table 2: Suspension Comparison

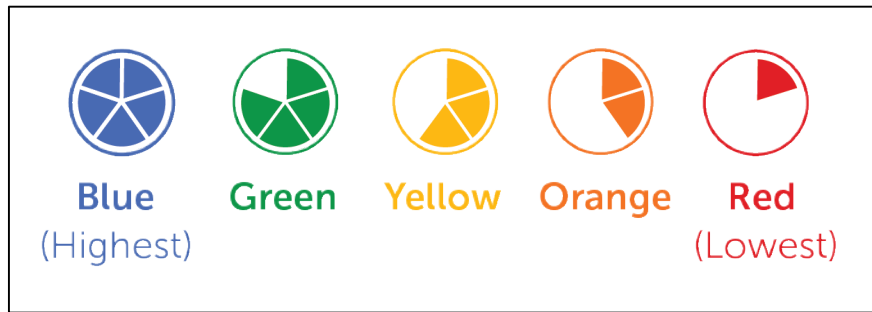
	California Dashboard Indicator	Rate	Change
CATCH Prep		<i>Very Low</i> 0%	<i>Maintained</i> 0%
Crenshaw High School		<i>Medium</i> 4.5%	<i>Declined</i> -1.4%
Dorsey High School		<i>Low</i> 1%	<i>Declined Significantly</i> -2.3%
Manual Arts		<i>Low</i> 1.3%	<i>Declined</i> -.4%
Washington Prep		<i>Medium</i> 2%	<i>Increased</i> +.7%
Jefferson High School		<i>Very Low</i> 0%	<i>Maintained</i> -.2%
Fremont High School		<i>Very Low</i> .1%	<i>Maintained</i> -.1%

The New California Dashboard

The state’s new accountability system combines five Status and Change levels creating a five-by-five grid that produces twenty-five different results. The colored tables provide a new way to determine the location of a school or district on the grid, and are designed to help the public approach school performance through a more holistic lens.

Performance for state indicators is calculated based on the combination of current performance (Status) and improvement over time (Change), resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red.

Figure 2: California Dashboard Color-Coded Performance Levels



The five color-coded performance levels are calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine Status and Change.

Table 3: California Dashboard Color-Coded Status and Change Levels

		Change				
Status	Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue	Blue
Median	Orange	Orange	Yellow	Green	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange	Yellow

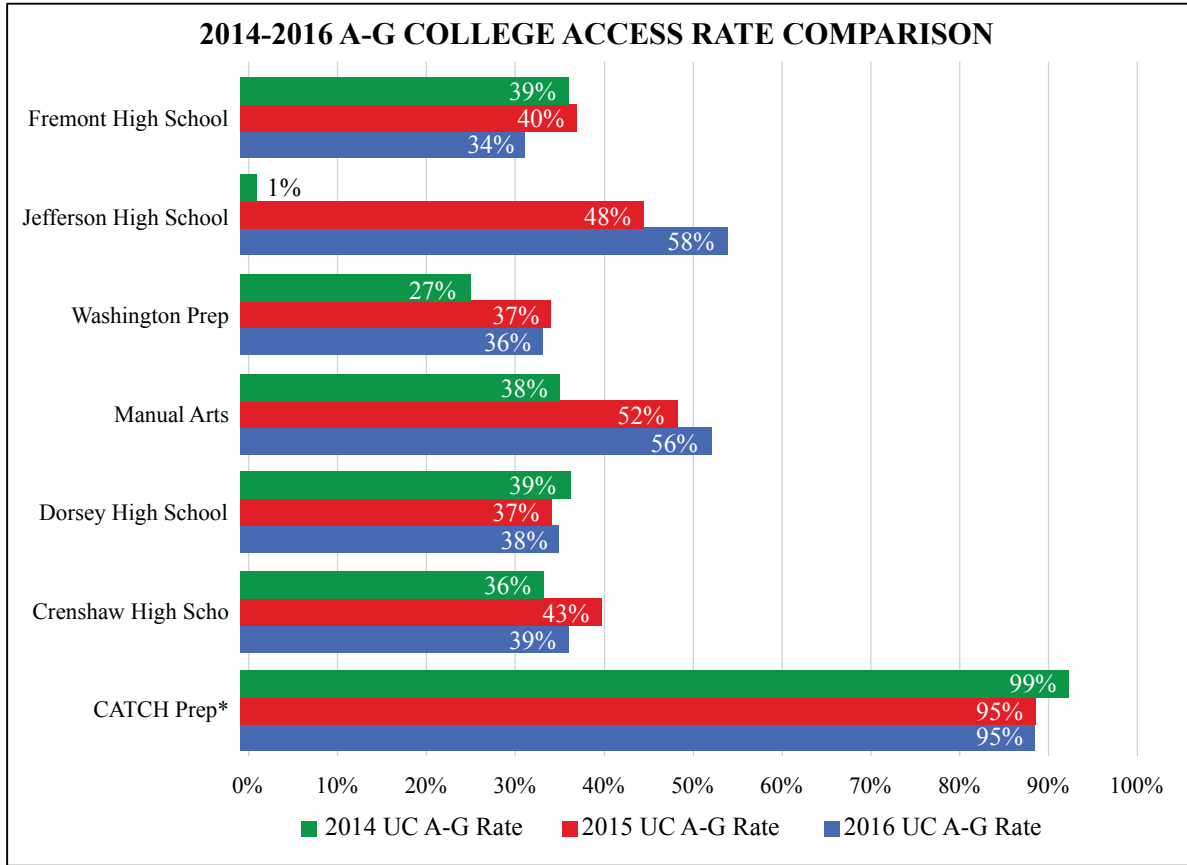
In relation to CATCH Prep, the entirety of the school’s performance metrics are coded BLUE. This is an indication that the entire school, and all numerically significant subgroup populations, are either achieving at levels determined to be “Very High” by the State Of California, or have “Increased Significantly” in regards to achievement and performance.

CATCH Prep teachers and staff are well-versed on the state’s new accountability system, and have attended trainings at the school, county, and state level to best understand the manner in which student achievement will now be measured throughout California. This training has allowed CATCH Prep teachers to collaborate during PLC Time to maximize their learning targets and ensure the academic achievement of students across grade levels is either “Very High” according to the new Dashboard system or “Increased Significantly.”

CATCH Prep in College

College access is part of the driving mission of CATCH Prep, and the success of each year’s graduating class is indicative of the commitment to opportunity that comprises the very fabric of the school:

Table 4: College Access Rate Comparison

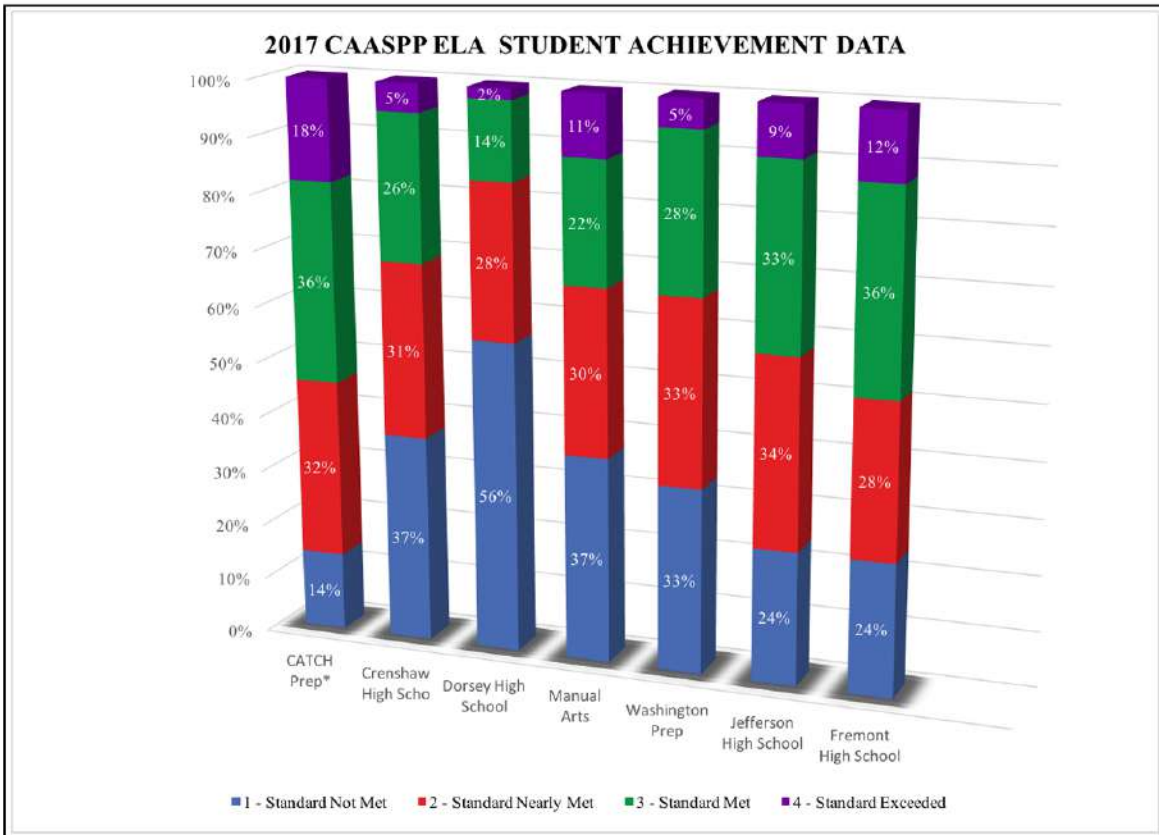


* Subgroup data is not broken down by ethnicity by the CDE. CATCH Prep has one numerically significant subgroup in relation to A-G Completion (Low Income) of which 100% of CATCH students are identified as.

CATCH Prep significantly outperforms all neighborhood schools in preparing students for post-secondary learning options upon graduating from high school. Statistically, CATCH students have access to 4-year colleges and universities at a rate that is 37%-98% higher than their peers at locally similar comprehensive high schools. This is particularly significant in that CATCH students and families have indicated that they value college access more than CAASPP results, and choose to attend and refer families to CATCH Prep as a result of its focus on college preparation.

With graduates headed off to the UC System, Cal State schools, and private universities across the country, CATCH students are accessing the same colleges as their suburban, affluent peers. As a school, we’ve promised our neighbors that we will do everything we can to close the college access gap among students of color when compared to their peers across the state, as well as overcome the obstacles students of Low Income backgrounds face when preparing for college and/or meeting financial deadlines and admissions timelines.

Table 5: CAASPP ELA Achievement Comparison (2017)

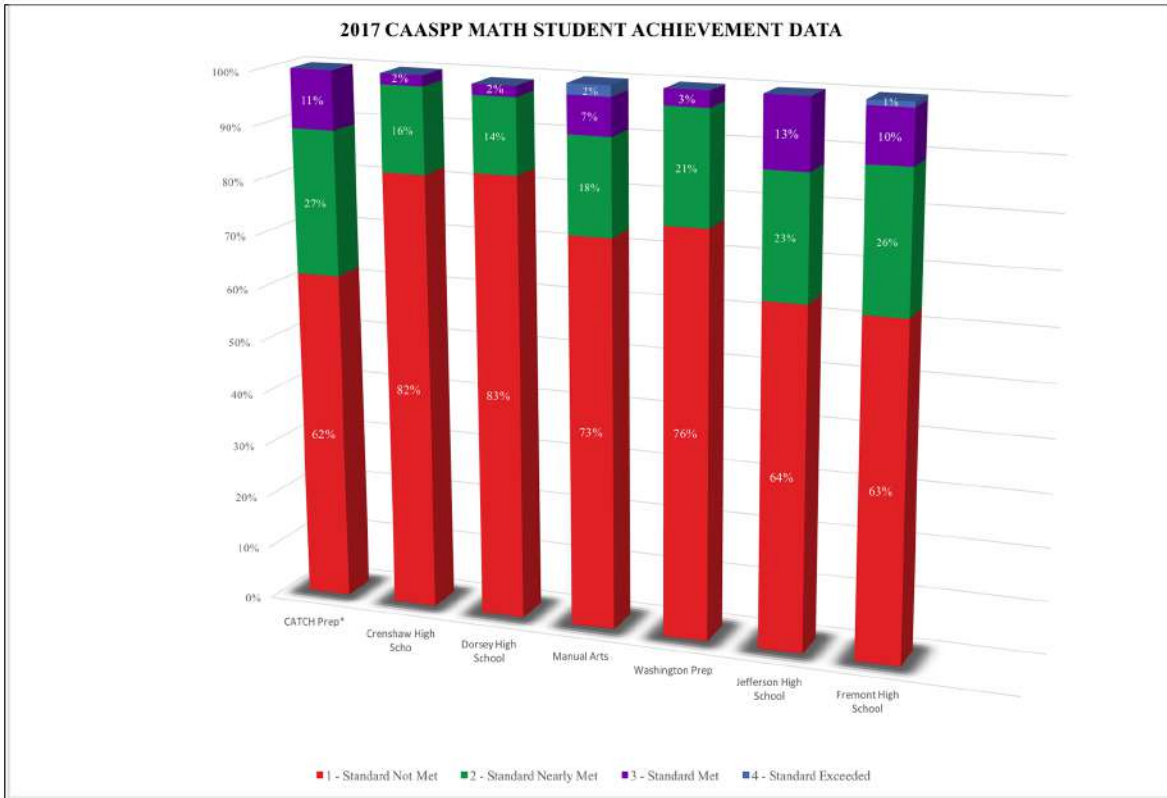


Math Achievement at CATCH Prep is similar to ELA when looked at comparatively across local schools. Still, CATCH Prep is committed to not only outperforming neighboring urban high schools, but rivaling suburban counterparts that are differently resourced, both, in the homes and communities of students. In 2017, CATCH Prep had the lowest number of students “Not Meeting” grade-level standards in Math on the 11th grade CAASPP exam when compared to local schools. CATCH Prep also nearly doubled the amount of students “Meeting” or “Exceeding” standards when compared to the school’s results just one year prior.

CAASPP Year-To-Year Data

With many ways to examine student achievement data from year-to-year, one of the most impactful for the CATCH community has been to examine the progress student cohort groups make from one grade level to the next. Not only is this a testament to the incredible teachers that CATCH Prep has been able to identify, train, and retain, it is also the result of an academic culture that values results and a vision that reinforces personal accountability and pride for the learning outcomes of every individual.

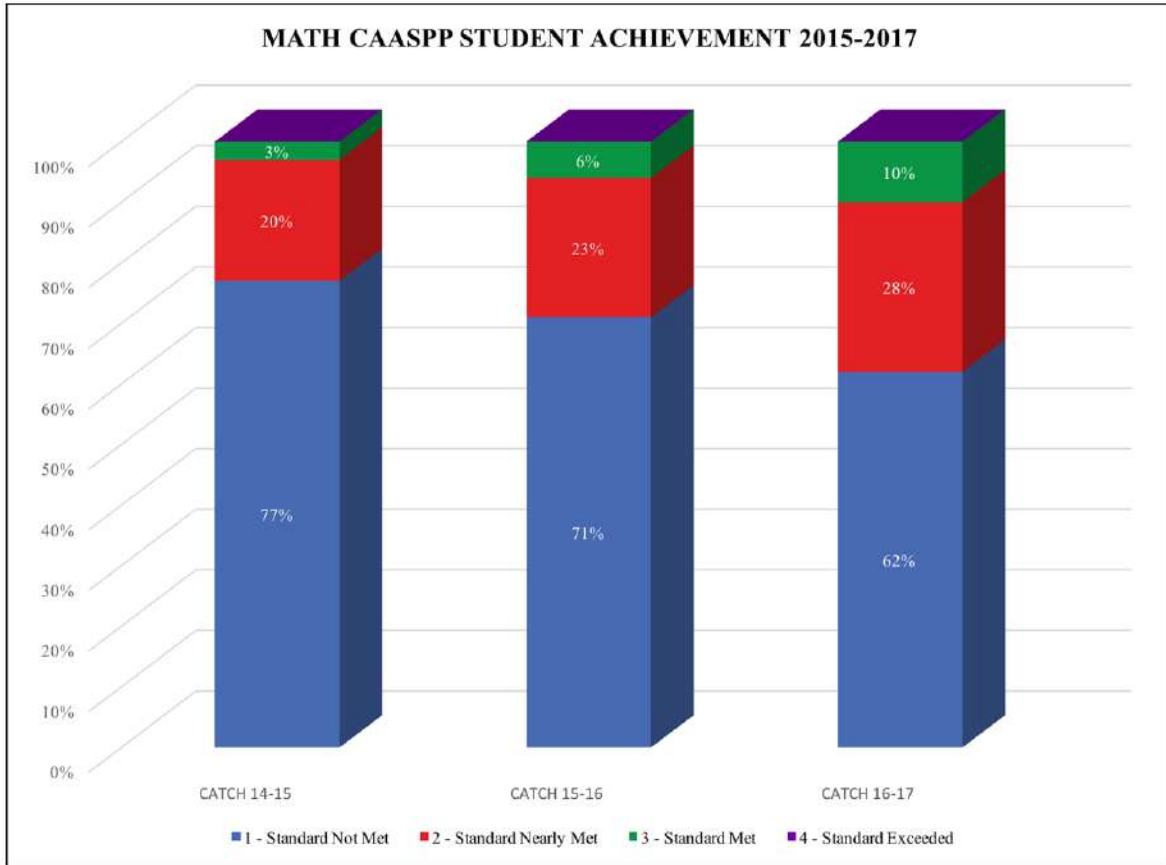
Table 6: CAASPP MATH Achievement Comparison (2017)



This is particularly evident when we exam the last three years of CAASPP results for CATCH Prep. In Math, students have been on a steady path towards increasing the amount of standards “met” or “exceeded” each year – growing from 3% in 14-15 to to more than 10% in 16-17. This represents a growth of over 3 times the initial performance level when the state’s new CAASPP assessment suite was first released, or 300+%.

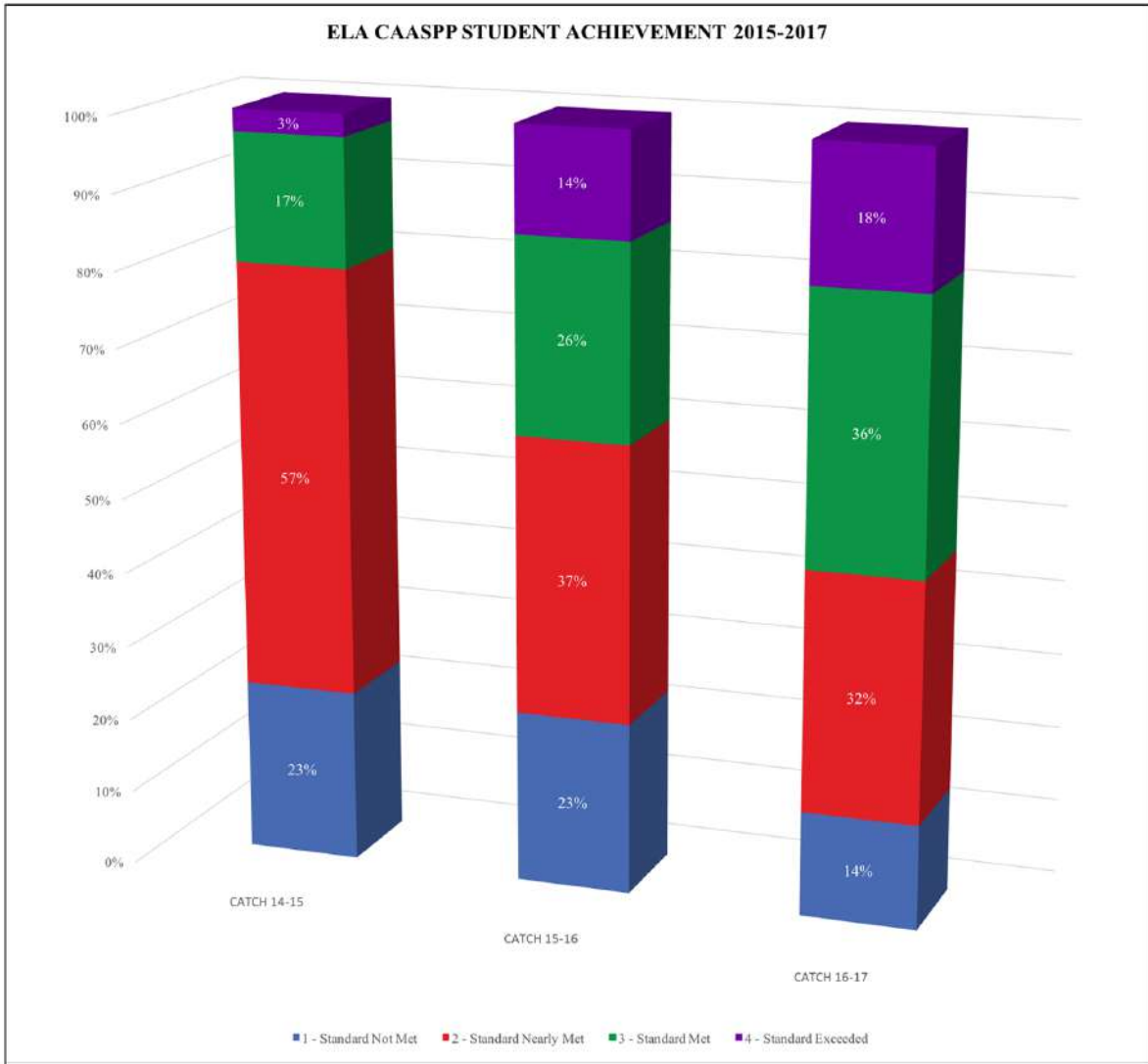
Along with a growth in the number of students “meeting” or “exceeding” grade-level standards in Math at CATCH Prep over the term of our third charter renewal, CATCH Prep has also seen a significant drop in the number of students identifying as having “not met” math standards and expectations by 11th grade as defined by CAASPP. Most notably, over the 3-year period from 14-15 to 16-17, CATCH Prep has significantly decreased the amount of students “not meeting” math standards on CAASPP by over 15%. As the school continues to focus its professional development and trainings on best practices in math over the term of the next charter renewal, we look forward to posting even deeper drops in the number of students “not meeting” 11th grade math standards.

Table 7: Math Student Achievement



Similar to the trajectory of student performance gains in Math, student performance in English Language Arts at CATCH Prep under the State’s new CAASPP accountability model has been a steady incline. Yet, different from the school’s math achievement, ELA achievement at CATCH is on par with levels demonstrated at affluent, suburban schools – settings that are often more resourced than CATCH Prep and exist in different community environments than the students at CATCH call home. For this reason, CATCH Prep is extremely proud of its achievement in English Language Arts, moving from 20% of students “meeting” or “exceeding” standards in the 14-15 school year, to having over 54% of students “meeting” or “exceeding” English Language Arts standards in 11th grade by the end of 16-17. This kind of achievement is a testament to the school’s culture of continuous improvement: never settling for results, and always looking at data to find new ways of maximizing classroom performance.

Table 8: ELA Student Achievement



Subgroup Data in CAASPP

Similar to A-G data reported by the state’s DataQuest system, subgroup data for CAASPP is not available as there are no numerically significant cohorts of students in CATCH’s 11th grade to report on. This is due to the commitment to small class sizes and personalized learning environments the CATCH Board supports, as well as the school’s geography, location, and mission to serve the specific Crenshaw District of South Los Angeles.

English Learner Progress

English proficiency is essential for ensuring access to college and beyond for all of our students. CATCH Prep is proud to be able to work so closely with our EL population (which currently fluctuates between 0 and 9 students a year) as we support their language development on the way to proficiency.

Table 9: 2016-17 EL Reclassification Data

Number and Percent of Students at Each Overall Performance Level														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	***	***	***	2 (25.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	***	***	***	4 (50.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	***	***	***	1 (13.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	***	***	***	(0.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	***	***	***	1 (13.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (100.0%)	3 (100.0%)	1 (100.0%)	2 (100.0%)	8 (100.0%)

AP Participation and Pass Rate

As CATCH Prep continues to add College Board-approved AP classes to our course offerings, with highly trained and committed teachers leading the way, we are proud of our sustained increase in student participation as course opportunities broaden over the years. 5 years ago, at the beginning of this charter renewal, less than 5% of CATCH students accessed AP courses, and our pass rate was between 5%10%. As we’ve diversified our Master Schedule to include more opportunities for rigor by way of Honors and AP classes, we now enroll 30% of our student body in courses designated as AP, and we look forward to 50% participation in the years ahead.

One-To-One Student:Device Program

Another successful innovation at CATCH Prep has been the school’s 1:1 student:chromebook program. In its current iteration, all students have access to a chromebook in every class, and student use Google Apps to check a personal school email address, work collaboratively on Google Docs, and turn in assignments and take quizzes and test via Google Classroom. This program has been wildly successful in that it has enabled CATCH Prep to further leverage and communicate with students and families 24 hours a day about academic progress monitoring on the way to post-secondary schooling options post-high school. As we evolve, we’re looking forward to experimenting with “paperless” classrooms in which the entirety of tasks, communications, and assignments for a particular course are 100% digital.

Figure 4: CATCH Prep 1:1 Technology Program



Arts & Technology Conservatories

The focus of CATCH Prep’s unique mission, the arts and technology, really come to life in a series of after-school conservatories that students volunteer to sign up for. With CTE-credentialed teachers offering career technical education credit, CATCH Prep offers a Fashion Class, competitive STEP Team, Media Arts course, Robotics, and Film & Television. With the entertainment industry being central to CATCH Prep’s geography as a Los Angeles-area charter school, each one of these conservatories has links to mentorships and internships that are readily accessible to the CATCH Prep community. Overall, the students in conservatories are well on their way to becoming industry professionals, and they appreciate being taught and lead by somebody in the field with real-world experience.

**College.
Career.
Life.**

#CATCHPREP

CONSERVATORIES

"THIS IS THE POWER OF ART: THE POWER TO TRANSCEND OUR OWN SELF-INTEREST, OUR SOLIPSYSTIC ZOOM-LENS ON LIFE, AND RELATE TO THE WORLD AND EACH OTHER WITH MORE INTEGRITY, MORE CURIOSITY, MORE WHOLEHEARTEDNESS."

— NATIONAL ENDOWMENT FOR THE ARTS

Students with Special Needs

Of particular strength and growth over the last five years of CATCH's charter renewal has been the Full Inclusion model of special education the school has committed to. All students with IEP's and 504's are included in rigorous, general education settings that allow them to gain social-emotional and academic experiences that prepare them for the realities of college. This model is supervised by our Special Education Coordinator, and because of its impact on the self-efficacy of some of our most vulnerable learners at CATCH Prep, we've seen our Special Education population grow at CATCH – from 1% to 15% over the last five years.

Challenges

Part of CATCH Prep's continued success over the last fifteen years is due to its ability to recognize challenges and growth areas and address them. Just as enrollment at CATCH stabilized in 2012-2013, the school experienced fewer new enrollees in subsequent years as a result of changed district policies regarding charter school accessibility. As families became more committed to driving long distances for "name brand" charter schools far from their homes, schools that serve a specific neighborhood and community, like CATCH Prep, had difficulty attracting and retaining new students to begin their high school career on our campus. As a response, CATCH employed a social media strategy to publicize the school's achievements and successes, and created a Development Team that goes out into the community and participates in neighborhood goings-on for the chance to be part of the conversation regarding important local issues. This strategy has helped CATCH Prep spread the word about our commitment to college and career success, and enrollment has increased more than 20% in the past two years.

While our core challenges will always be centered around ways to maximize student achievement for the purpose of post-secondary success, CATCH realizes the importance of communicating our mission and vision clearly so that it resonates with the community we've served these past 15 years, as well as the community we're evolving into over the next phase of our continued development.

Student Population to be Served

CATCH Prep closes the college access gap for the historically underserved population of African American, Latino, English Learners, students with disabilities, and economically disadvantaged students it educates by providing a small learning environment that increases the attention and relational-connection students receive from teachers, mentors, counselors, and peers.

The demographic composition of CATCH Prep reflects the communities it serves, as well as the composition of schools CATCH students would have otherwise attended, as referenced earlier.

In compliance with California law, academic achievement for all groups of students must be "the most important factor" in determining whether a charter school should be renewed.¹ CATCH Prep students, including all subgroups of students, demonstrate **strong performance** across all subject areas and **consistently outperform the neighborhood schools** that they would have otherwise attended.

Who CATCH Prep is Attempting to Educate

CATCH serves and will continue to serve as an alternative choice in public education for underachieving, low socio-economic, inner-city students of the South Los Angeles Crenshaw District. Demographically, the Crenshaw District is home to the largest concentration of African

¹ Education Code 47606(3)(A) *The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.*

American residents in all of Los Angeles County. CATCH is proud that our student population is reflective of the community in which our school is located. The school serves 205 students: 81% African American, 18% Latino, 1% Asian, and 15 White. For the co-location at Audubon Middle School we have a projected ADA of 205 students for the 2016-2017 academic year.

The designated home-schools for CATCH students would typically be Crenshaw Senior High School, Washington Preparatory High School, or Susan Miller Dorsey High School. Often, because of size, personal attention and individualized instruction are not available from these public schools. CATCH, on the other hand – with an average student-teacher ratio of 20:1 – provides a small, intimate learning environment, a family-like atmosphere, and consistent academic reinforcement and motivation, advantages which students are not likely to have in larger schools with higher teacher-student ratios.

CATCH recognizes that a safe learning environment is vital to students who reside in the Crenshaw District Community. The scourge of unaddressed social problems – including but not limited to crime, violence, and drugs – significantly impacts and imperils every student at CATCH. The Citywide Gang Activity Reduction Strategy: Phase III Report states that “many of these children do not play in their front yards, do not go to the library, do not go to the park, and too often, do not go to school because they are afraid” (Cal State San Bernadino's Los Angeles County Criminal Street Gang report 2106). CAL/GANG, a statewide database maintained by the California Department of Justice lists the presence of 463 gangs or approximately 39,032 members in the city of Los Angeles, which translates to an overwhelming presence of fear (www.lacp.org 2017). Poverty, too, has a profoundly negative impact. A large portion of our students are living in households with incomes well below the poverty level – either in the foster-care system, or in matriarchal, single- parent households. According to the Mapping L.A., the L.A. Times resource for crime, neighborhoods, demographics and schools in Los Angeles County, single parent household rates range from 22%-34% in neighborhoods where our students reside (Mapping L.A. 2017). And a high 96.3 % (CDE) of CATCH student qualify for the Free/Reduced Meals Program. The percentage of students who qualify for Free/Reduced Meals Program in surrounding schools are 93.6 % for Crenshaw High School, 71% for Susan Miller Dorsey High School, 89.4% for Manual Arts High School, and 86.6% for Washington Prep High School.

We see, daily, that poverty itself adversely affects our students personally, socially, and academically. Economically disadvantaged and non-traditional families struggle to provide a supportive environment in which students feel emotionally secure and stable. Our students need positive support from their families as it “is widely regarded as critical to children in terms of positive developmental outcomes” (Daly 2008). Some families simply don’t know how to provide this environment. At CATCH, we counsel many students who experience feelings of abandonment and/or shame, and who have difficulty establishing trusting relationships because of their home and personal situations. This close attention we provide to non- academic, social, and emotional problems stemming from poverty is often not available in large, public schools.

Considering the urban realities of crime and poverty, CATCH recognizes the urgent need to continue providing a small, uniquely personalized, quality educational program that utilizes innovative and research-based instructional practices, while staying closely attuned to the social and economic issues that often become barriers to a student’s attitude toward – and capacity for – learning. Our educational process at CATCH enables and encourages each student, regardless of his or her home environment, to discover and reach his or her own potential, recognize his or her own value and worth, and actively practice social responsibility.

Other Characteristics Of The Target Population

CATCH serves a student population characterized as greatly “at-risk.” Overwhelmingly, students matriculating into CATCH are performing well-below grade level in multiple subjects, specifically in reading and Mathematics. Historically, students matriculating into CATCH have not previously been able to meet grade-level expectations in reading and Mathematics, either in middle school or in their local, public high school. Moreover, students are generally credit-deficient; unaware of their academic standing or graduation requirements; and without short and long-term personal or academic goals.

Against these odds, CATCH accomplishes the challenging task of bringing these students up to grade level, by engaging them in envisioning their own, successful futures. High expectations are set for all students enrolling at CATCH: that they will become college/ university bound and career ready. So that our students can meet this expectation, we place them on a carefully planned track toward earning their high school diploma. Additionally, unlike other, less personalized schools, we continue our active involvement by guiding students further...by mentoring them as they explore college options, and pursue the enrollment process. At CATCH, we provide access to workshops on how to write personal statements for schools within the UC system and private institutions (both in and out of state), as well as Historically Black Colleges and Universities and scholarships. The College and Career Counselor along with other CATCH faculty facilitate college application workshops for the UC system and the Cal State system as well as other institutions as needed. CATCH also hosts FAFSA workshops from a variety of organizations, including Reaching All Youth and the Youth Policy Institute. The at-risk students we serve are highly unlikely, in most cases, to be getting this level of encouragement or practical help at home, regarding critical information on higher education and the college application process. But in cases where parents or caregivers express a desire to be actively involved, we are always happy to work with them – to educate them and help them support their children’s dreams and opportunities.

Because social and educational opportunities at home or in their neighborhoods are rare, too dangerous, or nonexistent for our at-risk students (Center For Research On Educational Opportunity 2016; Riles, 2009), CATCH has implemented an after-school conservatories that allows students to enrich their educational and social experiences in a safe, nurturing, stimulating environment of the place they have grown to trust. The school serves as a safe haven for our student population, where they can choose to spend all day, if they wish to. Our doors are open from 7:00 a.m. to 6:00 p.m., providing additional learning opportunities such as field trips, cultural exposure, and college and university visitations.

In the pursuit of educating and caring for the whole child, we always consider not only the academic needs, but also the physical and psychological needs of the child, as soon as he/she enters our campus in grade nine (or other), until – and beyond – the moment he/she receives the congratulatory, graduation handshake in grade twelve. As noted, the large majority of CATCH students are African American; and, as suggested in Kareem Abdul-Jabbar’s book, *What Color is My World* (2012), CATCH agrees that “the vast majority of African American children have lost touch with the struggles of their forebears, and instead, only recognize and identify with the African American urban culture of today, heavily influenced by Hip Hop, Rap, R&B and Pop music.” As a counter to this critical observation of our times, CATCH strives to broaden the worldview of our students, by providing them a social perspective within a historical framework that underscores the significance of the African American struggle, throughout history and in modern America, so they can appreciate, respect, and build on the efforts of their forefathers/mothers.

We want CATCH students to embrace the totality of their heritage, to understand the struggles of their own parents and grandparents, and to see themselves as equal and valued members of

American and world society, able to go anywhere and do anything they can dream of. We believe that if our students understand and respect their place in history, they will see that there is more to their heritage and their present than is portrayed in hip-hop music and popular entertainment icons. We expect that by connecting with their history, our students will feel empowered to succeed, not only at CATCH, but also in higher education, in their communities, and beyond.

Demographics

While LAUSD is comprised of a predominantly Hispanic or Latino student population, the majority of CATCH students are African American. This reflects the population of the Crenshaw District community and is similar to the enrollment of the school our students would otherwise attend, Crenshaw Senior High School. It should be noted that CATCH Prep is located within the Leimert Park community while Crenshaw Senior High School is located just south in Hyde Park. According to the Los Angeles Times Data Desk, the demographics of these communities are significantly different; these demographic differences and the concomitant student populations of nearby schools are summarized in Table ___.

Table 10: Enrollment and Neighborhood Demographic Comparison Data

School	African Americans Enrolled	African Americans in Immediate Neighborhood	Latinos Enrolled	Latinos in Immediate Neighborhood
CATCH Prep	87.3 %	79.6 %	7.4 %	11.4 %
Audubon MS	62.2%	67%	34.7%	24%
Crenshaw HS	68.5 %	71.3 %	29 %	17.3 %
Dorsey HS	53.8 %	56.2 %	49 %	37.6 %
Washington HS	51.8 %	57.5 %	43.2 %	39.3 %
Manual Arts HS	17.8 %	38.8 %	78.5 %	60.5%

**Source: Enrollment data provided by the California Department of Education. Neighborhood demographics provided by the Los Angeles Times' Data Desk.*

Admissions & Growth Opportunities

The current admission practice for CATCH Prep is to accept ALL students on a first-come, first-served basis. If/when the number of students applying for admission exceeds the capacity of CATCH Prep, attendance, except for existing students of the charter school, is determined by a public random drawing. (Additional information provided in Element 8.) The current enrollment capacity of the school is 300 and is projected to be at 600 by the end of the charter renewal term.

Under Proposition 39, CATCH Prep currently occupies eleven classrooms and a central office at Audubon Middle School. CATCH Prep and Audubon share a vision of student success for the Crenshaw District of South Los Angeles, and our 9-year co-location has served as a district model for charter and traditional schools planning to share space.

Plans for charter enrollment growth at CATCH Prep include:

- A direct feed from Audubon Middle School
- The full implementation of our 1:1 student:device program
- A CIF-sanctioned athletic relationship between CATCH Prep and Dorsey High School by which all CATCH students are eligible to compete in Varsity athletics

- A fully-included Special Education setting that has attracted qualifying students and families for years and grown our Special Education population more than 200% during our third charter term
- Additional Arts and CTE electives including Dance, a competitive STEP Team, Robotics, Media Arts, and Fashion Design
- The continuation of our Summer Bridge Program that has attracted significant numbers of middle school students each and every year for 15 years
- The addition of AP and Honors classes, including AP Psychology, AP Photography, AP Government, and AP Economics

Increased recruitment efforts in resident middle schools will include the following strategies:

- A robust social media campaign that leverages all @catchhighschool accounts and includes the branded hashtag #CATCHprep
- The development and distribution of promotional and informational material (i.e. school brochures, flyers, newsletters, school magazine, and a website) to public entities that includes libraries, local supermarkets, and community organizations. (All materials will also be available in Spanish)
- Advertisements to local media such as 102.3 KJLH, and 105.5 KBUE
- Hosting open houses, orientations, and school tours for community groups, neighborhood organizations, and when possible, social service providers
- Outreach meetings at local and nearby churches (including Spanish speaking churches)

CATCH Prep believes that its strategies for enrollment growth during the third charter renewal term will allow us to meet expected enrollment targets. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency and a capacity of 600 is consistent with the projected ADA enrollment.)

Table 11: Enrollment Targets for Charter Renewal Term

ENROLLMENT ROLL-OUT PLAN					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
9	75	100	125	150	150
10	75	100	125	150	150
11	75	100	125	150	150
12	75	100	125	150	150
Total	300	400	500	600	600

Mission Statement

Our mission is to provide under-achieving, low socio-economic youth with an education that fosters critical thinking and the development of his or her artistic talents, interests, and learning ability. We believe our primary responsibility is to develop a learning environment that incorporates the arts, technology, and real life experiences so that our students will thus gain a practical purpose for their education. The foundation of our program is to educate our youth through inclusive partnerships between students, teachers, and parents. This approach addresses

students as living, spiritual, active members of the community giving them a place to prepare to contribute a part of themselves to society at large.

Vision Statement

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

The Educated Person in the 21st Century

Educated individuals in the 21st century understand those different from themselves, are critical thinkers and effective communicators, have awareness of what it is to be a responsible global citizen, and demonstrate academic proficiency through real life applications. An educated person understands that critical thinking leads to opportunity, talents can be turned into skill, and all human beings are equal and important. The CATCH environment is one of non-competitive learning, wherein students are held accountable for their own actions, are expected to embrace cultural differences, demonstrate positive interactions with others, and utilize conflict resolution strategies.

The CATCH Prep core curriculum will develop a foundation of basic skills and higher-order thinking based on Bloom's Taxonomy; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking across subject areas. This will require a rich mix of instructional techniques and technological experiences tailored to individual student needs. The CATCH Prep definition of an educated person will include the character, knowledge and skills expected of students who graduate from the program. These attributes, which are listed below, will be drawn from the Student Learning Outcomes (SLOs):

CRENSHAW ARTS/TECH CHARTER HIGH GRADUATES WILL BE:

Effective Communicators Who...

- Demonstrate oral and literacy skills through reading, writing, and speaking in standard English where students show the ability to listen actively, speak persuasively, read critically and write clearly.
- Organize and convey information and ideas.
- Articulate ideas and emotions creatively through alternative modes of expression.
- Apply computer and technological skills to create and produce documents, reports, research papers, and presentations.
- Learn from others and demonstrate tolerance when stepping out from one's comfort zone.

Critical Thinkers Who...

- Think, reason, probe issues in-depth and see connections across traditional disciplines.
- Use complex critical thinking skills to solve real-life problems, draw logical conclusions based on relevant facts or evidence and make informed decisions.
- Organize, gather, analyze, synthesize, and integrate data from various sources.

- Demonstrate and apply mathematical skills and problem-solving strategies across content areas.
- Evaluate the validity of primary and secondary sources while cultivating an opinion or judgment.

Self-Directed Learners Who...

- Connect what is learned in the classroom to "real world" applications.
- Investigate post-secondary school opportunities and explore possible career choices by setting priorities and achievable academic and career goals.
- Independently use technology to access and integrate information.
- Regularly seek information from individuals with expertise and collaborate with others.
- Understand that learning is a lifelong process that only begins in the classroom.

Responsible Citizens Who...

- Self-regulate their behavior and consider the consequences of their actions.
- Develop tolerance through cultural awareness and recognition of individual differences.
- Demonstrate an understanding of the democratic process and the free enterprise system; as well as recognize America's role in the global economy.
- Contribute time and talent to improve the quality of life in school and the neighborhood in which it is located.
- Demonstrate skills in resolving conflicts through positive interaction and self-control.

How Learning Best Occurs

Learning best occurs when the content and context are meaningful to students. CATCH students will be active participants in the learning process. Students have an age- appropriate role in establishing the school values, climate, and program. They will also have periodic opportunities to evaluate the instructional delivery system. Students will learn that progress is made through exploration and by learning from mistakes. As such, CATCH Prep will guide students through a process of trial and error in order to encourage innovation. Through student-centered and teacher-facilitated instruction, students will learn how to think critically, scientifically, historically, mathematically, artistically, and ethically. As Marilyn Lombardi writes in her publication, *Authentic Learning for the 21st Century*, “Students say they are motivated by solving real-world problems...they often express a preference for doing rather than listening...thanks to the emergence of a new set of technological tools, we offer students a more authentic learning experience...learners are able to gain a deeper sense of discipline as a special ‘culture’ shaped by specific ways of seeing and interpreting the world.” In other words, CATCH Prep will provide its students with the ability to tackle real world problems facing their generation. Authentic learning is the process whereby students take ownership of their learning through the use of the aforementioned tools. Students create and evaluate with these tools resulting in the type of thinking that we advocate. For example, students in English classes could write responses to a prompt in a discussion forum, using provided iPads or a History class that prompts students to create a Facebook page for a historical figure. CATCH Prep is not simply attempting to educate. Rather, as Lombardi would say, CATCH Prep is “going beyond content, bring[ing] into play multiple disciplines, multiple perspectives, ways of working, habits of mind and community.”

CATCH Prep believes that a school should create a dynamic learning community by embodying best practices of teaching and learning in a non-competitive manner. Furthermore,

CATCH supports individuals to discover their own potential, recognize their own value and worth, and practice responsibility to the community. CATCH recognizes that students should demonstrate their knowledge through the use of talents aligned to their individual intellects and learning styles. As Thomas R. Hoerr explains in *Becoming a Multiple Intelligences School*, “a student-centered model in which curriculum is often modified to fit the students...allows students to use their strengths to demonstrate what they have learned.” To this end, CATCH Prep will use our knowledge of student multiple intelligences to guide instructional design and delivery. This will occur through data attained from diagnostics at the beginning of the school year, student achievement reports, and informal teacher assessments such as projects that highlight various learning styles. This data helps us make the appropriate changes to our curriculum maps and lesson plans. Students at CATCH Prep will be expected to utilize core values as means to learn which include, but are not limited to, the following:

Appreciate Knowledge: Recognize that knowledge is worth pursuing for its own sake, is the key to problem solving, and usually takes personal effort to acquire.

Acquire Lifelong Skills: Demonstrate acquisition of the necessary academic (spoken and written communication, reading, computation, technology, critical thinking), and life skills (relationship development/maintenance, conflict resolution, problem solving, decision-making).

Develop a Positive Attitude: Demonstrate good will and a supportive attitude toward others and toward the outcome of their endeavors and show school spirit and community pride as a statement of belonging to something larger than themselves.

Love Learning: Embrace the learning process as a treasured privilege to be practiced throughout life.

Embrace Leadership: Ensure that the rights of the under-represented are primary, whether in school or in the community; willingly engage in collaborative projects; enthusiastically participate in school life, whether academic or non-academic, and demonstrate responsibility and maturity in adhering to school behavior guidelines, realizing that positive discipline is an asset in learning and in life.

Engage in Service to School, Family and Community: Participate collaboratively in a comprehensive program of school-sponsored service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family, and community life.

Respect the Dignity of All Others: Adhere to the highest ethical standards in dealing with others, recognizing that all persons are equal; and avoid behaviors that discriminate against others, such as belittling, teasing, and harassing.

The Requirements of Education Code § 47605(B)(5)(A)(II)

CATCH Prep will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

Table 12: LCFE State Priorities

LCFF STATE PRIORITIES	
GOAL #1	
<p>Recruit, hire, train and retain high quality staff who are competent, committed, collaborative, caring and appropriately assigned to the subject areas and the pupils that they teach.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input checked="" type="checkbox"/> Increase Enrollment <input checked="" type="checkbox"/> Math/ELA Achievement</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> ● Offer competitive salaries and benefits for newly hired teachers ● Provide a Summer Institute for newly hired and veteran teachers, and train teachers on California ELD Framework and ELPAC ● Provide weekly Teacher Training during the academic school year ● Hire a Director Of Instruction to design, support, and lead academic intervention initiatives system-wide ● Continue implementation of professional development timeline/plan to address faculty’s needs and to differentiate based on teacher effectiveness data. <ul style="list-style-type: none"> ○ Provide opportunities to send teachers to content specific professional developments throughout the school year ○ Identify areas for growth and development where stakeholders can work on creating and developing effective evaluation tools around stated goals and objectives reflecting rigorous academic instruction ● School-wide Professional Development <ul style="list-style-type: none"> ● Lessons will be designed and implemented to reflect standards based instruction in alignment with the latest state board adoptions across all core content ● Continue professional development activities focused on CCSS ● Develop a vertical/across content curricular plan for literacy, writing and math content standards through a committee of teacher leaders and administrators ● CMC Conference for Math ● NGSS Training ● West-Ed for Math ● Training on developing performance tasks ● Administrative Professional Development through CCSA ● Blended Learning ● Socratic Seminar ● Project-Based Learning 	

Expected Annual Measurable Outcomes						
Outcome #1: Teacher salaries increase by 3% Metric/Method for Measuring: Salary Schedule						
RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Salary Schedule Increases	\$53,000	3%+	3%+	3%+	3%+	3%+
Outcome #2: Less than 5% of teachers will hold internship credentials Metric/Method for Measuring: CDE survey data						
RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teachers On Internship Credentials	0%	<5%	<5%	<5%	<5%	<5%
Outcome #3: Teacher Retention Rate will increase by 10% Metric/Method for Measuring: Teacher Survey Data						
RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teacher Retention Rate	60%	70%	80%	90%	100%	100%
Outcome #4: 100% of teachers trained in CCSS, ELD Framework, Professional Learning Communities, and Standards-Based Grading (Signature Practices At CATCH Prep) Metric/Method for Measuring: PD Exit Survey Data						
RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percent Of Teachers Trained in CCSS, ELD, PLCs, & Standards-Based Grading	100%	100%	100%	100%	100%	100%

GOAL #2	
Increase student achievement in ELA and Math.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> Increase Enrollment <input checked="" type="checkbox"/> Math/ELA Achievement

Specific Annual Actions to Achieve Goal

- Implement 11th grade digital math and English interventions through additional periods of blended learning support class.
 - Purchase chromebooks at a student:device ratio of 1:1 and utilize Google Apps For Education to enhance comprehension, writing, and numeracy skills.
 - Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in English/Language Arts Literacy and Math through:
 - Challenging content lessons reflecting CCSS
 - Comprehensive intervention support through tutoring and digital content
 - Co-teaching (two credentialed teachers in a classroom at a time in Math and English)
 - Small class sizes (20 or less)
 - Edx blended learning to diagnose and improve Math and English Skills
- Internal Assessments:
- Students will take Benchmark Assessments through Edcite, Educality, and CAASPP every Fall, Winter and Spring. Baseline data is established yearly in August.
- EL Support
- Dedicated ELD Specialist to support student learning and push-in to all periods during the learning day.

Outcome #1: To annually increase the percentage of students who met or exceeded standards on the CAASPP for English Language Arts/Literacy for all students, and for significant subgroups.

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	54%	>59%	>64%	>69%	>74%	>79%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	56%	>61%	>66%	>71%	>76%	>81%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	55%	>60%	>65%	>70%	>75%	>80%
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 #2: To annually increase the percentage of students who met or exceeded standards on the CAASPP for Math for all students, and for significant subgroups.

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	10%	15%	20%	25%	30%	35%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	12%	17%	22%	27%	32%	37%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	9%	14%	19%	24%	29%	34%
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: To increase the reclassification rate of English Learners
Metric/Method for Measuring: CELDT

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	25%	30%	35%	40%	45%	50%
English Learners	25%	30%	35%	40%	45%	50%

Outcome #4: To increase the percentage of students reaching grade level standards on Quarterly Benchmarks in English
Metric/Method for Measuring: Internal Benchmarks: ICAs, IABs, Educality, and Edcite

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	62%	67%	72%	77%	82%	87%
9 th Grade	51%	56%	61%	66%	71%	76%
10 th Grade	54%	59%	64%	69%	74%	79%
11 th Grade	65%	70%	75%	80%	85%	90%
12 th Grade	73%	78%	83%	88%	93%	98%

Outcome #5: To increase the percentage of students reaching grade level standards on Quarterly Benchmarks in Math
Metric/Method for Measuring: Internal Benchmarks: ICAs, IABs, Educality, Edcite

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	36%	41%	46%	51%	56%	61%
9 th Grade	22%	27%	32%	37%	42%	47%
10 th Grade	29%	34%	39%	44%	49%	54%
11 th Grade	35%	40%	45%	50%	55%	60%
12 th Grade	44%	49%	54%	59%	64%	69%

GOAL #3	
Improve college and career readiness by providing all students access to an a-g curriculum founded on the California Common State Standards, and include AP courses.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

Outcome #5: To increase the percentage of students reaching grade level standards on Quarterly Benchmarks in Math						
Metric/Method for Measuring: Internal Benchmarks: ICAs, IABs, Eduality, Edcite						
APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Local Priorities: <input checked="" type="checkbox"/> Increase Enrollment <input checked="" type="checkbox"/> Math/ELA Achievement	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> ● Provide ongoing professional development and teacher training on college/career readiness and robust instructional strategies ● Provide one-on-one academic and career counseling to support and mentor students through the college admission process ● Add AP Economics to course offerings this year ● Offer a Summer Bridge Program for incoming 9th graders, focused on early ELA/Math Literacy ● Maintain 100% completion rate of A-G requirements through academic/college counseling and personalized scheduling ● Increase Graduation Rate by 1% ● Ensure 100% of 9th-11th Graders take the PSAT ● Increase percentage of high school seniors accepted to four year universities through continued implementation of the following: <ul style="list-style-type: none"> ● Extensive Outreach ● Workshops and College Fairs ● Mandatory college application process ● College visits 						

Outcome #1: To annually increase the percentage of students meeting A-G requirements						
Metric/Method for Measuring: A-G Access Rate						
APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	95%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	97%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

Outcome #1: To annually increase the percentage of students meeting A-G requirements						
Metric/Method for Measuring: A-G Access Rate						
APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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 #2: To annually increase the percentage of students graduating from high school						
Metric/Method for Measuring: Graduation Rate						
APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	96%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	95%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4	
Increase parent participation and engagement to support student achievement and success.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> Increase Enrollment <input checked="" type="checkbox"/> Math/ELA Achievement

Specific Annual Actions to Achieve Goal

- Create social media engagement accounts and experiences through Twitter, Instagram, Facebook, and YouTube.
- Create a series of Parent Information Nights to inform families on key and relevant topics, including Drug & Alcohol Warning Signs, Digital Citizenship, College Planning, and more.
- Plan Parent/Teacher meetings at the end of every grading period (every 6 weeks)
- Annual Stakeholder satisfaction surveys identifying focus areas
- Continued parent communication through various pathways: website, teacher websites, Google email, newsletter, and autodialers.
- Parent feedback on LCAP annual update
- Provide opportunities for parent involvement through the Parent-Teacher Council as well as monthly workshops that foster knowledge regarding the various school systems.

Outcome #1: Increase sense of connectedness to the school by students, families, and the community
Metric/Method for Measuring: LCAP Survey Participation

APPLICABLE PARENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents	40%	50%	60%	70%	80%	90%

Outcome #2: To provide parents access to opportunities for participation and input on decision-making
Metric/Method for Measuring: Sign-In Sheets At Parent Nights and Parent

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents	40%	50%	60%	70%	80%	90%

GOAL #5	
Maintain a safe and college prep learning environment where students feel welcomed, attend regularly, and excel socially and academically.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> Increase Enrollment <input checked="" type="checkbox"/> Math/ELA Achievement

Specific Annual Actions to Achieve Goal

- Provide increased opportunities for students to connect with their school and engage in after-school activities
- Implement a restorative justice school-wide discipline approach
- Create a PBIS school culture program that incentivizes and rewards student behavior and good choice making.
- Review and update school safety plan
- Red Cross CPR training
- PBIS Plan
- Implementation of the following interventions prior to pupil expulsions:
 - Problem solving/contracting
 - Restitution
 - Mini-courses
 - Parent Supervision in school
 - Counseling
 - Community service
 - Appropriate in-school alternatives
 - Behavior monitoring
 - Alternative programming
 - Coordinated behavior plans for any student

Outcome #1: To maintain an average daily attendance (“ADA”) rate of greater than 95%.
Metric/Method for Measuring: ADA rate

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	95%	>95%	>95%	>95%	>95%	>95%

Outcome #2: To reduce the number of student suspensions
Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	0%	0%	0%	0%	0%	0%
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: To reduce the number of student expulsions
Metric/Method for Measuring: Expulsion Rate

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Instructional Design – “The CATCH Way”

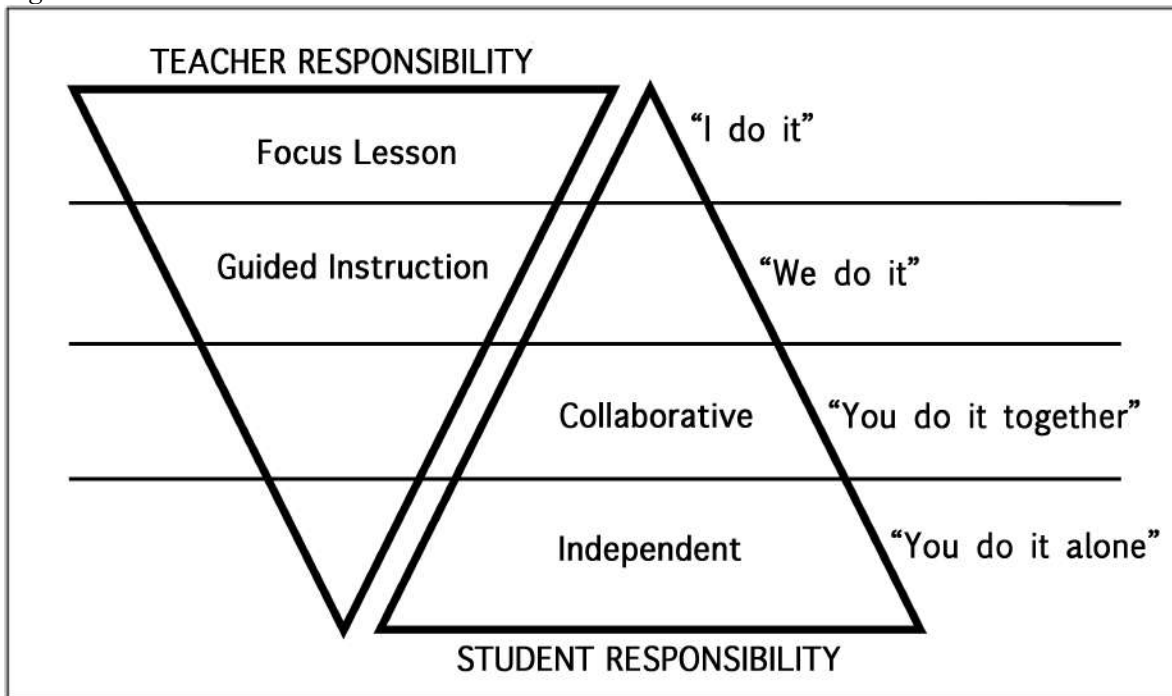
CATCH Prep believes that in order for instruction to be meaningful for our students, there needs to be a “way” that we teach. Both, the philosophical base and the organizational structure for the CATCH curriculum (and “Way”) are in accordance with state, standards-based requirements.

Founded and based upon the most-current educational research, CATCH Prep will continue to educate our students using the Strategic Teaching Model design, while infusing the arts and technology into that model. To this end, “The CATCH Way” instructional process employs a breadth of strategies enabling students to maximize their understanding and retention of content material, in accordance with State standards-based requirements, while at the same time, developing their own, individual, natural talents and abilities. This is in alignment with the concept that “Strategic teaching is the process of incorporating purposeful planning, connected strategies, and explicit instruction to maximize the understanding and retention of content material.” (Silver, Strong, & Perini, 2007). Following this theory, CATCH Prep’s theoretical framework of strategic teaching, partly based on a humanist, constructivist, interdisciplinary, and project-based approach, will be effectively implemented to support student learning in an active, intellectual environment that promotes and stimulates understanding of concepts across content areas. Strategic teaching has been proven to be effective and is based on scientific research about adolescent learning, as noted in the following academic literature:

At CATCH Prep, students will be given time to practice learning strategies designed to support reading and understanding of text. For example, by using the “I do, We do, You do” method, strategic teachers model strategies and scaffold instruction to support students as they internalize those strategies. (Rosenshine, Meister, & Chapman, 1996). In addition to supporting reading and understanding of text, students will be given frequent opportunities to make connections with texts using higher order thinking strategies to support reading, writing, thinking, and deep discussions (Fisher, Frey 2011). Our teachers will routinely employ instructional strategies that help students make connections with the text before, during, and after reading and learning as an integral part of content area instruction. The National Reading Panel (2002) strongly recommends including instructional strategies to support students with “monitoring comprehension; using graphic organizers, generating higher order thinking questions; using text structure; summarizing, activating prior knowledge, developing vocabulary, listening, and visualizing.”

By using such strategic methods as “I do, We do, You do”, graphic organizers, jig sawing, group discussions, predicting, summarizing and evaluating, teachers at CATCH Prep routinely and deliberately provide verbal, procedural, and instructional scaffolding to increase student independence, facilitate movement to higher levels of language proficiency, and increase levels of comprehension and thinking. Teachers scaffold instruction when providing “substantial amounts of support and assistance in the earliest stages of teaching a new concept or strategy, and then gradually decrease the amount of support, as the learner acquires experience, through multiple practice opportunities.” (Vacca, 2002). Many of these methods are widely accepted as effective Specially Designed Academic Instruction in English (SDAIE) strategies but, at CATCH Prep, we have found that these same strategies work well for all populations.

Figure 5: Teacher Gradual Release Model



CATCH Prep administrators and teachers recognize the sizable achievement gaps that exist within our student demographics, and the importance of implementing instruction to bridge those gaps, inasmuch as possible, with proven practices that are most-current, and research-based.

CATCH Prep students also face a widening technology gap; and we know that if our students are to succeed in high school and college, they must achieve sophisticated information- management and media-literacy skills. We thoughtfully integrate technology use into all CATCH Prep curricular areas. All teachers receive weekly focused, professional development training in using technology tools such as interactive white boards, social networking, and Web tools, in order to leverage technology to support student achievement. Students work on laptop computers, and teachers create electronic portfolios of their students’ work, to collect, compare, and analyze assessment data for each student.

In *Creative Schools* (2016), Ken Robinson discusses the importance of “developing people’s natural talents and abilities...” and states that “...in the next 30 years, more people will be gaining formal qualifications through education and training than since the beginning of history...There is an accelerating demand for qualifications of every sort.” As part of its instruction design, CATCH Prep also provides its students with an arts-infused curriculum that serves to elicit the critical expression of individual thoughts, ideas, and feelings, in a free, creative, and productive manner. Outside consultants as well as teachers who have been sent to off-site conferences share their experience, knowledge and techniques they have learned with the CATCH Prep faculty during regularly scheduled Professional Development (PD) sessions (Wednesdays from 1-4 pm), helping faculty members from many disciplines to integrate subjects, and apply the theory of multiple intelligences, in their instructional programs. Ultimately, this leads to and promotes student and class teamwork. The school has cultivated alliances with various art-education partners such as the Long Beach Opera, Debbie Allen Dance Academy, Da Poetry Lounge, the Fashion Institute of Design and Merchandising and Collins Avenue Productions, to provide a wide variety of arts-education experiences for our students, as an integral part of their education. Additionally, museums

such as the Los Angeles County Museum of Art, the Museum of Contemporary Art, the California African-American Museum, the Museum of Tolerance, the J. Paul Getty Museum and the California Science Center, have sponsored student trips for the CATCH Prep student body. These enriching experiences have taken place both during and after instructional time. We fervently believe that meaningful arts experiences are essential for low-income, inner-city students, because art opens the door to a type of self-expression most of them have never known. And with this comes new or increased self-confidence, and enhanced motivation.

We believe that a richly arts-infused curriculum does and will continue to broaden our CATCH students' horizons and transport them beyond the boundaries and restrictions of their impoverished communities.

The instructional design of CATCH Prep is organized and delivered in every lesson by using the Essential Elements of Effective Instruction (EEEI), which include the following:

- Objective
- California Content Standards(s)
- Anticipatory Set
- Teaching
 - Input
 - Modeling
 - Check for Understanding
 - Infusion of The Arts
 - ✓ Language arts – literature and poetry
 - ✓ Visual arts – creation of posters, political cartoons, comic strips
 - ✓ Performing arts – drama, dance, and music
 - ✓ Digital arts – online blogging, graphic design and photography
 - Integration of Technology
 - ✓ iPads – provide access to subject specific applications, including SAT test prep
 - ✓ Laptops – research, online discussion forums, presentations
 - ✓ Digital media –presentations for and by students
 - ✓ Smartphones –class specific applications
- Guided Practice/Monitoring
- Closure
- Independent Practice
- Reflection

Figure 6: The CATCH Prep Lesson Plan Template

Data Observation Protocol <i>Lesson Design & Implementation</i>			
Teacher Name: Date: Course Title:	<div style="display: flex; justify-content: space-between; align-items: center;"> DEPENDENT SHARED INDEPENDENT </div>		
"I Do" It	"We Do" It	"You Do" It (together/alone)	
Input Teacher	Modeling Teacher	Guided Practice Teacher	Independent Practice Teacher
<ul style="list-style-type: none"> * Provides Anticipatory Set / "Hook" * Identifies Objectives * Sets High Expectations * Explains New Language 	<ul style="list-style-type: none"> * Demonstrates * Scaffolds * Thinks Aloud * Describes * Asks Q's (CFU) * Clarifies * Discusses ("Volleyball") 	<ul style="list-style-type: none"> * Responds (Praise, Prompt, Probe, Correct) * Differentiates * Holds Accountable (100%) 	<ul style="list-style-type: none"> * Acknowledges * Assesses * Challenges * Evaluates
	<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">Hand Over Responsibility</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">Hand Over Responsibility</div>	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;">Student</div> <ul style="list-style-type: none"> * Problem-Solves * Self-Monitors * Reflect * Initiates * Extends * Self-Assesses * Sets Own Goals
<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;">Student</div> <ul style="list-style-type: none"> * Observes * Listens * Processes * Interacts 	<ul style="list-style-type: none"> * Responds * Records * Asks Q's (CFU) * Engages 	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;">Student</div> <ul style="list-style-type: none"> * Applies Learning * Examines * Practices * Collaborates * Self-Regulates * Self-Corrects 	
Extended Observations / Instructional Context, Content & Resources			Practice & Application
			<p><i>In-class practice:</i></p> <p><i>Homework:</i></p> <p><i>Application/Assessment:</i></p>
<i>Student learning occurs in a multitude of conditions and circumstances, and observations may only be of a fraction of a single period/lesson or a segment of several days of scaffolded instruction.</i>			

* Based on G. Maffi's (2007) interpretation of Fisher & Frey's (2008) Gradual Release Of Responsibility Framework
 ** Uses language and strategies from D. Lemov (2009)

The EEEI model we have implemented is based on the Elements for Effective Instruction outlined in the late 1970s by Madeline Hunter. We have used Hunter's model as a technique to inform classroom instruction but, at CATCH Prep, we place an emphasis on the inclusion of the arts and technology in classroom curriculum, designating these elements as "essential". Research has shown that students with access to technology have significantly higher achievement in all measures (Gulek and Demirtas, 2005) and the National Endowment for the Arts published a study indicating that disadvantaged students do better academically if they are involved in the arts (Catterall et al., 2012).

CATCH teachers infuse a plethora of art forms, including language, visual, performing and digital arts into their classroom curriculum in an effort to educate well-rounded students, enriching their

education and offering them new perspectives about the world around them. In an effort to ready our students for careers in a technologically driven world, digital media and mobile technology are readily available and accessed by students during class. For example, every student has the opportunity to use class- specific applications on smartphones, iPhones or school iPads, laptops are available to allow students to access online textbooks with enrichment activities or contribute to class blogs, and students can access educational and social media sites (e.g. Edmodo, Twitter, Facebook, etc.) as well.

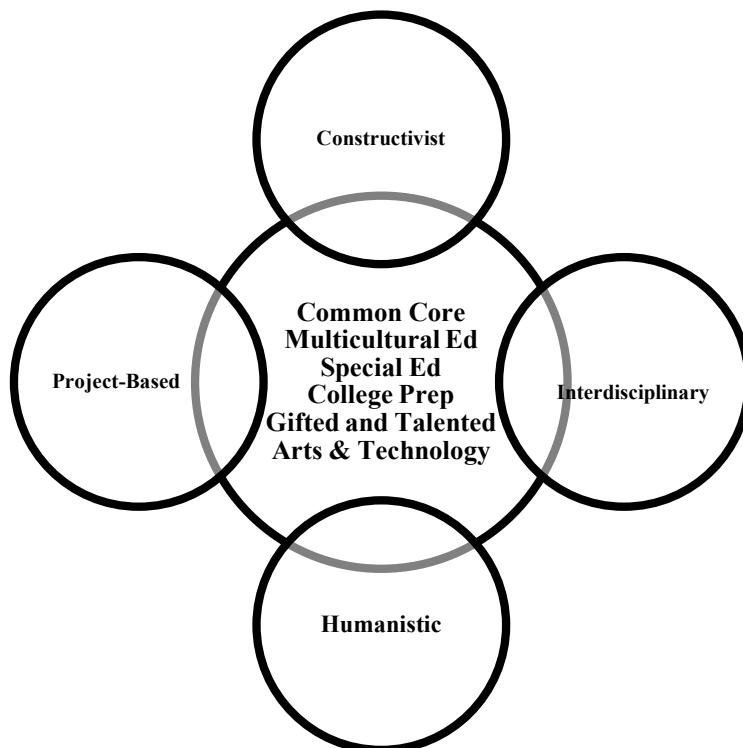
By using the EEEI in every lesson all CATCH teachers will be able to deliver quality standards-based instruction, understand and apply motivational strategies, understand the unique learning needs of our students, and incorporate art and technology to tap into student learning styles and multiple intelligences. Our teachers have become highly effective in providing students with the information, skills, insight, and strategies that will help them to reach for and achieve higher levels of expertise. Our goal is always to provide the wisest, most thorough, most knowledgeable instruction in order to most effectively lead students to their highest levels of mastery.

CATCH Prep continues to use this design very successfully. “The CATCH Way” is clearly, consciously, and conscientiously structured to deliver a quality curriculum to all students, with a rich mix of the arts and technology taught with carefully crafted instructional techniques, all tailored for optimum success in meeting specific student needs and learning levels.

Instructional Approach

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

Figure 7: Instructional Approaches utilized in CATCH Prep Curricula



The **humanistic** curriculum used at CATCH Prep leads to the development of students who are not only academically prepared, but also developed in aesthetic and moral ways. McNeil (1990) explains that the function of a humanistic curriculum is “to provide each learner with intrinsically rewarding experiences that contribute to personal liberation and self-development, to promote healthier attitudes toward self, peers, and learning.” He goes on to say that, “In delivering a humanistic curriculum, the teacher not only serves as a resource center, but also provides a caring environment for students who have been typically disenfranchised.” Consistent with McNeil’s explanation, our teachers use imaginative techniques to enable CATCH students to gain awareness of their environment, culture, and history, and to understand and appreciate their own place in the world. Such techniques include student centered teaching and discovery learning where students are given a problem and list of roles that facilitate the learning process. The list of roles includes researchers, editors, writers and presenters. Students take on these roles and proceed to solve the issue at hand during the class period. CATCH Prep teachers also use self-evaluation and self-monitoring surveys to promote ownership of their own learning. Finally, while we use traditional standardized forms of assessments, CATCH Prep teachers also provide alternative ways of assessing that may ask students to choose their preferred assessment or create the format of their assessment.

We use the **constructivist approach** with great success at CATCH Prep, as our curriculum encourages and enables students to think at deeper levels and with a heightened comprehension of abstract concepts. In using this approach, our teachers’ role is to mentor our students, during experimental problem solving of ill-defined problems, by enabling inquiry learning that may modify existing knowledge and allow for creation of new knowledge. This gives students the increased skills and understanding that enable them to develop and hold to belief systems that empower them to actively participate in resolving problems personally applicable to them.

CATCH Prep transforms the traditional learning environment from a “receptive” system of teacher output and learner input, to a self-directed learning environment in which our teachers are facilitators of our students’ learning. We enable our students to design their own goals and life plans, including their responsibility to others and their active, participatory citizenship. This all happens in an ongoing process of continual change and improvement.

The **interdisciplinary approach** is one in which students are exposed to curriculum integration collaboratively designed around important issues as decided by students and the teaching staff. “This approach has four major components: the integration of experiences; social integration; the integration of knowledge; and integration of curriculum design – all beginning from a central theme that emerges from questions or social concerns students have.” (Beane, 1997). During professional development meetings at the beginning of the year, grade level teachers work together to identify themes based off of student feedback from a couple of assignments. Those assignments include a self-reflection and a questionnaire that prompt students to share experiences and interests. After identifying themes, grade level teachers work together to modify their curriculum maps, and begin creating interdisciplinary lesson plans. Teachers engage in the collaborative process throughout the academic year during weekly professional development meetings.

A growing body of academic research validates and supports the use of project-based learning in the classroom, as a way to engage students, diminish absenteeism, develop appropriate socialization skills, increase self-direction, increase intrinsic motivation, improve research and problem-solving skills, and improve test scores (Bell, 2009). These benefits are enhanced when art and technology are utilized in a meaningful way, during the design and completion of student projects.

Rigorous and in-depth project-based learning requires critical thinking, problem solving, collaboration, and various forms of communication (Bell, 2009; Edutopia, 2001; Thomas, 2000). By using this approach, we teach students to do much more than remember information; we teach them to use higher-order thinking skills. These skills, competencies and habits of mind are aligned with the CATCH Prep Student Learning (SLOs) – and with what we believe will be required of the educated person, in the 21st century. The teacher’s role is to serve as a project coach, guiding students to use a variety of references; employ strategies that are fun and invigorating; and uncover content, with depth and breadth. As students practice decision-making and deductive reasoning – and are exposed to examples from real life, they are able to expand their skills, evaluate their options, and think critically about their projects. They conduct research, discuss and write about the material they’ve uncovered, collect and draw illustrations related to their findings, and reflect on their work. Students learn from each other, by analyzing and synthesizing material, reinforcing main concepts, and transferring information from short- to long-term memory. More importantly, they learn to utilize academic language to discuss project content, and prepare written documentation of their projects, as their finished product will be publicly displayed and presented to their peers and the community.

Overall, CATCH Prep instruction is based on our understanding that all of our students will best learn and succeed through a curriculum designed to meet their individual needs. We know that no matter how difficult their home environments are, every one of our students is capable of learning. The effectiveness of our teachers is a critical factor in successful, productive student achievement. Each of our CATCH teachers listens carefully to every student voice, and combines and cultivates these many voices and their varied ideas into every learning experience. In harmony with our CATCH students, our teachers are bringing broad-spectrum learning to new heights, and watching even the unlikeliest of students soar.

High School Curriculum

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

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

Graduation Requirements

The CATCH Prep graduation requirements exceed the A-G requirements of the University of California/ California State University System and allow all students to graduate ready to enter a four-year college or university.

Figure 8: A-G Course Requirements



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Where EVERYbody can be ANYbody...

A - G REQUIREMENTS

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

VISIT: www.collegeboard.com and www.csumentor.org for guidance

9th Graders

- Start taking your A-G classes
- Get C's or better
- READ Wordsmart® to build your vocabulary!!!

10th Graders

- Take A-G classes
- Get C's or better
- Take the PSAT this year
- Join a club or volunteer in the community
- READ, READ, READ

11th Graders

- Take A-G classes
- Get C's or better
- Take an AP or SAT Prep class this year
- Take the PSAT in the FALL - you get a SCHOLARSHIP this year if you do well!
- Take the SAT in the Spring
- Take the SAT II for UC admission
- Visit a College or University
- Join a club or volunteer in the community
- READ, READ, READ

12th Graders

- Take the SAT (again) in October
- Take the SAT II (again) in November
- Get Letters of Recommendation
- Apply, apply, apply... before November 30th to the Universities of your choice
- Apply, apply, apply... for all scholarships possible
- Apply for the FAFSA (Free Application for Federal Student Aid) due March 2nd

NEVER STOP READING!!!

The CATCH Master Schedule

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

Figure 9: Master Schedule Example

		CATCH HIGH SCHOOL							
		2017-2018 FALL MASTER SCHEDULE							
TEACHER	RM	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6		
BATTEE	214	AP ENG LIT A	AP ENG LIT A	EXPO READING & WRITING	#CATCHPREP college.career.life	H ENG 10A	H ENG 10A		
WALMSLEY	213	#CATCHPREP college.career.life	HISTORY LIT. VIA FILM	AP ENG LANG	AP ENG LANG	H ENG 9A	H ENG 9A		
COOKE	216	ALGEBRA 1A	ALGEBRA 1A	H GEOMETRY A	#CATCHPREP college.career.life	H GEOMETRY A	CO-TEACHING (MATH TUTORING)		
MALEQUE	302A	H ALGEBRA 2A	H ALGEBRA 2A	PRE-CALC	#CATCHPREP college.career.life	MATH TUTORING LAB	MATH TUTORING LAB		
PECSON	211	AP PSYCH	MODERN WORLD A	CO-TEACHING (GEOMETRY)	MODERN WORLD A	AP GOV	#CATCHPREP college.career.life		
PARK	212	#CATCHPREP college.career.life	US HISTORY A	AP US HISTORY	US HISTORY A	ECONOMICS	EXPO READING & WRITING		
REDMAN	217	AP BIOLOGY	ENV. SCIENCE A	BIOLOGY 1A	BIOLOGY 1A	BIOLOGY 1A	#CATCHPREP college.career.life		
PIERCE	210	CO-TEACHING (ALGEBRA 1A)	CHEMISTRY A	#CATCHPREP college.career.life	ENV. SCIENCE A	H CHEMISTRY A	CHEMISTRY A		
ALEJANDRI	304	SPANISH 1A	#CATCHPREP college.career.life	SPANISH 2A	SPANISH 1A	SPANISH 2A	AP SPANISH		
TONGU	FIELD	PHYSICAL EDUCATION	PHYSICAL EDUCATION	#CATCHPREP college.career.life	PHYSICAL EDUCATION	CO-TEACHING GEOMETRY	DANCE		

Our Culture of Innovation

CATCH Prep students, teachers, and staff are taught to have a mastery mindset (the belief that we must constantly work to improve) – persisting through challenges with perseverance and grit. The school is intentionally designed to constantly improve on its ability to meet the needs of students. CATCH teachers, for example, have the opportunity to innovate in their classrooms and the autonomy/accountability to select curricular tools, instructional strategies, and use of technology as they see fit. All the while, a base curriculum is provided for courses and includes all the materials needed for an entire year of instruction. This kind of baseline/highline dichotomy ensures teachers feel safe and comfortable spending their time on innovation first and foremost.

Ongoingly, teachers use real-time student achievement data to evaluate the efficacy of their instructional decisions. Tools and strategies that positively impact student performance are put to use, and then spread from classroom to classroom as a result of our weekly professional developments and sharing opportunities. A strategy that does not show positive results is quickly abandoned, and CATCH teachers

find this model of data-driven iteration in classrooms allows them to work closely within the guidelines of our Mission and Vision: purpose, personalization, and community for all of our students and families.

To ensure continuity and consistent quality instructional practices across classrooms, teachers are always held accountable to the same interim assessments. For example, all 9th grade teachers teach the same standards in the same time period, and all students take their benchmark exams on the same date to establish workable data sets for teachers to modify their practice. As a result, teachers share their data and teaching strategies with each other in a way that immediately impacts learners as quickly as the same day.

Blended Learning at CATCH Prep

At CATCH Prep, our blended learning model aims to leverage technology within the classroom setting to simulate the tutoring experience using the resources available to public schools. Research shows that when average students have 1:1 instruction, such as in a tutoring experience, they perform at the same levels as the top 2% of students in a conventional group setting. (Bloom, 1984). Our blended learning program is defined by the following:

- Only occurs for students during the school day and within the confines of the physical school.
- Taught (not supervised), by a full-time, highly qualified certificated teacher within the same content area of their expertise.
- Requires a blend of digital and offline coursework aligned to standards.
- Balances self-paced online modules with offline novels, debates, discussions, projects, and group work.
- Allows students to work at their own pace and receive frequent feedback on their performance.

Intervention

CATCH Prep implements a three tiered, Response to Intervention model that focuses on the unique challenges that students' may face. Our Response to Intervention approaches will include clearly defined interventions within the school day, as well as opportunities for additional support before and after school for struggling students.

CATCH Prep's intensive targeted intervention plan to support our students with special needs and students who are at risk for failure is based on LAUSD's RtI2 (Response to Intervention) model.

The first stage of the intervention process is to identify students whose overall academic performance is below the expected levels of achievement. CATCH Prep will identify students at-risk by reviewing a broad range of student data (SBAC Data, PSAT Scores, Grades) as well as SST and IEP recommendations. These students are provided with intervention to best meet their academic needs. Progress monitoring will inform how intervention is provided at CATCH Prep. The more intense a student's need is, the more their progress will be monitored. As a result of progress monitoring we can determine the following:

- If a student is responding well to the intervention, then the instruction being used is a match and the time and frequency of the instruction is enough
- If a student is making some progress, the time and frequency of the intervention instruction needs to be increased.
- If the intervention instruction is having minimal or no impact, then the team will go through the problem solving cycle again in order to determine what the student requires.

Tier 1: Students identified for “Tier 1” intervention will receive the following instruction/intervention:

- General education setting with differentiated instruction and supplemental materials approved.
- General education teacher analyzes assessment data and focuses on specific skills across the curriculum.
- Teacher reviews assessment results with student, sets goals with student and creates objectives that will focus on the student’s specific areas of need.
- After school tutoring time will be recommended and provided from 3:00-4:00PM by certified teachers.
- Students will be monitored (via follow-up assessment) every 6 weeks; if needed, follow-up assessments will be given more frequently.
- If the student shows adequate growth (response to intervention), student will remain in Tier 1 intervention until the mid-year assessment. If adequate progress is not made, student will move to Tier 2.

Tier 2: Students identified for “Tier 2” intervention will receive the following instruction/intervention:

- General education setting with differentiated instruction and supplemental materials
- General and special education teachers analyze assessment data and focus on specific skills across the curriculum.
- Teachers review assessment results with student; goals are set with student in ILP & learning plan is created with focused instruction on the student’s specific areas of challenge.
- Academic intervention will be provided for approximately 60 minutes four days a week (Monday, Tuesday, Thursday, and Friday).
- Advisor informs parents about their child’s identification for Tier 2 intervention and the goals, strategies and recommendations referenced above.
- Students will be monitored (via a follow up assessment) after 6 weeks
- If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment

Tier 3: Intensive Intervention:

Based on data and lack of adequate academic progress in the targeted intervention, students may be identified as at risk of failing. CATCH teachers provide students at Tier 3 with the most intense level of intervention:

- Progress monitoring (at least once per week) is conducted.
- Use of effective instructional strategies with high intensity, duration, and frequency.
- Intensive intervention is provided for a minimum of 75 minutes every week for at least 6 weeks.
- Students receive intervention in small groups and use the most intense strategies.
- Teachers implement self-monitoring skills.
- Individual pullout sessions with the RSP and other staff if needed.
- Use of effective instructional strategies with high intensity, duration, and frequency

Instructional Materials

A base curriculum is provided for all CATCH teachers, as well as coaching and support from administrators in selecting additional instructional materials teachers believe can create the best results for their students. In quarterly data conferences and more frequent informal classroom visits, teachers create Materials Wish Lists that they discuss with the Principal, and together a plan is created to monitor the effectiveness of new resources for the purpose of maximizing results.

As Common Core textbooks and materials are evolving so rapidly, many vendors now provide materials online. CATCH Prep uses state-approved physical textbooks for all A-G offerings, and encourages innovation with additional supplemental and online texts in every content area.

Table 13: Comprehensive Course List

COURSE	TEXTBOOK/RESOURCE
English 9/9H, 10/10H, 11, 12	<i>The Language Of Literature</i> , from Houghton Mifflin Harcourt (HMH) is used as the English Language Arts curriculum for grades 9-12. It is a comprehensive, blended ELA/ELD program designed for diverse classrooms and includes digital instruction with the option for full print support. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students' everyday experience with the world.
AP English Language & Composition	Various novels and texts from the state's Recommended Literature List
AP English Literature	Various novels and texts from the state's Recommended Literature List
Algebra 1, Algebra II, Geometry, Pre-Calculus, Calculus	Prentice Hall is the adopted curriculum for the mathematics curriculum for 9 th through 12 th grades in Algebra I, Algebra II, Pre-Calculus, and Calculus. The primary goal of <i>Prentice Hall</i> is to get students to think. The curriculum is designed to provide students with appropriate tools to think deeply about mathematics. Each student lesson, questions, instruction, and worked examples are designed to engage students as they develop their mathematical understanding. Lessons are structured to provide opportunities to reason, model, and expand on explanations about mathematical concepts. Throughout the curriculum, an overarching questioning strategy is used to promote analysis and higher order thinking skills. Students will internalize the processes and reasoning behind the mathematics by explaining problem-solving steps. The textbook is context and real-world problem driven with nearly all sections taught through a real-life situation or simulation where mathematics is used to model, investigate and solve the problem presented.
World History	Prentice Hall: Connections Today

US History	Prentice Hall: American Pathways
AP US History	Give Me Liberty!: An American History by Eric Foner
Government / AP Government	Houghton Mifflin Harcourt (HMH): American Government
Economics	Houghton Mifflin Harcourt (HMH): Economics
Biology / Honors Biology	<i>Biology</i> by Sylvia S. Mader and Michael Windelspecht.
Chemistry	<i>Chemistry</i> by Wilbraham, Staley, Matta and Waterman, published by Prentice Hall
Environmental Science	<i>The Habitable Planet: A Systems Approach to Environmental Science</i> to access course curricula. <i>The Habitable Planet</i> is a multimedia course consisting of 13 units.
Physics	Merrill <i>Physics Principles & Problems</i> by Zitzewitz, Neff, Dawicks – Glencoe
Spanish 1	<i>Buen Viaje! Level 1</i> published by Prentice Hall
Spanish 2	<i>Buen Viaje! Level 2</i> published by Prentice Hall
Spanish 3	<i>Buen Viaje! Level 3</i> published by Prentice Hall
Spanish 4	<i>Buen Viaje! Level 4</i> published by Prentice Hall
AP Spanish Language & Culture	<i>Temas AP Language and Culture</i> published by Vista Higher Learning and <i>Tejidos: Comunicación Auténtica en un Contexto Cultural</i> published by Wayside Publishing. Additional primary and secondary sources will also be included.
Journalism	<i>Insider Reporting</i> by Tim Harrower and <i>The Student Newspaper Survival Guide</i> by Rachele Kanigel.
Dance	While a specific textbook is not used for this course, the California VAPA standards are taught through physical movement and bodily expression.

Course Sequence By Grade Level

In addition to accumulating the required number of credits to graduate, students must also be college-ready by the time they finish twelfth grade. CATCH students who earn any grade less than a “C” in any class will be required to make up the credits during evening or summer credit recovery courses. Credit recovery is offered ongoingly throughout the year, and students have ample opportunities to make up coursework immediately following each academic quarter.

Table 14: Instructional Approaches utilized in CATCH Prep Curricula

SUBJECT	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
English Language Arts	English 9, or Honors English 9	English 10, or Honors English 10	English 11 or AP English Literature and Composition	English 12, AP English Language and Composition
Mathematics	Algebra I or Algebra II	Algebra I, Algebra II, Geometry, Honors Geometry, or Pre-Calculus	Algebra II, Pre-Calculus, Honors Geometry	Pre-Calculus, Honors Geometry, Calculus,
Social Studies		World History, or Honors World History	US History or AP US History	US Government and Politics, AP US Government and Politics, or Economics
Science	Biology	Chemistry or Honors Chemistry	Physics or Environmental Science	AP Biology or Environmental Science
Required Electives	World Language, Visual and Performing Arts, Physical Education			
CATCH CLASS	CATCH CLASS			

Course Outlines & Common Core State Standards Alignment

All of the A-G courses offered at CATCH are currently aligned with the California State Standards, which define the knowledge, concepts and skills that students need to acquire at each grade level. In preparation for the implementation of the Common Core State Standards (CCSS), these same courses now include an emphasis on having students write, research, and analyze non-literary texts, developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, enabling students to develop a depth of understanding and the ability to apply mathematics to novel situations.

CATCH Prep will instruct students in the California Content Standards (and/or Common Core Standards as they evolve) and use the California Content Standards to align the curriculum, assess and monitor student progress and design support and intervention programs. The courses offered at CATCH Prep are structured to bring students to grade level and prepare them for graduation and beyond. The faculty is actively involved in shaping and refining the curriculum to provide the most rewarding and effective educational experience. The successful delivery of the CATCH Prep curriculum depends on implementation of multi-cultural components, integration of technology, and specialized attention to the progress of each student.

Instructional materials used in the following courses are all CCRS and CCSS-aligned. A portion of texts that will be used in English Language Arts and Social Studies classes will come from the Common Core book lists, and instruction in all areas is aligned to both sets of standards, dictated through our internal pacing plans.

English-Language Arts:

The A-G English courses taught at CATCH Prep include: English 9A/B, English 10 A/B, American Literature/Contemporary Composition, and Advanced Composition. Students are required to take eight semesters of English-Language Arts to graduate. Throughout the English curriculum, students will develop and hone skills in reading, writing, written and oral English language conventions, as well as those in listening and speaking, in accordance with state standards for English-Language Arts.

In their first two years (English 9 & 10), students will show proficiency in vocabulary development, reading comprehension, and literary analysis. Initial attention will focus on students identifying roots and denotative and connotative meanings in words. From the foundation built by proficient vocabulary, students will enhance their ability to analyze and understand reading passages, and will be able to effectively evaluate authors' works by analyzing the structure and content of their arguments. By the third year, they have developed their vocabulary skills and are ready to intensify their focus on word analysis. The curriculum places greater emphasis on tracing the etymology of words and understanding their origins respective to their meaning. Likewise, reading comprehension deepens students' understanding of language and demands that students understand the different ways an author can present an argument and how to respond with a knowledgeable and relevant critique.

Mathematics:

The A-G mathematics courses taught at CATCH Prep include: Algebra I (A/B), Geometry (A/B), Algebra II (A/B) and Calculus (A/B). Students are required to take eight semesters of mathematics to graduate. In Algebra I, students develop an understanding of the symbolic nature of mathematics and its relationship to the sciences; students must develop the algebraic skills and concepts they need for problem-solving activities in later courses. As a part of their Geometry course, students develop their ability to construct formal, logical arguments and proofs in a variety of settings and problems. Complimenting and expanding upon the mathematics instruction students received in their first two years, Algebra II requires that students apply their knowledge of symbolic mathematics and the language of math to more complicated situations/problems that more accurately describe the real world. In Pre-Calculus, the curriculum focuses on helping students to form connections between the content mastered in Geometry and Algebra I and II, forming the foundation necessary for postsecondary studies in mathematics based disciplines. The focus in Pre-Calculus will be on problem solving using mathematical models to represent real world situations.

Social Science:

The A-G social science classes that CATCH Prep offers are as follows: World History (A/B), History (A/B) and Principles of Democracy/Economics. Students are required to take six semesters of social science to graduate. Throughout the social science curriculum, students will develop and hone skills in chronological and spatial thinking, historical research, and historical interpretation. In world history, students gain a greater understanding of the political, economic, and social forces that contributed to the shaping of the modern world. The moral and ethical principles contributing to western philosophy are applied to the studies of the world, beginning with the political revolutions of the 18th century. Students trace the development of political and economic trends across the world and their interconnected nature, including new imperialism, the industrial revolution and the impact of global conflicts. The emphasis in United States history is on understanding the major events of the 20th century. Domestic issues such as industrialization, the growth of urban centers, immigration, the Great Depression, and the Civil Rights Movement are discussed alongside the major international developments of the 20th century. The First and Second World Wars and their consequences, are analyzed alongside the United States' accompanying rise as a global superpower. Finally, in Principles of American Democracy/Economics, students explore the foundation and functions of the different branches of the American Government, comparing our government with other systems of from

around the world. During the Economics portion of this course, students analyze economic concepts, providing a foundation for the understanding of operations and institutions of economic systems. This includes the application of graphs, statistics, and economic equations to create or forecast economic scenarios on the micro and macro levels.

Laboratory Science:

CATCH Prep offers the following A-G laboratory science courses: Biology (A/B), Chemistry (A/B) and Physics (A/B). Students are required to take four semesters of science to graduate. Studies in Biology begin with analyses of cells and cellular structures and then progress toward understanding the associations between complex biological systems from the organismal level to the biosphere. Through the fields of ecology and evolution, students’ studies culminate with a broad understanding of biological functions in the context of the natural world. Returning to the molecular level, students in Chemistry learn about the biological, physical and chemical properties of the elements in the periodic table. Students focus on the properties of matter relating to chemical bonding, the conservation of matter, gas properties, acids, bases, solutions, properties of thermodynamics, reaction rates and nuclear processes. In Physics, students learn about the concepts and principles that explain many naturally occurring events in the world. Students are required to develop strong problem-solving skills as they build an understanding of straight line and rotational motion, gravitation, momentum and energy, electricity, and magnetism. Considerable effort is made to relate physics theory with real-world and laboratory experiences.

Table 15: 9th Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
English	English 9A/ English 9B	The goal of the English 9 course is to set a strong foundation for the rest of high school and ultimately college. The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text, both non-fiction / informational and fiction. Students will respond to all forms of text with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, etc.). They will complete a variety of writing activities including composing personal narratives, argument essays, expository essays, and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions. Students that are successful in this course will be on their way to being successful in future courses. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

<p>English</p>	<p>English 9A Honors/ English 9B Honors</p>	<p>Each quarter of this course will cover a breadth of content that includes skills and content building. In each quarter, students will read a novel or book. Students will use these books to apply reading skills, prompt discussions, and explore themes and concepts.</p> <p>Students will be expected to write papers that cover a range of genres. By the end of the year students will be expected to be able to write a five-paragraph essay that includes a clear thesis and research-based evidence to support claims. Performance tasks are learning tasks that ask students to use their learning to create and present projects. Each quarter will include at least one learning task. Students will be expected to not only create a variety of projects and outcomes, but also present them for their peers and others at the school. Each performance task is aligned to the theme of “Know Yourself”.</p>
<p>Math</p>	<p>Algebra 1A/Algebra 1B</p>	<p>Algebra I is a first-year course in the study of algebraic expressions, equations, inequalities, and functions. The content of this course is organized into Seven Big Ideas in order to help one understand how the math that is being studied connects to the real world. The Seven Big Ideas are as follows: Properties, Variables, Equivalence, Solving Equations & Inequalities, Proportionality, Functions, and Modeling. Topics covered include simplifying expressions, real numbers, solving equations/inequalities, graphing equations, writing linear equations, absolute value equations, and systems of equations.</p>
<p>Science</p>	<p>Biology A/ Biology B</p>	<p>Biology is a yearlong course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and their life cycle.</p> <p>The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell biology, genetics, evolution, ecology, and physiology.</p>

<p>Physical Education</p>	<p>Adv PE 1A/1B</p>	<p>This course aims for each student to make decisions that promote their overall health and wellbeing. The program is designed to help shape positive self-image while providing students with skills and strategies specific to a wide variety of movement and fitness opportunities. Students will develop cardiovascular endurance, muscle strength and endurance, and flexibility. Units of instruction include: introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, and individual, team, and recreational games.</p>
<p>Health/ Life Science</p>	<p>Health</p>	<p>This course helps students develop concepts, attitudes and skills that lead to effective decisions on physical, emotional, mental and social health issues. Students gain an understanding; nutrition, fitness, and effects of drugs, human reproduction, sexually transmitted diseases and mental health.</p>

Table 16: 10th Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
English	English 10A/ English 10B	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. Students write coherent and focused essays that convey a well- defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student progress through the stages of the writing process as needed. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description.
Math	Geometry A/B	Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.
Science	Chemistry A/ Chemistry B	Focusing on the molecular level, students in chemistry understand the physical and chemical properties of the elements in the periodic table. These concepts are applied to several fields of study throughout the year. Students study the biological, chemical, and physical properties of matter relating to the ability of atoms to form chemical bonds with other atoms. An understanding of both the periodic table and chemical bonding is the basis for further studies in the conservation of matter (balancing equations), gas properties, acids and bases, and solutions.

<p>Social Science</p>	<p>World History A/ World History B</p>	<p>Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, and economic contexts.</p>
<p>Social Science</p>	<p>AP World History</p>	<p>Whether it is new histories being explored or old histories being re-evaluated, World History is ever occurring and ever changing. This course has three expected student outcomes. The first expected outcome is to develop students' <i>Historical Thinking Skills</i> through college level history coursework. Next, students will be expected to apply analytical and higher order thinking skills to create historical interpretations using primary and secondary source material. Finally, students will be able to demonstrate their ability to make conceptual connections across the five major themes of AP World History.</p>
<p>Physical Education</p>	<p>Adv PE 2A/2B</p>	<p>Students demonstrate knowledge and competency of motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>

Table 17: 11th Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
English	English Literature/ Contemporary Composition	<p>The focus of the English 11 course is to provide students the opportunity to engage in the following essential skills: reading and understanding works of American writers, analyzing literature in terms of theme as well as political and cultural perspectives, completion of a variety of writing assignments including persuasive, descriptive, evaluative and formative essays, expansion of vocabulary the understanding of the mechanics of spelling and grammar, and oral communication of ideas through discussions and presentations.</p> <p>Students are required to write essays and/or writing assignments throughout the course of the year, length ranging from 1-6 pages. They will also have several speaking assignments including a persuasive speech, power point presentations, group discussions, and group projects. Students are required to speak to large and small group audiences several times throughout the course of a year. Reading assignments include but are not limited to novels, short stories, and poems.</p>
English	AP English Language	<p>Approved by, and adopted from, the College Board, this AP course in <i>English Language and Composition</i> engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Because the AP course depends on the development of interpretive skills as students learn to read and write with increasing complexity and sophistication.</p>

Math	Algebra 2A/ Algebra 2B	This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.
Social Science	US History A/ US History B	Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events.
Social Science	AP US History A/ AP US History B	<p>Through this course, students will be provided with content and practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will prepare them not only for the AP Exam but their academic careers. This course is divided into periods of time and emphasizes two themes throughout American history, American Diversity and Citizenship. Throughout the course students will study the diversity of the American people and the relationships among the different groups.</p> <p>The second theme centers on how citizenship has been defined over the years with a constant struggle for civil rights. In various units of study, students will consider how increased diversity has shaped citizenship at different times in United States history. The themes will drive the class to consider how our current understanding of an American citizen developed over time. While the class will focus on these themes, they will not serve as restrictions in the study of U.S. History. Hard work and dedication is essential for success. The terminal goal of this course is preparation for the AP Exam.</p>

Table 17: 12th Grade Course Descriptions And Skills Taught

Subject	Course	Content/Skills
English	Expository Composition/ Advanced Composition	<p>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication.</p>
English	AP Literature	<p>The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.</p> <p>The course is designed to help students become skilled readers and writers through engagement with the following course requirements: Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study; Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes., the social and historical values it reflects and embodies, and such elements as the use of figurative language, imagery, symbolism, and tone; composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts; writing that proceeds through several stages or drafts, with revision aided by teacher and peers; writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading; Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; Logical organization, enhanced by techniques such as repetition, transitions, and emphasis, a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.</p>

<p>Social Science</p>	<p>Principles of Democracy/ Economics</p>	<p>Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to economics operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods.</p>
<p>Math</p>	<p>Pre-calculus</p>	<p>The purpose of this course is to provide students with the tools they will need for college mathematics courses, particularly calculus. The course is structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof. Lessons are designed to facilitate teamwork and encourage students to pose conjectures, justify solutions, and defend their thinking.</p> <p>In addition to covering all of the key concepts found in traditional pre-calculus (e.g. trigonometry, graphing functions, solving equations, and limits), it emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.</p>
<p>Social Science</p>	<p>AP Comparative Government and Politics</p>	<p>AP Comparative government and politics is a critical field of study for young people. The twenty-first century has taught us that we cannot ignore the world around us. Happenings around the globe now directly impact our lives, and social studies teachers and students around the country face the challenge of interpreting many puzzling international events. The AP Comparative Government and Politics course focuses on government and politics in other countries and provides a theoretical framework to compare political systems around the world. It is my hope that my students grasp something of the political complexities of our global environment, and gain some understanding of both commonalities and differences among modern political systems.</p>

All other courses offered in grades 9-12

Note: These courses can take place in multiple grade-levels over a high school student’s career. Teachers of all classes, from college-preparatory subjects (e.g. English, mathematics, science, history, foreign languages, drama, play production, dance, and photography) to multi-grade-level courses (e.g. journalism, new media, web design and graphic design) must hold a Commission-on-Teacher-Credentialing certificate, or permit.

Table 18: Other Grade Course Descriptions and Skills Taught

Subject	Course	Content/Skills
English	Creative Writing Journalism A/ Journalism B*	<p>Students learn the skills and techniques of gathering, writing and editing documents, stories, articles, such as features, columns and editorials. The main goal is teach students how to become effective writers.</p> <p>Journalism is a yearlong elective course that introduces students to media studies with an emphasis on newspaper, magazine, and online periodical writing formats. Students are challenged to produce a year-end review portfolio demonstrating mastery of specific writing styles, including, but not limited to: single feature news story, features: people, ideas, trends, multiple feature news story, editorials, opinion pieces, reviews: restaurants, movies, concerts, books, shows, survey and sports stories, and columns.</p>
Mathematics	Math Analysis A/ Math Analysis B	<p>This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course.</p>

Subject	Course	Content/Skills
Mathematics	Calculus A/ Calculus B	<p>Students should understand the meaning of the derivative in terms of rate of change and local linear approximations. Students should be able to work with functions represented graphically, numerically, analytically, or verbally, and should understand the connections among these representations. Students should understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change, and understand the relationships between derivative and integral. Students should be able to model problem situations with functions, differential equations, or integrals, and communicate both orally and in written form. Students should be able to represent differential equations with slope fields, solve separable differential equations analytically, and solve differential equations using numerical techniques such as Euler's method. Students should be able to interpret convergence and divergence of series using technology, and to use technology to help solve problems. They should be able to represent functions with series and find the Lagrange error bound for Taylor polynomials.</p>
Science	Physics A/ Physics B	<p>Students will gain an understanding of: Newton's laws and their predictions. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. Waves have characteristic properties that do not depend on the type of wave. Electric and magnetic phenomena are related and have many practical applications.</p>

<p style="text-align: center;">Science</p>	<p>Chemical Inquiry A/ Chemical Inquiry B</p>	<p>Chemical Inquiry will allow students to be able to use logic and reasoning skills to solve complex scientific and situational problems, move beyond a basic understanding of chemistry and begin to apply concepts to real world situations and systems, compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms involved in its interactions, begin to synthesize and test methods for solving problems that plague the planet; analyze the viability of other proposed solutions for the same problems, solve complex, multi-step problems both cooperatively and independently, without a calculator. And explore future careers in chemistry and other sciences.</p>
<p style="text-align: center;">Foreign Language</p>	<p>Spanish 1A/ Spanish 1B Spanish 2A/ Spanish 2B Spanish 3A/ Spanish 3B AP Spanish – Language Spanish 4A/ Spanish 4B</p>	<p>A major goal of foreign language instruction at CATCH Prep is to increase students' literacy in languages other than English, thereby also increasing their literacy in English. The concept of literacy encompasses the students' ability to read with understanding, to write with clarity and accuracy, to understand what is heard, and to speak comprehensibly with accurate grammar and pronunciation. Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. To communicate success-fully in another language, students develop facility with the language, familiarity with the cultures that use the language, and an awareness of the ways in which language and culture interact in society. Students then apply this knowledge as they express ideas in a foreign language. Reaching this goal is central to developing literacy in any language.</p> <p>Learning another language allows students to gain knowledge and an understanding of the cultures that use that language. It can be said that students who master the cultural contexts in which the language occurs truly master the language. Moreover, learning languages provides connections to odies of knowledge unavailable to monolingual English speakers. Language students develop a greater in-sight into their own language and culture through comparisons and contrasts with the languages they learn. These elements of language acquisition enable students to participate in multilingual communities both at home and around the world in a variety of contexts and in culturally authentic ways.</p> <p>Spanish 4 is an advanced course that provides an immersed atmosphere in which students continue to develop skills acquired in Spanish Levels I, II and III. Students will be challenged to refine their language skills through the use and practice with interpersonal, interpretive, and presentational communication modes. During this fourth year of study, students should be comfortable communicating in Spanish in their daily interactions with peers and the teacher. In addition to this, they should be comfortable with writing and reading in the target language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions about subjects explored in the class. The course also serves as a further introduction to literary works by Spanish and Latin-American writers.</p>

<p>Visual & Performing Arts</p>	<p>Beginning Dance Choreography and Production Drama A/ Drama B Play Production A/ Production B</p>	<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p>
<p>Technology</p>	<p>New Media Web Design Graphic Design</p>	<p>The objective of these courses is for students to learn how to use computer technology to communicate with words and images. The curriculum emphasizes the use of word processing, visual communication and multimedia design applications. At the end of the courses, students will have a portfolio of their work and will gain contemporary job skills.</p>

Arts Infused-Curriculum

CATCH Prep believes that art is essential to student development. Years of research have shown that art is linked to academic achievement (Goodman, 1990; Kennedy, 1998; Catterall et al., 1999; Vaughn and Winner, 2000; Nelson, 2001; Deasy, 2002; Catterall et al., 2012); social and emotional development; and civic engagement. Studies prove that learning through the arts can improve motivation, concentration, confidence and teamwork. But, most important, relative to CATCH Prep, we know that infusing the arts into our curriculum enables our students, who come from economically and socially challenged backgrounds, to stand on a more level playing field with children from more economically advantaged areas, where enrichment programs are the norm.

CATCH Prep provides students an opportunity for learning through the arts, by merging the arts with all areas of our traditional curriculum. Core curriculum courses, aligned with state standards, will be taught by integrating the practical application of the arts. This enriched program will provide multiple avenues through which students will develop their problem-solving, critical, creative, and divergent thinking skills, while at the same time connecting the students more deeply to the world, and broadening their perspectives, perceptions, and world-view.

Our focus on infusing the arts into our teaching provides teachers with a significant tool for creatively accommodating many different student learning styles and achievement levels. By exposing our CATCH students to the arts, we provide them with a cultural perspective they may not be getting at home, enabling them to become well-rounded young adults who recognize, understand, and appreciate artistic creativity in all forms.

Table 19: Arts in the Curriculum

WORKPLACE INDICATORS	DANCE	MUSIC	THEATRE	VISUAL ARTS
Communications: Interview, Sales, Costumer Service	Participation in auditions, auditions, listen, direct, choreograph, perform	Writes articles about a CD release; investigate how radio affects CD sales; Interview a variety of artists from a broad range of music genres	Create fliers for performance; conduct interview with director; interview box office manager	Present, express ideas, feelings, thoughts, in film production, advertising, non verbal symbols, imagery, graphics, or charts
Demonstrate Financial Skills	List the financial skills required for negotiating contracts, building business relationships in a dance troupe	Research the cost of producing a CD or music video	Determine sources for financing the theater budget for a high school	Identify arts-related jobs or careers in career search engines and weigh the cost / benefit of distance traveled vs. wages earned
Understand Technological Systems	Write a description of a software program	Compare different types of music software	Learn to operate the light and sound system for the stage	Add music or video to a computer presentation
Self-Management	Demonstrate giving and getting constructive criticism	Plan and schedule performances or recording sessions	Describe what happens when an actor loses concentration and fall out of role	Add music or video to a computer presentation
Work in a Group	Work with music director for a dance troupe program	Conduct orchestra, band, chorus, ensembles; design your own ensemble	Stage manage, casting, plan lighting / sound, all functions	Create a digital portfolio of your photographs and/or artwork to be viewed online and made available for class discussion comments, critique
Relate Ability, Effort, and Achievement	Maintain a journal of responsibilities related to various business jobs in a dance troupe; interview those in these positions; relate your personal abilities to these positions	Describe how a student's performance is related to his or her ability	Create a list of criteria and rate your performance after each rehearsal. Observe other performances and assess these	As a class, students will graph the grades received on projects. Graphs will include peer and teacher grades. Students will compare and contrast the grade charts
Safety	Describe how to prevent injury as a dancer	Inventory, store, and secure musical instruments	Design, construct, and test stage setting for safety. Outline what can happen if safety measures are not met	Conduct a research project on how art is displayed in art shows and/or museums

Source: *The Visual and Performing Arts Framework for California Public Schools K-12*

Technology

Because every CATCH student has equal access to a computer, none of them feels left behind or embarrassed that they do not have one – or that they do not know how to use one. Each classroom at CATCH Prep has high-speed wireless Internet access as well as nine mobile carts filled with a total of 184 chromebooks (giving CATCH Prep a computer:student ratio of 1:1) and 120 iPads (a 1:2.2 ratio). These computers and tablets are used by teachers in the classrooms, and also may be checked out to students on an individual as needed basis. For example, students may check out an iPad 2 to study for the SAT using one of the many SAT Prep applications downloaded onto the tablet. With the technology resources made available by CATCH Prep, our students are motivated and empowered to excel in their learning, with the most-advanced technology tools.

CATCH Prep maintains a Technology plan that adheres to LAUSD's Instructional Technology Initiative, E-Rate and the Enhancing Education through Technology grants. We were very pleased to be recipients of a Broadband Technologies Opportunity Program (BTOP) grant, from the U.S. Department of Commerce. Through the generosity of BTOP, CATCH Prep has secured a 30-station Mac lab for use by students, parents and guardians, and the community. The lab will continue to be open every day from 7:00 a.m. to 6:00 p.m., and also, for community and parent technology workshops, on the weekends. The lab helps us bridge the technology divide between suburban and low-income neighborhoods, and brings digital-media literacy to the community. This is a great advantage to our students, too, because it promotes better understanding and common ground, at home, between students, their parents and caregivers.

Our technology is not only designed for the present: CATCH Prep has also upgraded our servers and already installed fiber-optic wiring, to prepare for ongoing and future program upgrades and emerging wireless technologies. Furthermore, based on the technology planning framework released by the Smarter Balanced Assessments Consortium (SBAC), CATCH Prep is well-prepared for the demands of the Common Core State Standards Initiative; the laptops and iPads currently used by CATCH students exceed the system requirements suggested by the SBAC. CATCH teachers and staff are trained on the use of new technologies and applications during regularly scheduled professional development meetings.

Technology and equipment readily available to students and staff at CATCH Prep:

- iPads
- PC Laptop Carts
- Macbook Carts
- Document Readers
- LCD Projectors
- Mac Desktop Stations
- PC Desktop Stations
- Flat-screen LCD Monitors
- Smartboards

CATCH-CLASS™

CATCH-CLASS™ is a mandatory, school-wide Advisory Period taught in conjunction with 3rd Period every day. It provides each student with individualized guidance, and reinforces the material that was taught and discussed during the current day's activities and lessons. CATCH students are enrolled in *CATCH-CLASS™* for the entire school year; at the end of the year, students are re-assessed to determine their proficiency rates in the appropriate classes. Proficiency in subject areas is the criterion used to exit students out of their *CATCH-CLASS™* for that term and indicates their readiness for the next *CATCH-CLASS™*.

Homework assistance, test-taking strategies, current-event discussions, and character-building exercises are the hallmark of the *CATCH-CLASS™* experience. During the first twenty minutes of the period, students are given time to work on, and get assistance with, their homework assignments and review class material for the next school day. The remaining 55 minutes of the period are devoted to the appropriate intervention or tutorial subject material. During this time, students are encouraged to explore their multiple intelligences as they are given the opportunity to ask curriculum related questions that they need answers to and supplied with the tools to discover the answers for themselves. This enables students to stay current with their homework; to maintain a competitive grade- point average; and to develop their own systems for reviewing class material and preparing for examinations, like benchmarks, CAASPP, and the SAT.

College-Ready Indicators

Because of CATCH Prep's "A-G only" curriculum, and the school's Grading Structure that is made up only of A's, B's, C's, and F's, all students who graduate from CATCH Prep are simultaneously college-ready by design. This level of high expectations allows CATCH Prep to monitor the state's College Readiness Indicator as reported by the new California Dashboard in real-time as the data we use locally to determine student readiness for college is mirrored to the California Department Of Education.

Transferability of Courses

When students enroll at CATCH Prep, faculty and a representative from the administration meet with the parent/guardian and the student to discuss the student's CATCH Plan. The parent/guardian is given a copy of the student's CATCH Plan. The plan details the credits the student currently has, as well as the credits the student needs to graduate on time. Since CATCH Prep strictly adheres to the state mandated course material, all the core curriculum classes taken at CATCH Prep, and recorded in the CATCH plan are UC-approved, certified as fulfilling the "a-g" subject requirements, and transferable to any public high school or university. All students are expected to meet the a-g requirements.

Eligibility of Courses

Upon enrolling at CATCH, the parent/guardian is given a copy of the student's CATCH Plan. The plan includes a description of the student's completed courses, as well as the remaining courses the student needs to complete at CATCH Prep, and a description of the a-g requirements. Parents are also informed about the a-g requirements during Fall Orientation, and through teacher syllabi. All students at CATCH Prep are expected to meet the same curriculum course requirements as LAUSD to graduate from high school and be considered for admission to UC/CSU schools. The students' curriculum at CATCH Prep is designed to, at a minimum, satisfy the "a-g" admissions criteria for the University of California and California State University system.

Accreditation

Accreditation is critical to CATCH Prep as it impacts students' access to colleges and universities and career opportunities. CATCH Prep received a full 6-year accreditation in 2015 from the Western Association of Schools and Colleges (WASC) with one-day review scheduled in Spring 2018.

Academic Calendar

CATCH will, for each year, follow a Single-Track Instructional Calendar and be open a minimum of 175 instructional days.

Table 20: Academic Calendar for the 2017-18 school year

CALENDAR	DESCRIPTION
August 7 – 14, 2017	Summer Institute/Professional Development
August 10, 2017	School Orientation/Auditorium @ 6PM
August 15, 2017	First Day of Instruction for 2017-18
August 26, 2017	SAT Test Administration
September 1, 2017	Unassigned Day/No School
September 4, 2017	Labor Day/No School
September 8, 2017	SAT Registration Deadline for 10/7
September 21, 2017	Unassigned Day/No School
October 5, 2017	SAT Registration Deadline for 11/4
October 6, 2017	1 st Fall Progress Report
October 7, 2017	SAT Test Administration
October 11, 2017	PSAT Test Administration
November 2, 2017	SAT Registration Deadline for 12/2
November 4, 2017	SAT Test Administration
November 9, 2017	2 nd Fall Semester Progress Report
November 10, 2017	Veterans Day Holiday/No School
November 20 – 24, 2017	Thanksgiving Break/No School
November 30, 2017	UC/CSU Applications Due
December 2, 2017	SAT Test Administration
December 15, 2017	Fall Semester Report Card
December 18, 2017 – January 5, 2018	Winter Recess (Return on 1/8/18)
January 8, 2018	First Day of Second Semester
January 15, 2018	Dr. Martin Luther King Jr. Day/No School
February 9, 2018	SAT Registration Deadline for 3/10
February 19, 2018	Presidents Day/No School
February 23, 2018	1 st Spring Progress Report
March 10, 2018	SAT Test Administration
March 26 – 30, 2018	Spring Recess/No School
April 2, 2018	Cesar Chavez Day Observed/No School
April 6, 2018	SAT Registration Deadline for 5/6
April 20, 2018	2 nd Spring Progress Report
May 3, 2018	SAT Registration Deadline for 6/2
May 5, 2018	SAT Test Administration
May 28, 2018	Memorial Day/No School
June 7, 2018	Graduation Day
June 7, 2018	Last Day of Instruction

Table 21: Instructional Days and Minutes

Grades	Grades Offered	# of Regular Days	# of Instr. Minutes Per Regular Day	# of Early Dismissal Days	# of Instr. Minutes Per Early Dismissal Day	# of Min. Days	# of Instr. Minutes Per Minimum Day	# of [Other] Days	# of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	# of Instr. Minutes Above/Below State Req't.
9	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
10	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
11	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275
12	Yes	145	380	0	0	35	285	0	0	180	64800	65075	275

Table 22: Regular and Minimum Day Bell Schedules

REGULAR DAY BELL SCHEDULE			
PERIOD	START TIME	END TIME	MINUTES*
1	8:00	8:55	60
2	9:00	9:55	65
Nutrition	9:55	10:10	
3	10:15	11:30	75
4	11:35	12:30	65
Lunch	12:30	1:00	
5	1:05	2:00	60
6	2:05	3:00	55
Conservatory**			
7	3:15	4:45	90
MINIMUM DAY BELL SCHEDULE			
PERIOD	START TIME	END TIME	MINUTES*
1	8:00	8:40	45
2	8:45	9:25	45
3	9:30	10:25	60
Lunch	10:25	10:40	
4	10:45	11:25	45
5	11:30	12:10	45
6	12:15	1:00	45
Conservatory**			
7	1:00	2:30	90

*Includes Passing Periods

**Optional

Table 23: 9th Grade Sample Student Schedule

PERIOD	TIME	COURSE	A-G	TEACHER	ROOM
P1(A)	8:00 am – 8:55 am	H Geometry A	<input checked="" type="checkbox"/>	Singleton, Nick	216
P2(A)	9:00 am – 9:55 am	ELD 2A	<input checked="" type="checkbox"/>	Fuentes, Eunice	301
P3(A)	10:15 am - 11:30 am	Physical Education 9	<input checked="" type="checkbox"/>	Tongu, Sabrina	PE Field
P4(A)	11:35 am - 12:30 pm	Biology A	<input checked="" type="checkbox"/>	Redman, Nancy	217
P5(A)	1:05 pm – 2:00 pm	Spanish 2A	<input checked="" type="checkbox"/>	Rosalia, Alejandri	215
P6(A)	2:05 pm – 3:00 pm	H English 9A	<input checked="" type="checkbox"/>	Walmsley, Brent	213

Table 24: 10th Grade Sample Student Schedule

PERIOD	TIME	COURSE	A-G	TEACHER	ROOM
P1(A)	8:00 am – 8:55 am	Physical Education 10		Tongu, Sabrina	PE Field
P2(A)	9:00 am – 9:55 am	Chemistry A	<input checked="" type="checkbox"/>	Bradley, Pierce	210
P3(A)	10:15 am - 11:30 am	Spanish 2A	<input checked="" type="checkbox"/>	Rosalia, Alejandri	215
P4(A)	11:35 am - 12:30 pm	Modern World History A	<input checked="" type="checkbox"/>	Pecson, Gian	211
P5(A)	1:05 pm – 2:00 pm	H Geometry A	<input checked="" type="checkbox"/>	Singleton, Nick	216
P6(A)	2:05 pm – 3:00 pm	H English 10A	<input checked="" type="checkbox"/>	Battee, Danielle	214

Table 25: 11th Grade Sample Student Schedule

PERIOD	TIME	COURSE	A-G	TEACHER	ROOM
P1(A)	8:00 am – 8:55 am	AP Eng Lit	<input checked="" type="checkbox"/>	Battee, Danielle	214
P2(A)	9:00 am – 9:55 am	H Algebra 2A	<input checked="" type="checkbox"/>	Maleque, Yasmin	302
P3(A)	10:15 am - 11:30 am	AP US Hist A	<input checked="" type="checkbox"/>	Park, Alvarez	212
P4(A)	11:35 am - 12:30 pm	Environmental Science A	<input checked="" type="checkbox"/>	Bradley, Pierce	210
P5(A)	1:05 pm – 2:00 pm	Spanish 2A	<input checked="" type="checkbox"/>	Rosalia, Alejandri	215
P6(A)	2:05 pm – 3:00 pm	Math Tut Lab A		Maleque, Yasmin	302

Table 26: 12th Grade Sample Student Schedule

PERIOD	TIME	COURSE	A-G	TEACHER	ROOM
P1(A)	8:00 am – 8:55 am	AP Psychology	<input checked="" type="checkbox"/>	Pecson, Gian	211
P2(A)	9:00 am – 9:55 am	Environmental Science A	<input checked="" type="checkbox"/>	Redman, Nancy	217
P3(A)	10:15 am - 11:30 am	Pre-Calculus	<input checked="" type="checkbox"/>	Maleque, Yasmin	302
P4(A)	11:35 am - 12:30 pm	AP Eng Lang & Comp A	<input checked="" type="checkbox"/>	Walmsley, Brent	213
P5(A)	1:05 pm – 2:00 pm	AP Govt & Pol	<input checked="" type="checkbox"/>	Pecson, Gian	211

Evidence that the Instructional Program has been Successful

The CATCH Prep mission these last 15 years has been to develop a culture of altruism and community engagement through personal responsibility and an understanding of family. Our investment in this African American neighborhood is directly related to our awareness of the historical struggle of underserved African American students who are often marginalized within the educational system. The success and story of this school are fundamentally connected to the successes and stories of our predominantly African American student population. In essence our school *is* a family, operating as an extension of the neighborhood we serve. We are open seven days a week, hosting events such as Book Fairs, Chili Cook-Offs, and Carnivals for current and prospective students, families, and community members, as part of our commitment to always be more than just a school. We believe that we serve a specific purpose for this particular community and our students.

The hope we have for our students is a greater understanding of the complexities of their cultural heritage. The struggles of their own parents and grandparents must contribute to their awareness of the opportunities that lie in front of them. By broadening our students’ views of society, beyond the spectrum of pop culture, we hope to instill in them the values of their forebears, who developed endurance and resolve through adversity. In a time when role models are scarce, we hope to develop a new generation of role models here at CATCH Prep.

The defining quality of the instructional core at CATCH Prep is accountability. CATCH teachers are required to analyze the data from benchmark exams administered every six weeks and this data is used, along with the state standards, to identify the academic needs of the student body. Through this ongoing data analysis on a plethora of different types of assessments (e.g. CST’s, Benchmarks, EOC’s and SAT’s) we have been able to make ongoing and informed decisions about instruction and curriculum, so that every child’s education at CATCH Prep is effectively customized to their learning style, level of skill, and personal modality, which is essential to our students’ success. Evidence of student success at CATCH Prep can be seen in a variety of different ways.

This continued success is the result of analyzing student assessment data to inform instruction; teachers use student data to calibrate the rigor of their courses, provide a consistent learning experience for students, and give constant feedback while monitoring the progress of each student towards completing their IPGs (Individual Performance Goals). Teachers analyze, monitor and document student progress regularly, utilizing current data binders to maintain this information. The Principal of Instruction and Curriculum monitors the

effectiveness of the teachers' instruction and students' progress through daily classroom walkthrough visits, classroom lesson observations, individual teacher conferences, department meetings, analyses of class test data and data binder information, including (but not limited to) informal tests, quizzes and periodic benchmark data. In cases of insufficient progress for individual and/or groups of students, specific strategies are immediately implemented to ensure success and progress towards IPGs.

Our system of data-driven decision-making encourages, nurtures, and enhances our learning environment, ultimately propelling students towards higher order thinking and critical analysis skills in line with both Common Core standards and 21st century learning. In June of 2015, CATCH Prep received a WASC accreditation for six years with a three year review – this is one of the most prestigious accreditation given to schools in the state, as we are trusted to run our program effectively by those who monitor academic accountability in California.

Operationally, the school's management team, faculty, and staff work together to make the school campus attractive, demonstrating the tremendous pride we take in our school and the local community. Our grounds are pristine, our campus is open yet safe for all students, and our staff members are always on hand to welcome students and families each morning and afternoon, as well as engaging community visitors and volunteers throughout the day. In short, we seek to demonstrate our values of integrity and transparency at every possible opportunity.

Learning Environment/Co-Location

Under Proposition 39, CATCH Prep has been co-located at Audubon Middle School, and for the past nine years has fostered a positive relationship with Audubon. CATCH's Executive Director and Audubon's principal meet regularly, to discuss facilities, safety, community developments, and school climates. CATCH Prep will continue to collaborate with Audubon in conducting emergency drills and sharing a common safety plan. In moving to Audubon, and serving as a role model to the younger children who attend the middle school every day, CATCH Prep welcomes the responsibility of setting examples in both academics and behavior, throughout the school year. Proudly, the District has noted our co-location as one of their most successful models, and it is our expectation that CATCH Prep will continue to collaborate with Audubon Middle School and the District, for the next five years.

Qualified Teacher Recruitment

CATCH Prep will continue to recruit interested and qualified classroom teachers by various means including, but not limited to, partnerships with Teacher Preparation Programs, college and university career development centers, internet job search engines (i.e. Edjoin, Indeed, Careerbuilder, etc.), newspaper advertisements, career and job fairs, and referrals. CATCH Prep will recruit applicants that are highly qualified, fully credentialed, possess subject matter competency and fulfill all requirements as outlined by ESSA regulations.

Professional Development

CATCH Prep administrators, in accordance with State and District requirements and contractual agreements, will continue to evaluate teachers on a monthly basis; all teacher evaluations will be based on criteria provided by the National Board for Professional Teaching Standards (NBPTS).

During these observations and evaluations, considerable time will be devoted to practices, which improve the overall instructional delivery system including teacher effectiveness, comprehensive student assessment and monitoring and a total review of the CATCH Prep curriculum.

CATCH Prep teachers are hired with a high level of core-content knowledge, as well as knowledge in the areas of the arts and technology. The interdisciplinary curriculum approach will include group-teacher planning, focused scope and sequences measures for maintaining structure, and thorough evaluation of and follow-through with all students.

Further focus will be directed toward addressing multiple intelligences, varying student learning styles, interdisciplinary curriculum design, team building, conflict resolution, and planning strategic instructional interventions. Scheduling of ongoing professional-development workshops and sessions will be coordinated by collaboration between the Administration and the teaching staff. These activities include, but are not limited to:

- Once-weekly Professional Development (PD) Meetings
- Faculty meetings
- Grade-level and departmental
- College-level courses
- In-service classes from District, Division, LACOE, and professors from colleges and university teacher preparation programs
- Ongoing Workshops led by retired teachers and administrators
- New-teacher training
- Beginning Teachers Support and Assessment (BTSA)
- Regular classroom visitations from administration and Board with appropriate feedback
- Ongoing classroom visitations from peer teachers (Teacher Rounds) with appropriate feedback

Teachers new to CATCH Prep participate in one-to-two weeks of summer training, to gain fluency in the CATCH Prep education program. In addition, the Principal of Instruction and Curriculum provides leadership and professional development, through on-site coaching. Teachers are organized into teams, each led by an experienced lead teacher, who has the skills to mentor others.

New teachers receive training in the following topics during, their summer training:

- Overview of CATCH Prep Instructional Program
- Classroom Management, Rules, and Expectations
- Standards-based Instruction in ELA and Math
- Differentiated Instruction
- Designing Quality Instructional Spaces
- Analyzing Student Achievement Data
- Special Education Policies and Procedures
- Extended School Day

Additionally, teachers are trained and coached during weekly PD sessions held throughout the year. These sessions will often be led by the Principal of Instruction and Curriculum but may also be led by an outside instructional coach or a teacher sent to an outside training session for the purpose of returning to share any knowledge gained with the rest of the staff. Data analysis is the driving force behind instruction at CATCH Prep and, as such, is frequently discussed

throughout the year. A sample PD plan for the 2017-2018 school year will look something like the following:

CATCH Prep Charter High School Weekly Professional Development is designed to meet the following claims:

- To improve student learning and achievement by promoting high quality classroom instruction
- To promote collaborative school-wide professional development
- To use professional development to expand staff capacity and provide staff with actionable tools that will directly impacts student learning
- To promote educational leadership in all stakeholders
- To provide opportunities and resources that support professional development activities initiated by an individual staff member or group of staff members
- To promote and support innovation, risk-taking, and experimentation which improves teaching and learning
- To support an educator’s professional responsibility to remain current in their field and assume a leadership role within their content area(s) and pedagogy.
- To incorporate technology as a daily function of our school.

To address these goals, CATCH Prep’s PD plan has been designed to address three fundamental pedagogical priorities. Within these three priority areas, the PD activities provide for collaborative opportunities that allow staff to plan, share and exchange ideas. This will allow our staff to examine data and student work to improve student outcomes school-wide.

Professional development that improves the learning of all students are the following:

I. Context Standards

- **Learning Communities:** organizes all adults involved in educating students into learning communities with goals that are aligned with the mission and vision of CATCH Prep Charter High School.
- **Leadership:** requires effective teacher/administrative leaders who are goals driven and guide continuous instructional improvement through ongoing professional development and support.
- **Resources:** requires appropriate resources to support adult learning and collaboration.

II. Process Standards

- **Data-driven:** uses multiple sources of student data to determine learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation:** continuously uses multiple sources of information to demonstrate its impact to guide improvement.
- **Research-based:** prepares educators to apply research to all aspects of learning and teaching.
- **Designs and strategies:** uses learning strategies appropriate to the intended goal. acknowledges the importance of new practices as well as existing effective practices. uses a systematic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change.
- **Learning:** applies knowledge of human development, learning and change, acknowledging distinct attributes and characteristics of adult learners.

III. Content Standards

- **Equity:** prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and ensures the attainment of high academic standards by all students.
- **Engaging Families and Communities:** provides educators with knowledge and skills to initiate positive interactive relationships with families, community members, and other stakeholders as they participate in the education of their children.
- **Quality teaching:** is informed by making goals and decisions that will deepen educators' content knowledge, provide them with research based instructional strategies to assist all students in meeting rigorous academic standards, and prepare them to implement a variety of classroom assessments appropriately.

As a school ethos, we will continually ask ourselves four essential questions to impact the holistic learning of each student. This will allow us to build a strong foundation, centering us a professional learning community.

These questions are:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Finally, as a school-wide Professional Learning Communities and sub PLC's within a PLC we must do the following:

- Hold the collective belief that everyone is a learner
- Meet weekly for the purpose of planning and learning
- Develop norms that support the commitment to learning
- Focus on student learning through a continuous cycle of inquiry, reflection, and planning.
- Determine team learning needs based on data and supported by research and leadership.

All staff will engage in professional development opportunities that are based upon collaborative teams engaging in collective inquiry into their practice by:

- Examining data on student progress
- Analyzing student work
- Determining effective strategies to facilitate learning
- Designing and critiquing powerful lessons
- Developing classroom-based common assessments to measure progress using CAASPP/NGSS rubrics that are content aligned

The weekly topics are as follows (please be advised that topics can change based on need):

- Teach Like a Champion Techniques: Student Culture and Building Relationships
- Socratic Teaching Methods & Department Collaborations
- Monitoring Student Performance
- Teacher Informal and Formal Evaluation Protocol
- Benchmarks and Assessments Common Core/Rubrics/SBAC Aligned
- Benchmarks and Assessments Common Core/Rubrics/SBAC Aligned II
- Benchmark Data Analysis
- PSAT Preparation

- Collaborative Cross Curricular Meetings
- Reporting Student Performance through Progress Reports
- Delivering Effective Guided Practice
- Response to Intervention Part 1/Learning Deficits
- Response to Intervention Part 2/Prevention
- Benchmark Data Analysis Using Google Classroom In All Areas
- Scaffolding Like a Champion
- Teachers as Classroom Managers
- Using Google Classroom In All Areas
- Monitoring Student Performance
- Building Academic Literacy
- Improving Teacher Effectiveness through the Quadrant

Tutoring

With the help of dedicated teachers, and our collaboration with several local universities such as the University of Southern California, UC Berkeley, and Loyola Law School, CATCH Prep has implemented a highly successful tutoring program as evidenced by high CAHSEE passage rates in both English and Math and improved CST scores in Algebra I. As students have participated in CAHSEE English & Math Prep interventions during tutoring, we have maintained CAHSEE passage rates ranging between 82% and 87% over the past three years despite the fact that we have tested 39% more students. Algebra I interventions during tutoring have helped improve student achievement from 95% falling under Below Basic in 2008 to 53% in 2012 with an increase of 30% tested (CDE). Additionally, we significantly outperformed nearby high schools and the district in 2012 CST Algebra I. In inner-city charters, tutoring has proven to be the best way for students to experience rapid achievement gains. Individualized attention has been shown to be one of the best ways to elevate students to their grade-level work, and there are additional benefits of tutoring, as well: when tutors are helping students catch up and master their remedial work, teachers in the classroom can spend less time devoted to remedial lessons and more time on their subject matter. Tutoring definitely challenges students, by assigning them targeted, comprehensive homework, and follow-up evaluations. While CATCH Prep is already academically out-performing the seven local public high schools in our area, we mindfully strive to continue our goal of further- increased student achievement, over time.

Safety and Security

The afternoon and early evening hours are the most dangerous times of day for children in our community because of the increased rate of gang activity during those hours. Since our school is located within gang territory and many of our children walk or take the bus home during those hours, they are vulnerable to crime, violence, and gang activity (Citywide Gang Activity Reduction Strategy 2007). CATCH's conservatories, including CATCH's administrative staff and extended-day faculty, provides a safe haven for students, after the traditional school day ends. The presence of our professional security team reassures our students that CATCH Prep is a safe and secure place for them to spend their late afternoons and early evenings. The majority of our students' parents and guardians work, and are unable to be with their children until early in the evening but CATCH's conservatories hours accommodate these families' work schedules, providing them with peace-of-mind and the confidence that their children are in a safe place.

English Learner Instruction

CATCH Prep is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), CATCH Prep shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If the Charter School chooses to implement an EL plan that differs from the LAUSD English Learner Master Plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
- All ELs at CATCH Prep receive ELD instruction until they meet reclassification criteria. This includes high school students who are LTELs - defined as those EL students who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification.

CATCH Prep shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

CATCH Prep shall administer the CELDT annually. CATCH Prep shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

CATCH Prep will adopt LAUSD's Master Plan for English Language Learners and will participate in LAUSD ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of English Language Learners, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

The LAUSD English Learner Master Plan Handbook will be used as a resource guide for curriculum planning. Teachers will attend four days of LAUSD training each spring. Through these workshops, teachers will become qualified to train other teachers during CATCH's in-service teacher training.

Identifying English Learners

Upon initial enrollment, parents complete the Home Language Survey (“HLS”) in the CATCH Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure his or her English language proficiency level. It will be made clear that the HLS is not used to determine a student’s language classification or immigration status.

After parents complete the HLS, a site designee determines whether the child must be given the CELDT/ELPAC. If the answers to questions 1, 2, 3, and 4 are “English,” the student is classified as English Only (“EO”) and the parent is notified and given information on the child’s program placement. When a language other than English is identified, the student is assessed for language proficiency in English through the CELDT/ELPAC.

In cases where the Home Language Survey results are different from the student records on CALPADS. Administration reviews the student cumulative file for reclassification. After gathering all supporting documents, a parent conference is held, where the EL Plan is reviewed with a parent. With the parents’ consent the student is then CELDT/ELPAC tested and receives appropriate services prior to meeting requirements for reclassification.

The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the student’s English Learner Folder located in the student’s cumulative record.

Programs for English Language Acquisition

If a child is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework adopted on July 9, 2014 by the State Board of Education. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21st Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Currently, Integrated ELD is provided by credentialed, teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as a 7th period of Designated English Language Development instruction each day. ELD instruction is given according to a student’s assessed proficiency level and is based on the current California ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA.

Using CELDT/ELPAC Results

CATCH will administer the California English Language Development Test (CELDT) assessment to identify and screen English Language Learners. The CELDT is designed to initially

identify students as English Language Learners, to determine individual student level of English proficiency, and to assess student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills will be assessed. Students will receive a score identifying their English proficiency level according to the following State Board of Education standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

The CELDT will be administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Language Learners annually to determine students' individual proficiency level for reclassifying students to Fluent English Proficient (RFEP). Students will be classified as Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP) if they achieve an overall proficiency level of Early Advanced or above and proficiency levels of Intermediate or above in all three test components (listening/speaking, reading, writing). Students scoring below the Early Advanced level will be identified as English Language Learners with a classification of Beginning, Early Intermediate, or Intermediate. Once an English Language Learner student is identified, and in order to support different EL levels, the school's counselor or administrative designee will schedule a conference with the parent(s) to outline the instructional program, the teacher's role in implementing the instructional program, the school's role in supporting the instructional program, and the parents' role in supporting the instructional program. Twice each semester, the instructional program will be revisited and discussed. In accordance with State law and Title III of the No Child Left Behind Act of 2001, students identified as RFEP will be monitored for two years by the school's counselor or administrative designee who will use academic progress on classwork/tests, benchmarks, and standardized exams to monitor RFEP students progress.

The results of the CELDT/ELPAC are used to make placement decisions for students, according to Education Code Sections 313 and 60810(d). Students are considered to have met the CELDT/ELPAC criteria for English proficiency when their overall performance level is Early Advanced or higher and domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher. These students are Initially Fluent in the English Language ("IFEP"). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the CELDT/ELPAC until he or she meets the eligibility criteria and is reclassified to RFEP.

Services and Supports for English Learners

CATCH Prep will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners. The goal will be to develop high quality instructional programs and services for English Language Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native English speaking students. It is anticipated that the majority of the second language learner students will be relatively proficient in English, yet require ongoing support in order to master the language. Therefore, students will spend more time in English language arts programs than in most other local high schools. Furthermore, the students will also continue to study Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural global world, CATCH Prep will emphasize the strength of being bilingual. The

English language literacy intensive component of the program will support English Language Learner students through the implementation of Specially Designed Academic Instruction for English strategies to provide services and supports for English learners in all classrooms. These strategies used across the curriculum include:

- A teaching staff qualified in second language pedagogy.
- Additional bilingual teacher's aides in the classroom to assist English Learners in English intensive classes.
- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)
- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

CATCH Prep will teach the ELD standards, provide language support during a designated period, and offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specifically for ESL students. The curriculum content for the sheltered English classes will be the same as in the regular classroom. CATCH Prep will recruit teachers who have a secondary credential as well as a bilingual or ESL endorsement (state authorization to teach English Language Learners such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be familiar with the ELD standards and the appropriate methods for teaching English Language Learner students at various levels of proficiency. These methods will include using SDAIE strategies, differentiated instruction, using bilingual teacher aides and coaches in the classroom, preview and review strategies, as well as providing after school tutoring programs that are coordinated with the regular day curriculum and designed for English Language Learners.

Process and Criteria for Reclassification

Each academic year, each English Language Learner student at CATCH Prep who has been continuously enrolled from the first day of school will advance at least one level (i.e. from beginning to early intermediate or early advanced to advanced). Progress made by English Language Learners will be monitored by the school's counselor or administrative designee. Teachers will identify students demonstrating little or no progress in English proficiency and recommend the appropriate support; the Academic and College Counselor will then secure the

necessary services (i.e. teacher assistant support, after-school one-to-one tutoring) to ensure successful progress.

ELLs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (“SBE”). The minimum criteria to be considered for reclassification are:

- Score of Standard Met or Exceeded or above on the most recent CAASPP
- Language and Reading proficiency as measured by the internal benchmark
- English proficiency on the CELDT/ELPAC indicated by an Overall level of Early Advanced (level 4) or Advanced (level 5) with minimum Intermediate (level 3) scores in each domain (Listening, Speaking, Reading, and Writing)
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

In the event that a student meets the CELDT/ELPAC and CAASPP exam criteria but not the grade/progress report mark requirements, the Charter School’s Language Appraisal Team must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures may be considered: Authentic student work samples, especially writing samples, and Common Benchmark Assessments.

Process for Monitoring Progress of English Learners, Long Term English Learners and Reclassified Students

Students who are English learners are monitored annually using both school-adopted formative and summative assessments and the CELDT/ELPAC. The Charter School-adopted assessments are used to determine students’ English language proficiency and academic performance. English learners are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain that level until reclassified. Data from the annual CELDT/ELPAC administration is analyzed to identify individual students who are not meeting this expectation and appropriate interventions are applied at CATCH Prep.

- CATCH Prep prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status by the counselor and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention during 3rd Period at CATCH and *CATCH-CLASS*TM.

The site administrator/designee will continue to monitor RFEP students’ academic progress for a minimum of two years. At least once yearly, CATCH Prep will meet students and families to review the performance and progress of RFEP students, using the RFEP Monitoring Roster – this will be done by the principal or designee, the EL Coordinator, the student’s classroom teacher(s), or other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, ELD experts and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in language arts or math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, CATCH Prep will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum-embedded assessments and teacher evaluation reports. If a student is not making

satisfactory progress after reclassification, CATCH Prep will meet with the classroom teacher to develop an intervention plan with specialized support.

Progress will also be monitored through CELDT/ELPAC scores, state and common benchmark assessments, and curriculum-embedded assessments. Students who do not meet Minimum Progress Expectations on these assessments will receive an intervention plan with specialized support.

Students Achieving Above Grade Level

When students at CATCH Prep are identified as achieving above grade level, both the student body and faculty nurture their advanced talent. Students achieving substantially above grade level are capable of demonstrating performance at levels significantly above the performance of their age group. They may include students formally identified by a school district as gifted and talented pursuant to California *Education Code* Section 52200; students identified by CATCH's Academic and College Counselor or administrative designee, and other students who have not been formally identified as gifted and talented but who demonstrate the capacity for advanced performance in the curriculum. Gifted/Talented students usually refer to the top percentage of those who score at the highest percentiles on state-mandated tests. CATCH will provide students it identifies as Gifted/Talented with a combination of acceleration (students move on to material above grade level) and enrichment (students study topics in more depth or complexity or study related topics not covered in the normal curriculum). The faculty will develop innovative methods for using regular assessments of student progress to ensure each student progresses toward mastery of the standards. CATCH Prep will work with these students with the goal of producing young people who can compete at the highest educational levels.

CATCH Prep is in a unique position through its arts and technology program to provide the opportunities for gifted and talented students to incorporate their interests, skills and abilities into their high school experience. CATCH will provide an accelerated- enrichment program throughout core curricula as well as utilizing arts and technology coursework to promote its Honors and Advanced Placement (AP) Curriculum. With a careful eye toward balance of preference for students with high achievement capability, CATCH Prep understands that some students may need access to more challenging coursework objectives. Please refer to the "AP Course List" included as an attachment for a listing and description of approved AP courses offered to students.

Students Achieving Below Grade Level

Upon identification by the school's Academic and College Counselor or administrative designee, of any student as achieving **substantially below grade level:**

- Parents/guardians will be informed by the school's counselor of the student's academic standing within one week of identification.
- A conference will be scheduled between the student, parent/guardian, teachers, and an administrative staff member to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.
- The student will receive supplemental support services. In the areas where the student is struggling most, the classroom teacher and/or tutors will offer one-to- one instruction, and the student will participate in computer programmed learning activities.
- The school's counselor will place the student in a specific 3rd period *CATCH-*

CLASS[™] focusing on remediation. Trained tutors will provide remedial tutoring through individualized and/or small group assistance.

Low Income Students

Serving the students of the inner-city, CATCH is knowledgeable of its population and is confident that it can continue to serve a student base, in which the majority of students are of low socio-economic status. CATCH focuses on empowering these students with the confidence that despite their low socio-economic status, they can achieve academic success. The administration and faculty are dedicated to protecting our youth from making inappropriate choices and irresponsible decisions. CATCH offers positive experiences through the four categories of external assets:

- **Support** – Students experience support, care, and love from CATCH faculty and administrators. CATCH provides the students with a positive, supportive environment.
- **Empowerment** – Students are valued as an integral part of the CATCH community and have opportunities to contribute to others at the school and in the community.
- **Expectations** – Students know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- **Constructive use of time** – Students learn constructive, enriching opportunities for growth through creative and enriching academic activities.

In addition to imparting these four assets upon its students, CATCH also focuses on fostering the inherent qualities within each student. These qualities, when developed through CATCH’s positive reinforcement, provide the students with a solid foundation of confidence, passion, and purpose.

- **Commitment to learning** – Students develop a lifelong commitment to education and learning.
- **Positive values** – Students develop strong values that guide their choices.
- **Social competencies** – Students develop skills and competencies that equip them to make positive choices, build relationships, and succeed in life.
- **Positive identity** – Students develop a strong sense of their own power, purpose, worth, and promise.

These developmental assets, which teachers are trained on during summer professional development, provide the students with the knowledge they need to take advantage of the opportunity given to them. CATCH puts these assets into practice by creating opportunities for its students to increase their future economic potential. CATCH’s approach focuses on employing a mixture of academic work and personal experiences to graduate its students on time and prepare them for success in postsecondary education. Although the school’s counselor identifies and monitors the progress of low socio economic students, CATCH’s small school atmosphere provides an environment that functions as a second home and allows all school stakeholders to monitor the progress of this group of students. Their academic schedules are combined with informal activities such as off-campus outings to colleges and universities and regional leadership conferences. Augmenting students’ academic course load with these activities helps them visualize the benefits education can bring.

Students At-Risk of Retention

Because CATCH holds the same high expectations for all students, administrators and teachers will ensure that no individual student falls behind. By instituting comprehensive support for all students, providing after-school and in school tutoring and assistance during all time periods CATCH is utilizing a program of on-going mentoring and assessment which makes sure that no student is left behind.

- Student Study Team (SST)- As the success of every student is a primary pillar of CATCH, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, issues with behavior or emotional issues, or other concerns will be referred to the SST. CATCH's SST is comprised of the student's teachers, parent(s), and other school personnel depending on the nature of the referral. The SST is an effective way to bring together CATCH's team to support students who are struggling in regular classes. CATCH's SST process provides early identification, a collective review, and early identification planning with developed strategies and resources with measurable outcomes. A follow up meeting is scheduled within at least 6-8 weeks in order to review progress or continuing concerns and monitored by the Instructional Leader.
- Individual conferences: Throughout each grading period, all parents of students earning Ds and Fs at CATCH are informed of their child's academic performance. All general education teachers are responsible for holding individual conferences monitored by the Principal and Instructional Leader.
- 3rd period *CATCH-CLASS*TM
- After school tutoring via the Extended Day program
- "Summer Bridge" classes in math and English are funded by the school and held at CATCH – The Summer Bridge program is for motivated yet under-supported incoming 9th grade students from local middle schools. The incoming 9th grade students in the program learn that academic success is essential, fun and can be both rewarding and empowering. CATCH's goal is to ensure that each student in the program gain the confidence and academic skills to thrive in CATCH's college preparatory high school program while becoming integrated into the CATCH family. This program provides tuition-free academic enrichment and advocacy for incoming CATCH students.
- Staff professional development sessions are held every Wednesday throughout the entire school year and focus on meeting the varying needs of all children including both low achieving and gifted students, the implementation of effective classroom practices, and the implementation of comprehensive and effective classroom practices.
- On-campus, the Career Counselor regularly collaborates with all teachers and students to provide support regarding credit recovery courses and devises a plan to assist students who are struggling as necessary.
- PowerSchool allows all teachers, parents, and students to monitor grades and track student progress. All teachers regularly document parent contacts and efforts to provide intervention for students who are struggling.

Promotion and Retention of Students

Students are expected to demonstrate mastery prior to completing any course of study. There will be no social promotions at CATCH. Students will also have the capacity to accelerate far beyond the age-specified curriculum based on interest, skill, and mastery of prerequisite knowledge. CATCH has clearly defined expectations for what students should know and be able

to do at each grade level in each subject. This effort is designed to equip all students with the academic skills that will enable them to pursue educational and career goals. Promotion and retention of students will be based on multiple assessment measures. In the case of a student's failure to achieve required mastery of grade level competencies, a written determination of needed achievement levels will be provided to and discussed through individual conferences with the student's parents and student's teachers. The Principal and Instructional Leader are responsible for holding and monitoring individual conferences. Failing students must participate in a remedial program (i.e. *CATCH-CLASS*[™] remedial, after-school tutoring, and summer school). The student's academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time. The promotion and retention of students with disabilities will be determined according to their IEP. In addition, CATCH's SST meetings are held on a regular basis throughout the school year for struggling students and can be requested by a parent, teacher, and counselor to provide early identification, a collective review, and written plan with goals that outline strategies, interventions, and a timeline to meet the defined goals, monitored by the Instructional Leader.

Foster Youth

CATCH Prep recognizes and takes seriously its responsibility to support foster children, students who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. These students will benefit from many of the supports described above for socioeconomically disadvantaged students and students achieving below grade level, including social-emotional supports from the Counselor and other caring adults on campus. Advisors will be responsible for monitoring the progress of foster youth toward their academic requirements and college-ready indicators, and the Counselor will be responsible for overseeing social-emotional supports and other supplementary services.

A Typical Day at CATCH

What a Visitor Should Expect to See When the School's Vision is Being Fully Implemented

A Day in the Life at CATCH

Written by: Z'yere Hollis

CATCH is co-located on the East side of the Audubon Middle School campus, in the historic Leimert Park Community, where 9th Creed, and Stocker Avenues converge. CATCH is a beautiful, gated, and inviting campus, and is well-known as a safe haven for my schoolmates and me. CATCH prides itself on maintaining a safe and clean campus. Visitors and passersby always notice that the grounds are well-manicured and litter-free. Inside the campus, potted plants surround the well-shaded eating and resting area dotted with blue lunch benches. CATCH banners and signs identify studios and other areas, for students and visitors new to the campus. Our slogan banner, "*Where Everybody can be Anybody*" hangs proudly, as a daily reminder of this truth for students.

On a typical day, our administrators and teachers are the first to arrive. They enter campus through the parking lot, early, to ensure they are punctual and prepared for school business and daily instruction. We students enter the gates around 7:00 a.m., and are respectfully welcomed with an uplifting and refreshing greeting from an authoritative- yet-cordial security guard: "Good morning, my queen," or "Good morning, my brother," is the greeting we receive, to guarantee we start our day optimistically. Some of us walk or skateboard to school; some of us are driven by a family member, friend, or schoolmates. A few ride bicycles. But a large number of my peers use public transportation. All visitors are greeted respectfully and appropriately directed or escorted to the office.

Entering school in the morning, we are greeted and often have an opportunity to interact with the school principal, one of the directors, or some of our friendly teachers. In this same area, we are able to greet our friends and/or study, prior to first period instruction.

Because CATCH is a small school, all of us assemble in the same general area, which gives us many opportunities to get to know and interact with one another. Friends greet each other with high-fives, hugs, and smiles. You can readily see that if one of us comes without a smile, soon a group of friends surrounds him or her to give support for the day.

When the bell sounds, we hurry to class. Our teachers always stand outside the classroom, to greet us as we enter. Teachers begin first period instruction by review the day's goals and objectives. Once that is completed, we take out a chromebook, or a textbook, or a novel, and prepare for the lesson. When you visit, you will notice students engaged in lessons that incorporate various instructional methods addressing different learning styles. In class, we have an opportunity to work cooperatively, present orally, complete written assessments, work on individual projects, read, or help other students. The teacher instructs the class to address the day's objective and standard in a way that motivates us to pay attention. Teachers use document readers, overhead projectors, digital projectors, iPads and other media in their instruction. A Mac Lab is also made readily available for use by an entire class during any period of the day.

Our classrooms are inviting, colorful and purposeful. In each classroom we see college preparatory information to guide us. Our good-work papers are posted with comments to let us know how we did or how we can improve; we are exposed to artwork in various forms, sometimes our own; and there is always a variety of ways to show what we are currently doing and learning. Each class, throughout the day, has some sort of warm-up activity that we are expected to carry out immediately upon reaching our desks. When we are finished with our warm up, the teacher discusses with us the day's learning objectives and states the standard(s) that will be covered that day. Then we are expected to complete an activity that is tied to the warm up. Usually, the teacher checks our understanding of the activity. At the closing of the class, the teacher provides us with an opportunity to demonstrate our learning. It's easy to know what will happen in class since all of our activities, including that night's homework, learning objective and standard are written on the board under the "agenda" heading. Instructional time is never lost while the teacher takes roll. Second period progresses much like first period. At its end, nutrition begins.

During nutrition, we congregate in the eating area, where security and administrators are present and interacting with us. No carbonated drinks, or unhealthy foods are available on campus. Lunch is served, following fourth period. We are offered a variety of Subway sandwiches, fruit, juice, milk, water, or other healthy meal choices. Administrators, security guards, and (at least) two teachers are always on yard duty to supervise our lunch period. Students with similar interests all interact. The STEP Team claps and stomps to create a beat. Senior Class members sit in a huddle, to plan and discuss their upcoming programs and events or their pre-college preparation activities. Also in a huddle, one might find rappers hitting a freestyle to recite their latest rhymes, or guitarists lightly strumming away at some of their favorite chords, and our lunch breaks are full of variety, and lots of fun.

And then we get on with our studies. Third period leads us to *CATCH-CLASS™*, our tutorial/test prep class that is taught by CATCH teachers. *CATCH-CLASS™* provides enough flexibility to ensure that all CATCH students are receiving a variety of services to meet their academic and other needs, including academic credits. Activities are related to and include homework assistance, test

preparation, current events, and character building. During the first twenty minutes of the period, we are given time to complete homework assignments and review class material for the next school day. Then, for the remaining fifty minutes of the period, we develop systems for reviewing class material and preparing for examinations, like benchmarks, the SAT, and CAASPP. In addition, this class is designed to give us feelings of family, belonging, and security – as well as to provide time for extra learning for those who need it, as well as the development of test-taking strategy skills.

At the end of the school day, a large number of students remain for Conservatory classes, where program offerings include dance, fashion design, graphic design, filmmaking, photography, step, and math tutoring. We get to choose the classes that we want to take at the beginning of each semester.

Extended day ends at 5:45 p.m., but the campus remains open until 6:00 p.m., or until the last student leaves. Security and custodial staff are always present, maintaining the safety and cleanliness of the building and grounds.

Finally, CATCH closes down for the evening, just to get prepared to welcome all of its students back for a productive and successful day tomorrow.

**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 school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

CATCH Prep has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). For a complete list, please see Element 1, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

Summative assessments include the SAT exam, the CAASPP, teacher-created final exams, and/or standards-aligned benchmark assessments in required core courses. Instructional staff will compare beginning and end of the year assessments to show student growth over time with respect to student

outcomes. Additionally, culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

The school reserves the right to adopt supplemental assessments appropriate to the needs of its student body. The frequency of objective means to measure student outcomes will vary according to such factors as grade level, subject matter, the outcome of previous measurements, and information that may be collected from anecdotal sources.

Table 27: Student Outcomes and Measurement Instruments by Subject Area

SUBJECT	OUTCOMES	MEASUREMENT
English-Language Arts	Students, including all subgroups, read, write and speak effectively for a variety of purposes, are familiar with a broad range of literature, and possess grade-level skills in literary analysis.	<ul style="list-style-type: none"> - Standardized tests (SAT, CAASPP) - Diagnostic assessments - Performance tasks - Standards-aligned interim assessments - Teacher observation
English Language Development	Students, including all subgroups, demonstrate improved understanding and use of the English language in reading, writing, speaking and listening skills appropriate to academic and social settings at their grade level.	<ul style="list-style-type: none"> - Standardized tests (CAASPP, CELDT/ELPAC and SAT) - Standards-aligned interim assessments - Teacher observation - Optional parent input
Mathematics	<p>Students, including all subgroups, master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry)</p> <p>Students, including all subgroups, develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately</p>	<ul style="list-style-type: none"> - Standardized tests (CAASPP, SAT) - Diagnostic assessments - Performance tasks - Standards-aligned interim assessments - Teacher observation
History-Social Science	<p>Students, including all subgroups, develop grade level Common Core literacy skills that allow students to read and analyze non-fiction texts</p> <p>Students, including all subgroups, develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation.</p> <p>Students, including all subgroups, possess core knowledge about U.S. and world history and geography, civics, and economics as well as understand the past and its relationship to the present</p>	<ul style="list-style-type: none"> - Diagnostic assessments - Standardized tests - Performance tasks - Standards-aligned interim assessments

Science	<p>Students, including all subgroups, develop and ask meaningful questions and conduct careful investigations to test a hypothesis</p> <p>Students, including all subgroups, select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation.</p> <p>Students, including all subgroups, possess core knowledge in the physical, life, and earth sciences</p>	<ul style="list-style-type: none"> - Diagnostic assessments - Standardized tests (SAT) - Labs - Standards-aligned interim assessments - Performance tasks
Department-Specific Benchmark Assessments	<p>Students, including all subgroups, gain a deep sense of purpose and are inspired to make a positive multigenerational change</p> <p>Students, including all subgroups, create and present rigorous cross-curricular projects using multiple modalities (including oral presentation and written skills)</p>	<ul style="list-style-type: none"> - Department Rubrics
Foreign Language	<p>Students, including all subgroups, read, write, speak and comprehend a foreign language to a basic level</p>	<ul style="list-style-type: none"> - Performance tasks - Standards-aligned interim assessments
Visual and Performing Arts	<p>Students, including all subgroups, are familiar with and appreciate various visual and performing art mediums</p>	<ul style="list-style-type: none"> - Performance tasks - Performances - Standards-aligned interim assessments
Physical/Health Education	<p>Students, including all subgroups, understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills</p>	<ul style="list-style-type: none"> - California Physical Fitness Test - Written health test
College Readiness and Placement		<ul style="list-style-type: none"> - EAP exam - AP tests - PSAT - SAT

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

CATCH Prep has clearly defined what students should know in each subject, at each grade level. These measurable, student outcomes are based on the content of the curriculum, and will serve as the basis by which to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students will be flexible enough to demonstrate mastery when measured against multiple measures. Mastery will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm-referenced. The approach will be conducive to benchmarking students against themselves, evaluating individual groups of students (i.e. English Language Learners), and assessing the whole school, from year to year. The assessment measures will include, but not be limited to:

- *Interim Assessments (quarterly)*: Interim assessments are aligned to the College Board’s College & Career Readiness Standards for each grade level and subject area. They are intended to identify areas for re-teaching and/or intervention, to familiarize students with the content and format of such standardized assessments as the SAT and the CAASPP, and to predict student mastery of the California State Standards. CATCH Prep administers interim assessments at least four times per year. The results from these assessments allow the school to monitor student progress in all subject areas to assess where learning is breaking down and what areas need to be targeted and retaught if necessary.
- *IABs & ICAs*: CATCH Prep maximizes the CAASPP system’s availability of Interim Assessment Blocks and Interim Comprehensive Assessments to create real-time data on student progress as applicable to measuring the precise skills assessed under the state’s new accountability system. This robust set of data that is produced within 24-hours of assessment, allows teachers to gain valuable information about student progress and use it to modify and inform instruction throughout the semester.
- *Real-Time Data (ongoing)*: Because of the online coursework that is a significant part of the school’s instructional model, teachers have access to a constant flow of real-time data with which to evaluate students’ progress. Equipped with a wide variety of instructional strategies, teachers can quickly provide interventions, such as:
 - one-to-one instruction, small group pullouts
 - re-teaching/remediation using another modality
 - peer-to-peer support
 - anecdotal evidence (daily)
 - observations (daily)
 - quizzes (as needed)
 - tests (curriculum-embedded and teacher-designed)

Table 28: Schedule of Assessments

ASSESSMENT	DESCRIPTION	SCHEDULE
State-required assessments	CAASPP, CELDT/ELPAC	Annually as required
IAB/ICA	Interim Assessment Blocks in ELA and Math, Interim Comprehensive Assessment in ELA and MATH (as provided by CAASPP)	Quarterly
Benchmark Assessments	Subject-area benchmarks	Quarterly
Internal assessments	SAT/PSAT practice and real exams, final exams, quizzes and exit tickets	Biannually, quarterly, Ad-hoc
Project-based assessments	Cross-curricular projects	Annually
College readiness and entrance assessments	EAP	Annually for 11 th Graders
Other assessments	AP tests, CA Physical Fitness Test	Annually as needed

Data Analysis and Reporting

Under the leadership of the Principal, teachers use the data to develop goals for student achievement, instructional programs, and staff development needs. Teachers use students' data analysis to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs. Teachers provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement. The CATCH Prep Governing Board reviews data presented by the principal at subsequent board meetings, and data is shared with parents to ensure academic success during scheduled teacher parent conferences.

Each teacher at CATCH Prep is responsible for collecting their own data whether at the end of each administered assessment such as weekly tests and quizzes, every six weeks for benchmarks, or at the end of each semester for comprehensive finals. Individually, data analysis by teachers will be ongoing throughout the year. As a school, teachers will gather and analyze standards based benchmarks and use standardized data analysis processes to determine areas of strength and need. Once strengths are determined, teachers will share best practices that yielded those results during weekly professional development meetings. Identified areas of need will then serve as the basis for the creation of professional development topics and workshops that also take place during the weekly meetings.

In addition, teachers will use data discussed and analyzed in the weekly professional development meetings to modify curriculum and instruction, and improve student achievement of standards. The standardized data analysis process that teachers will use will highlight patterns that demonstrate a need for improvement. Those improvements may include areas such as reading comprehension and analysis skills, knowledge of characteristics of historical figures or movements, or mathematical reasoning skills. Shared best practices during professional development meetings will help teachers make the appropriate changes to the curriculum and instruction and thus improve student achievement by the next benchmark. This information is reported to students within the same week as the administered benchmark (benchmarks are given every six weeks) and reported to their parents as a letter grade by mail and by using PowerSchool, the school's online student-information system. CATCH Prep uses PowerSchool as an online tool to store data for individual students, provide statistical information for teachers and administrators, and ensure that parents have access to information about their students' progress at all times. Data regarding the academic progress and performance of subgroups identified in the state priorities is collected and aggregated in order to monitor achievement of students within those subgroups.

The data made available in PowerSchool drives a number of important conversations and decisions throughout the school community:

- On weekly professional development days, the entire staff will review school-wide data, discuss any changes from the previous week, and plan ways to improve in any areas of concern. If there are common trends throughout the school, that will suggest to the administration that the whole staff may need professional development in a certain area to better support students.
- During CATCH Prep Class, teachers also serve as advisors. In their capacity as advisors, they will work closely with a cohort of 20-30 students over the course of their four years in high school. CATCH Class uses PowerSchool data to guide counseling/ data conferencing sessions with each student advisees. Ongoingly, CATCH Class instructors meet one-on-one with each of their advisees to review each student's progress in each of the promotion/graduation requirements and set goals for the student.

- Students also review data on their own and with teachers/administrators through the 24-hour PowerSchool Portal. Here, students have real-time access to grades, attendance, and assessment data, and review it to make adjustments to performance as needed.
- Parents also have access to PowerSchool’s Parent Portal to access grades, attendance, and assessment data. On a quarterly basis, parents are asked to come in for 1:1 conferences with the student’s advisor, and these conversations are grounded in data.
- The CATCH Governing Board is constantly kept up to date of progress toward goals through the same dashboard system that all staff members use. Board members receive a weekly email from the Executive Director that includes all performance data indicators as well as other highlights from throughout the week.

Grading, Progress Reporting and Promotion/Retention

CATCH Prep requires students to meet grade level promotion requirements. Parents are notified of these challenging promotion requirements through teacher communication, parent meetings, conferences, mailers, and promotion checks with an advisor/homeroom teacher and/or the counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and/or the counselor.

CATCH Prep uses the same grading scale for all students. Students must earn a grade of C or higher to pass a class. Honors and AP classes are awarded a full point bonus when calculating weighted grade point averages.

Table 29: Grading Scale and GPA Factor

GRADE	PERCENT	GPA FACTOR
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	<69	0.0 (Must Repeat Class)

Within this grade structure, CATCH Prep uses a standards-based grading system in which students earn grades based on their demonstrated mastery of essential skills and standards throughout the course. This grading structure is aligned with CATCH’s mission and values in that it gives students and parents specific, actionable feedback about what skills students have learned or still need to learn, and shifts the focus to student growth over time.

Students receive progress reports every six weeks of the semester; however, parents are strongly encouraged to check grades daily using PowerSchool and attend Report Card Pick-Up to receive full reports and conference with teachers and administrators.

Element 4 – Governance

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

General Provisions

As 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 ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

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

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be

prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing

investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. 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.

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

The CATCH Board of Directors is the governing, policy-making body of CATCH Prep Charter High School. Members of the Board will make decisions on matters relating to the operation of CATCH Prep. The Board advocates the organization's mission and provides expert guidance to the organization in law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning. As the governing body for CATCH Prep, the Board will be responsive to the needs of various communities through school visits, regular updates from each school site, and participation of parents and community stakeholders in board meetings. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring and developing the School's general policies such as health and safety, use and maintenance of facilities, fundraising and ensuring that school financial resources are managed effectively.

The CATCH Board of Directors consists of seven members, but shall not be less than a minimum of three members at any given time. Members of the Board meet a minimum of ten times throughout the year, once per month, during the academic school year. Vacancies on the Board may be filled by a majority of the Directors then in office, whether or not there is less than a quorum, or by the sole remaining director, except for a vacancy created by removal of a Director by the members.

Board Member Qualifications

- Supports the mission and vision of the school
- Agrees to comply with the Brown Act

- Places a high value on professionalism
- Motivated to serve on the Board primarily to help guarantee the educational success of students
- Has prior board experience (not required, but helpful)

Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning

Board Member Responsibilities

- Attend regular meetings
- Provide financial oversight
- Provide substantial educational leadership and expertise
- Take leadership in the overall policy development
- Make major financial decisions for the school
- Raise funds
- Build a group of regular financial donors, in order for the charter school to fulfill its mission and achieve its goals
- Advocate for the school by promoting its mission and goals within the community and in the wider education reform arena
- Select and evaluate the school’s directors and Principal of Instruction and Curriculum

Process for selecting members of the Board of Directors

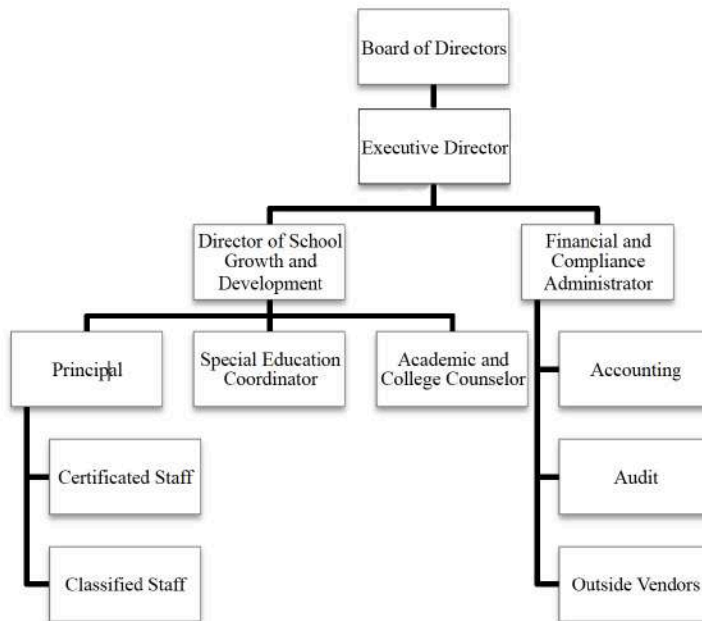
The Board of Directors may appoint and may authorize the Chairman of the Board, the President, or other officer, to appoint any other officers that the corporation may require. Each officer so appointed shall have the title, hold office for the period, have the authority, and perform the duties specified in the bylaws or determined by the Board of Directors.

Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board of Directors, or by an officer on whom the Board of Directors may confer that power of removal.

Any officer may resign at any time by giving written notice to the corporations. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in the bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

Figure 10: CATCH Prep Organizational Chart



Stakeholder Involvement

Parent/Guardian Participation

Research and experience show that children's learning is affected by the influence of their parents' involvement. CATCH Prep believes that ultimately its success is, in large part, due to its parental support. Parents participate in and influence strategic decisions made by the Board, by providing input through the Parent Council or by addressing the Board directly.

For example, CATCH's parent council welcomes all parents of CATCH Prep students to membership. The officers are elected from the body at the beginning of the school year. This Executive Board consists of four elective officers: President, Vice President, Treasurer, and Secretary of Treasurer. This council functions in an advisory capacity and provides input to the Board of Directors, advises the school administration, builds a parent-to-parent support network, and directly supports parent education and students' activities, clubs, and services. The Parent Council will elect a president to participate in each board meeting to provide reports on parent activities, input on issues, and to make policy recommendations.

In regards to the Local Control Accountability Plan, parents are consulted in the development of the Charter School's LCAP and Annual Updates – including parent meetings and quarterly surveys.

Faculty Involvement

CATCH faculty meets weekly, collaborating throughout the school year, discussing ways to improve student achievement and best manage school operations. Teachers often develop recommendations for Board action. In addition to the Executive Director and Principal of Instruction and Curriculum, teachers are encouraged and welcomed to attend Board meetings, with the purpose of delivering special reports and making, recommendations to the Board of Directors.

Community Involvement

CATCH Prep embraces programs we have developed in order to involve the community. We promote our programs – and community involvement – through activities such as letters, memorandums of

understanding, visits and outreach to community representatives, government officials, businesses, government organizations, universities, community organizations, and agencies and social-service centers. Members of the community are also encouraged and welcomed to attend Board meetings.

Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

CATCH Prep will adhere to California laws, including drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee will furnish documents establishing legal employment status.

All personnel will be hired by contract. Long-term contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations will be designed to support the mission and vision of the Charter School and to comply with state laws.

Salaries and benefit levels will be comparable to those offered by the Los Angeles Unified School District. The formulas for calculating salary and benefit levels will continue to be linked to those of the Los Angeles Unified School District unless the Board elects otherwise.

Code of Conduct

Employees will be expected to engage in professional behavior with fellow employees, students, parents, administrators, Directors, LAUSD Officials, and others with whom interaction is made on behalf of or while representing CATCH Prep. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, and innuendos related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

NCLB and Credential Requirements

All instructional staff at CATCH Prep will meet NCLB requirements. In accordance with the provisions of No Child Left Behind, all teachers of core academic subjects will be "Highly Qualified." Core, college preparatory academic subjects are: English language arts, mathematics, science, social studies, foreign languages, and visual and performing arts. The federal definition of a "Highly Qualified" teacher is one who is:

- fully certified and/or licensed by the state
- holds at least a bachelor's degree from a four-year institution
- demonstrates competence in each core academic subject area in which the teacher teaches.

NCLB also requires that paraprofessionals meet higher standards of qualification and ensures that students who need the most help receive instructional support only from qualified paraprofessionals. NCLB requires paraprofessionals to show knowledge of and ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. Highly qualified paraprofessionals must have met one of the following standards:

- Completed two years of study at an institution of higher education
- Obtained an associate's (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness)

Administrative Staff

The administrative staff at CATCH Prep will include the Executive Director, Financial and Compliance Administrator, Principal of Instruction and Curriculum, Special Education Coordinator, and Academic and College Counselor. All of these positions are identified on the organizational chart provided in Element 4. Selection of the administrative staff will be based on proven experience in educational leadership, educational vision for, and experience with, low-income and/or minority children and their families; demonstrated ability in program design and/or development; entrepreneurial experience and acumen; and interest and commitment to educational reform

Teaching Staff

Teachers will be selected on an application and interview basis. Selection of teachers will be based on their teaching certification; teaching experience; the degree and depth of subject matter expertise they possess; and their ability to demonstrate classroom instructional capabilities. The school's plan to retain highly qualified teachers is to provide a stimulating and rewarding work environment with competitive salaries and benefits.

Classified Staff

Classified staff includes office personnel, support staff, and instructional assistants with bachelor's degrees in relevant subjects. The administrative staff, on an application and interview basis, will select classified staff.

Employee Positions and Qualifications

The **Executive Director** serves as a liaison between the Board of Directors, the District, the administrative team and the community. The Executive Director is responsible for working closely with the Financial and Compliance Administrator and Principal of Instruction and Curriculum to carry out the vision and mission of the school.

Qualifications for Executive Director include:

- Comprehensive knowledge of the management and operations of a public school, and about current developments in education
- A minimum of five years of experience overseeing and managing a public school of at least 300 students and 25 staff members
- At minimum, a bachelor's degree

The **Financial and Compliance Administrator** serves as the school's business operations manager. The Financial and Compliance Administrator is responsible for presenting and reporting accurate and timely school financial information, setting up and handling accounts, and working with the Executive Director to assist in carrying out the vision and mission of the school.

Qualifications for the Financial and Operations Administrator include:

- Comprehensive knowledge of financial management and operations of a public school
- Training and knowledge of Generally Accepted Accounting Principles (GAAP)
- A minimum of five years of experience overseeing and managing the fiscal operations of a public school of at least 300 students and 25 staff
- At minimum, a bachelor's degree

The **Principal of Instruction and Curriculum** serves as the instructional leader of the school. The Principal of Instruction and Curriculum is responsible for meeting the school's annual measurable goals and teacher professional development; and analyzing student achievement data to inform curriculum and instruction.

Qualifications for the Principal of Instruction and Curriculum include:

- A minimum of two years of educational administrative experience, preferably as a principal or vice/assistant principal of an urban high school
- A minimum of three years of teaching experience
- Hold, at minimum, a master's degree or its equivalent
- Hold a valid California Administrative Credential

The **Academic and College Counselor** serves as a college/career resource for the school. The Academic and College Counselor is responsible for administering all aspects of the college search process including assisting incoming high school students with selection of appropriate schools, entrance applications, scheduling standardized testing, providing information on academic and vocational programs, and advising students with their class schedules. The Academic and College Counselor is also responsible for providing social/emotional counseling on scheduled and as needed basis.

Qualifications for the Academic and College Counselor include:

- Knowledge of colleges, academic programs, and admission policies and procedures
- Experience working with low-income and/or minority students and their families
- Hold, at minimum, a bachelor's degree
- Hold a California Pupil Services Credential

The **Special Education Coordinator** serves as the Special Education administrator of the school. The Special Education Coordinator is responsible for ensuring that the school adheres to the provisions of the Individuals with Disabilities Education Act (IDEA), state special-education laws and regulations, and to all terms and conditions of the Chanda Smith Modified Consent Decree ("MCD").

Qualifications for the Special Education Coordinator include:

- Knowledge of Special Educational legal requirements, practices, and procedures

- Experience working with low-income and/or minority students and their families
- Hold, at minimum, a bachelor's degree or its equivalent
- Hold a California Special Education Services Credential

Employees serving as a High School Teacher will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet state standards. Other duties of a teacher will include providing students regular feedback on their work and maintaining communication with students' parents.

Qualifications for a High School Teacher include:

- Hold a valid Single Subject California Teaching Credential (Preliminary/Clear) in subject matter being taught
- Knowledge of state and district curriculum requirements, current applicable laws, regulations, codes, policies and procedures
- Experience working with low-income and/or minority students and their families

Employees serving as an **Office Clerk/Assistant** will provide administrative clerical support to the operations of the school.

Qualifications for Office Clerk/Assistant include:

- Hold, at minimum, a high school diploma
- Experience working with low-income and/or minority students and families
- Knowledge of office practices, procedures, and use of equipment
- Ability to read, apply, and explain rules, regulations, policies and procedures of school

Employees serving as a **Paraprofessional** will provide instructional support and assistance to teachers and other certificated staff. Paraprofessionals may also assist with instructional materials, audio-visual equipment, and the maintenance of student records.

Qualifications for a Paraprofessional include:

- Hold an Associate of Arts (AA) degree or higher from a recognized college or university
- Experience working with low-income and/or minority students and families
- Understanding of the physical, intellectual, social, and emotional growth patterns of students

Evaluations

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Board of Directors will evaluate the Executive Director and Financial and Compliance Administrator on:

- The success of CATCH's academic program and the-achievement of our educational goals
- Maintaining a fiscally sound charter school including a balanced budget
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, acceptance, and cooperation among all parties

The Executive Director will evaluate the Principal of Instruction and Curriculum – and other administrative staff on:

- Completion of required job duties

- The success of CATCH's academic program and the achievement of our established educational goals
- High parental and community involvement
- Professionalism
- Punctuality and attendance

The Principal of Instruction and Curriculum will evaluate the teaching staff on:

- Student achievement
- Effectiveness of teaching strategies
- Meeting the needs of students with special needs
- Classroom management and organization
- Professional development
- Performance of job duties
- Knowledge of curriculum
- Punctuality and attendance

Other administrative staff and classified staff will be evaluated by the Executive Director or an administrative designee, based on completion of assigned job duties and regular, punctual attendance. If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the administrative staff to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

Grievance Procedure

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the Executive Director and/or administrative staff within 10 calendar days of the event or condition giving rise to the complaint. The good faith effort will include problem identification, possible solutions, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. If the good faith effort is unsuccessful and the complaint is not resolved within 30 calendar days of receipt by the Executive Director and/or administrative staff, the employee may submit a written complaint to the Board of Directors.

The Board of Directors will schedule an initial hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings. For the purposes of this Code of Conduct, an "interested party" is a Director with a financial stake in the outcome of the employee grievance. A decision as established by a majority vote of the members of the Board of Directors hearing the grievance will be rendered within ten working days after completion of the hearing.

In the event that the Board of Directors needs additional information, investigation, or hearings after the initial hearing, a subcommittee may be appointed to conduct further investigation or hearings, and the final hearing may be continued so that the final decision will be made within 10 working days following the last subcommittee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as is practical. The decision of the Board of Directors will be final. If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention may be necessary.

In addition to the grievance procedure, CATCH Prep reserves the right to conduct any investigation of its employees based on learning about allegations or claims of harassment, discrimination or other inappropriate conduct in accordance with its Human Resources customs, policies and practices. CATCH Prep does not and will not retaliate against any employee that makes a complaint about or who participates in an investigation of alleged harassment, discrimination or other inappropriate conduct.

If the grievance is a complaint of unlawful discrimination, the complaint will fall under CATCH Prep's Uniform Complaint Policy (UCP). Within 10 business days of receiving the complaint, the designated Uniform Complaint Compliance Officer shall informally discuss the possibility of using non-binding mediation. If the mediation does not resolve the problem within the parameters of the law, the compliance officer will proceed with his/her investigation of the complaint. The compliance officer shall complete an investigation and prepare and send a written decision to the complainant and the CATCH Executive Director within 60 days after receiving the request. The complainant has the right to appeal the final decision to the California Department of Education. The complainant may also pursue available civil law remedies outside of CATCH Prep's UCP.

Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, discrimination, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include informal discussions and counseling. If these actions have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:

- Initial written warning
- Subsequent or additional written warning(s)
- Final written warning, which may include a suspension without pay
- Termination

CATCH Prep will generally proceed by following all steps, however, some problems may be so serious that early steps may be eliminated. Verbal and written warnings regarding unsatisfactory action will become part of the employee's personnel file. Written warnings will include specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. Employees always have the right to engage in the grievance procedure at any point in the process.

Element 6 - Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall 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 AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

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.

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Policies

CATCH Prep will adopt and implement a comprehensive set of health, safety, and risk management policies to be reviewed regularly with the staff, students, parents, and Board of Directors. These policies have been developed in consultation with LAUSD colocation administrative staff, CATCH staff, students, parents, and the Board of Directors.

- CATCH Prep will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

- CATCH Prep will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in Blood-borne Pathogens.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- CATCH Prep will require each employee of the school to submit a criminal background check and furnish a criminal record summary as required by California Education Code section 44237 prior to initiating employment with CATCH Prep.

Child Abuse Statement

CATCH Prep will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. CATCH staff must report to the proper authorities if they reasonably suspect the following occurring to a student:

- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care
- physical abuse
-

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The CATCH Prep administration will work with all faculty and staff members to make sure that staff understands and is able to implement the appropriate steps to be taken if a child abuse situation occurs. The Charter School will inform all faculty and staff that they are mandatory child abuse reporters and it is their duty and responsibility to report any reasonable suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the proper authorities.

CATCH Prep staff will immediately notify the Department of Children and Family Services (DCFS) and/or the Los Angeles Police Department or other law enforcement agency. Further the reporting party shall complete a written report of the situation. The reporting person will be responsible for providing all the necessary information and child abuse reports to the DCFS and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation. Should it be necessary to remove the child from school based on DCFS or law enforcement’s statement of exigent circumstances, CATCH Prep staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/ guardian.

Medication in School

CATCH Prep will adhere to Education Code Section 49423 regarding administration of medication in school.

Custodian of Records

CATCH Prep will have a designated Custodian of Records for the California Department of Justice requirements. The Custodian of Records will be the Executive Director and/or his/her designee.

Support and Promotion of Health and Wellness

CATCH Prep is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. CATCH Prep will participate in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program, etc., and foods and beverages served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

In accordance with the federal Child Nutrition and Women Infants Children Reauthorization Act of 2004 (which requires recipients to address both obesity and wellness) and directives in 2005 from the California Department of Education, the District will have a wellness policy that addresses student wellness for every student. The policy, which will address parent, staff, and community wellness in addition to student wellness, are based on the following eight areas that govern wellness:

- Nutrition Services
- Physical Education
- Health Education
- Health Services
- Positive Attendance and Building Resiliency
- Safe Environment
- Staff Wellness
- Parent and Community Involvement

Element 7 – Means to Achieve Racial Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

Court-Ordered Integration

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Plan for Achieving and Maintaining Racial and Ethnic Balance

CATCH Prep believes that recruiting students of all racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD will be done naturally because of the location of the school. This natural mix of students from various socioeconomic backgrounds will lead to improved student achievement.

Outreach activities will be conducted in and around the community the school intends to serve. CATCH Prep will also conduct orientation sessions prior to the opening of each school year to inform interested parents and students on what the school has to offer. Orientation sessions will be advertised by flyers printed in English/Spanish and distributed throughout the Crenshaw and Leimert Park community including local businesses and community organizations, youth organizations, social service providers, faith based organizations, grocery stores, public libraries, middle school campuses, and school bus stops.

Open houses and school tours will also be offered on a regularly scheduled basis. The process of community revitalization that the Crenshaw District is experiencing has served to develop several mediums through which community residents are informed of and engaged in development projects. CATCH Prep will be promoted through these mediums including, but not limited to, the CATCH Prep website (www.catchhighschool.com), Radio Free 102.3 KJLH and 105.5 KBUE Radio (local radio stations), Los Angeles Sentinel and Southwest Wave (community newspapers), and community outreach meetings. Informational materials (school brochures, magazines, newsletters and flyers) will be disbursed to community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators. Informational materials will be made available in Spanish and other languages as necessary.

CATCH Prep will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.

Element 8 – Admission Requirements

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, 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.

Student Recruitment

Recruitment of prospective families will begin every September for the following school year. At that time, CATCH Prep will advertise information sessions for families to learn more about the school’s academic program, school culture, and expectations. The school will recruit students widely, targeting its recruitment strategies to high need populations, as described in Element 1 and 7.

Lottery Preference and Procedures

Should the number of pupils who wish to attend CATCH Prep exceed the capacity of the school during the open enrollment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B).

Families interested in enrolling a student will submit a lottery interest form. Any family submitting an interest form to CATCH Prep will be informed on the interest form itself and at information sessions of the school's admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Lottery preference categories will be communicated on the interest form and lottery procedures will be explained publicly at the lottery. The lottery interest period will end at 5:00pm on the last school day in January. At that time, if there are more lottery interest forms than seats available in any grade level, a lottery date will be set for the month of February. All interest forms submitted within the lottery interest period will be entered into the lottery. Preference in the lottery will be given to the following categories of students:

- Students whose address of residence lies within the published boundaries of the District;
- Siblings of currently enrolled students (defined as one of two or more individuals having one or both parents in common; a brother or sister); and
- Children of CATCH Prep Charter High School employees (defined as regular employees who are employed full- or part-time with an expectation of ongoing employment with the organization; not temporary or seasonal), as long as this number does not exceed 5% of all interest forms

To better enable interested parties to attend, the drawing will be held on a weekday evening on the campus of CATCH Prep. Families who submitted an interest form during the lottery interest period will receive information about the date, time, and location of the lottery before the event.

During the lottery, a disinterested independent third party will draw students' names. Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

Families are encouraged to attend the lottery, but their presence is not required. All families will be notified by the front office team in writing of the results of the lottery within one week of the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. For students who were accepted to the Charter School, the letter will include next steps for enrollment.

Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone by the front office team if their child receives a seat and must respond to the front office team within one week in order to secure admission. Once students are accepted to CATCH Prep, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school. The waiting list will not carry over from year to year.

All lottery interest forms and a record of the order in which the interest forms were drawn will be kept on file at the school.

During any period of discretionary grant funding from the U.S. Department of Education, CATCH Prep will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) or other applicable federal requirements regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG or other applicable federal requirements, CATCH Prep will modify its lottery procedures to ensure compliance and eligibility for federal funding.

Notwithstanding the foregoing, CATCH Prep may refine lottery policies and procedures in accordance with a written policy adopted by school's Board of Directors. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires a material revision to this charter, CATCH Prep will initiate the material revision process.

Element 9 - Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of CATCH Prep to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, and proposed fees. CATCH Prep will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. CATCH Prep will ensure that the selected auditor is on the State Controller’s list of auditors approved to conduct charter school audits. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Executive Director or his/her designee will ensure that the annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director will review any audit exceptions or deficiencies and promptly report to the CATCH Board of Directors with recommendations on how to

resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The Financial and Compliance Administrator will be responsible for working with the auditor and ensuring that the completed audit is sent to the required agencies by the statutory deadline.

CATCH Prep shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. All legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

All necessary financial reports will be provided to LAUSD as requested in a timely manner, as applicable. In addition, CATCH Prep will provide any financial information requested by LAUSD to assess the fiscal condition of the charter school.

CATCH Prep acknowledges that the independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 - Suspension and Expulsion Procedures

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

General Provisions

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

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

School Climate and Student Discipline System

The CATCH Prep Discipline Plan has been designed to provide a positive and safe learning environment for all students. Progressive in nature, the school's discipline plan has a balance between teaching values, interventions and consequences. In order for students to thrive, CATCH Prep is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following discipline plan outcomes:

- All students are able to access and engage in a high-quality, college prep curriculum.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievements are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

Consistent with provisions in this charter and applicable law, the CATCH Prep Parent-Student Handbook is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

CATCH Prep uses the strategies of *School-Wide Positive Behavior Intervention and Supports* ("SWPBIS"), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs, these strategies will support all students at CATCH.

Tiered Behavior Intervention

The CATCH Prep positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. CATCH Prep recognizes that to support our programs we must teach, model, and reinforce the *School-wide Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

Tier I: Core Instruction

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, CATCH Prep will consistently implement Tier I support systems. All teachers and support staff will maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules will also be posted throughout the Charter School.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

Tier I: Infractions

- Classroom disruptions (e.g. speaking out, out of seat)
- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor teamwork
- Inappropriate clothing for school
- Non-compliance with rules

Tier I: Consequences

- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Assign student a written apology
- Assign contribution plan (e.g. contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

Tier II: Strategic or Supplemental Intervention

At Tier II, teachers will use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School will use social skills instruction to increase integration of problem-solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff will ensure self-management/self-monitoring is explicitly taught and supported.

Tier II: Infractions

- Fighting/Aggressive behavior
- Excessive tardiness
- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

Tier III: Intensive Intervention

At Tier III, CATCH Prep will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment ("FBA") may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior will be included, as well as data collection and analysis.

Tier III: Infractions

- Violate Charter School policies
- Violate Board policies or laws
- Chronic Level II behaviors requiring administrator involvement

Tier III: Consequences

- Convene a Student Success Team
- Parent Conference
- Use debriefing forms to address misconduct
- Refer to community agencies (e.g. probation, Mental Health Centers, Children's Services)
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension
- Consult with community agencies (e.g. probation, Mental Health Centers, Children's Services)

Professional Development

Professional development at CATCH Prep will include ongoing classroom management workshops and training provided by the Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

The CATCH Prep Discipline Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating the policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Any modification is submitted to the District for review through the Charter Amendment or Material Revision process.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently

among all students. This Policy and its Procedures will be printed and distributed as part of the Parent Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures, via the Parent Student Handbook.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

A student shall not be suspended from school or recommended for expulsion, unless the Principal determines that the pupil has committed an act as defined pursuant to any of subdivision (a) to (v), inclusive.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. [Removed per Assembly Bill No. 420]
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. 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.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her 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. A message, text, sound, or image.
 - B. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grades 9-12

- s) Committed sexual harassment (grades 4-12).
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- u) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).
- v) Made terroristic threats against school officials or school property, or both.

Suspension Discretionary and Non-Discretionary Offenses

List of Offenses for which a Student is Liable to be suspended:

Discretionary

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense, or damage to school property or private property.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Caused or attempted to cause damage to school property or private property

Non-Discretionary

- Possessing, selling, or otherwise furnishing any firearm, knife, or explosive of no reasonable use to the student.
- Stole or attempted to steal school property or private property.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Repeatedly committed or attempted to commit a sexual assault or sexual battery.

Expulsion Discretionary and Non-Discretionary Offenses

CATCH Prep will utilize the following matrix to determine when expulsion is deemed mandatory, expected, or at administrator’s discretion.

Table 30: Expulsion Discretionary and Non-Discretionary Offenses

Must Recommend Expulsion (Mandatory)	Shall recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
<p>48900.2 Committed sexual harassment (grades 4-12). 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12). 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12). 48900.7 Made terroristic threats against school officials or school property, or both.</p>	<p>Act must be committed at school or school activity. EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2). 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety 	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> 1. Inflicted physical injury† 2. Possessed dangerous objects 3. Possessed drugs or alcohol (policy determines which offense) 4. Sold look alike substance representing drugs or alcohol 5. Committed robbery/extortion 6. Caused damage to property‡ 7. Committed theft 8. Used tobacco (policy determines which offense) 9. Committed obscenity/profanity/vulgarity 10. Possessed or sold drug paraphernalia 11. Disrupted or defied school staff 12. Received stolen property 13. Possessed imitation firearm 14. Committed sexual harassment 15. Harassed, threatened or intimidated a student witness 16. Sold prescription drug Soma 17. Committed hazing 18. Engaged in an act of bullying,

	<p>Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(4).</p> <p>5. Assault or battery, or threat of, on a school employee.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. <p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>
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Process for Suspension and/or Expulsion

1. *Informal Conference* – Suspension will be preceded by an informal conference conducted by the Executive Director with the student and the student's parent. At this conference, the student shall be informed of the reason for the disciplinary action, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested by the Executive Director or an Administrative designee as soon thereafter as reasonably possible.

2. *Notice to Parents/Guardians* – At the time of suspension, a member of the administrative staff will make contact with the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to the request either in person, by telephone, or in writing without delay and violations of school rules can result in expulsion from the school.

3. *Length of Suspension* – The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled with the parent to discuss the progress of the suspension upon the completion of the fifth day of suspension. The total number of days for which a student may be suspended shall not exceed twenty (20) school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of thirty (30) suspension days in that school year. CATCH Prep will make arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.
4. *Recommendations for Expulsion* – Students will be recommended for expulsion if the Executive Director finds that at least one of the following findings may be substantiated:
 - a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
 - b. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
5. *Expulsion Hearing* – The decision to recommend expulsion of a student will be at the discretion of the Executive Director. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within a period of thirty (30) days from when the Executive Director determines that grounds for expulsion exist. If requested, the hearing may be presided over by the Board of Directors or a committee appointed by the Board of Directors. The committee will consist of at least three members who are certificated and neither a teacher of the pupil or a Council member of CATCH's Board of Directors. The committee may recommend expulsion of any student found to have committed an expellable offense. Written notice of the hearing will be mailed to the student and the student's parent at least ten (10) calendar days before the date of the hearing. This notice will include:
 - a. The date, time, and place of the hearing
 - b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
 - c. A copy of CATCH Prep disciplinary rules that relate to the alleged violation
 - d. Notice of the opportunity for the student or the student's parent or guardian to appear in person at the hearing or to be represented by legal counsel or by a non-attorney adviser,
 - e. The right to inspect and obtain copies of all documents to be used at the hearing,
 - f. The opportunity to confront and question all witnesses who testify at the hearing
 - g. The opportunity to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
6. *Appeal of Suspension or Expulsion* – The Student's Parents/guardians may appeal the suspensions and expulsion decision to the Board of Directors by submitting a written request to the Board within five (5) school days of the Expulsion Order. Unless impractical under the circumstances, within ten (10) school days of receiving the written request for appeal, the Board shall consider an act on the appeal within fifteen (15) school days or thirty (30) calendar days, whichever first occurs. The student will be considered suspended until the Board meeting is convened to consider the appeal. A fair and impartial panel of Administrators from other public charter schools with diverse educational experiences will hear the appeal. Administrators on the panel shall not have

previously been involved with the student's suspension or expulsion, including having been involved when the conduct at issue initially occurred. The decision of the panel of representatives will be final. In the event of a decision to expel a CATCH student, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

7. *Written Notice to Expel*- Written notice to expel a student will be sent by the Executive Director or administrative designee following a decision by the Board of Directors or committee to the parent of any student who is expelled. This notice will include the following: (1) The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion." (2) Notice of the student or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with CATCH Prep.
8. Notice to District of Last Known Address – If a pupil is expelled or leaves CATCH Prep 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 a transcript of grades or report card, and health information.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Due Process

CATCH Prep shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

CATCH Prep shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

CATCH Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

CATCH Prep will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. CATCH Prep will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, CATCH Prep shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

If a student is expelled from CATCH Prep, CATCH Prep shall forward student records upon request of the receiving school district in a timely fashion. CATCH Prep shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address

- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- If the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the students disability?
 - Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

In-School Suspension

CATCH Prep may utilize in-school suspension as an alternative to suspension when appropriate. In-school suspensions may be implemented for violations of the school's code of conduct at the discretion of the Principal or his/her designee. This alternative to suspension allows the student to continue receiving educational services at the Charter School, in addition to any behavioral or counseling support that may be needed to restore the student back to class. The maximum number of days a student can be suspended in a school year is 20.

Element 11- Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

All full-time certificated employees who are eligible will participate in the State Teachers’ Retirement System (CalSTRS). Employees will contribute the required percentage, and CATCH Prep will contribute the employer’s portion required by CalSTRS. All withholdings from employees and the charter school will be forwarded to the CalSTRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of CalSTRS. Retirement reporting for all of CATCH’s certificated employees will be processed and administered by the Los Angeles County Office of Education (LACOE). The Executive Director or his/her designee will be responsible for ensuring that appropriate arrangements for coverage are made and sustained. CATCH Prep acknowledges that it must continue such participation for the duration of the charter school’s existence under the same CDS code.

Classified Staff Members

All classified employees who are eligible will participate in the Public Employees Retirement System (CalPERS). Employees will contribute the required percentage, and CATCH Prep will contribute the employer’s portion required by CalPERS. All withholdings from employees and the charter school will be forwarded to the CalPERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of CalPERS. Retirement reporting for all of CATCH’s classified employees will be processed and administered by the Los Angeles County Office of Education (LACOE). The Executive Director or his/her designee will be responsible for ensuring that appropriate arrangements for coverage are made and sustained. CATCH Prep acknowledges that it must continue such participation for the duration of the charter school’s existence under the same CDS code.

Other Staff Members

CATCH Prep will participate in OASDI for non-PERS/STRS eligible part-time employees. The CATCH Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Element 12 - Public School Attendance Alternatives

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

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.

Public School Attendance Alternatives Communication

CATCH Prep is a school of choice. Parent/guardians and students will be informed of their public school attendance alternatives during the enrollment process.

Element 13 - Rights of District Employees

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

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(b)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

CATCH Prep Charter High School
c/o Patricia D. Smith, Executive Director
PO Box 561752
Los Angeles, California 90056

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

CATCH Prep Charter High School
c/o Patricia D. Smith, Executive Director
PO Box 561752
Los Angeles, California 90056

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 - Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure.

This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agent

The Executive Director will serve as the Charter School's closure agent in the event that the school closes.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with

other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills). The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

- (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the

District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

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