



## TEACH Public Schools

### TEACH, Inc. Regular Board Meeting

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#### **Date and Time**

Tuesday August 26, 2025 at 5:00 PM PDT

#### **Location**

Board Meeting Access Locations CA:

Alternate Public Access Locations:

TEACH Elementary  
8505 S Western Ave  
Los Angeles, CA 90047

TEACH Academy of Technologies  
1000 S Western Ave  
Los Angeles, CA 90047

TEACH Tech Charter High School  
10616 S Western Ave  
Los Angeles, CA 90047

3680 Wilshire Blvd.  
Los Angeles CA 90010

3740 S Crenshaw Blvd.  
Los Angeles, CA 90016

1340 W 106th St.

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Los Angeles, CA 90044

And via zoom at:

Topic: TEACH Regular Board Meeting

Time: Aug 26, 2025 05:00 PM Pacific Time (US and Canada)

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<https://teachpublicschools-org.zoom.us/launch/edl?muid=9bec1064-7f59-47eb-b2fe-9604d67f482d>

Meeting ID: 836 4171 9044

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• +1 564 217 2000 US

• +1 646 931 3860 US

• +1 689 278 1000 US

• +1 929 205 6099 US (New York)

• +1 301 715 8592 US (Washington DC)

• +1 305 224 1968 US

• +1 309 205 3325 US

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Meeting ID: 836 4171 9044

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## THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.

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**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

**FOR MORE INFORMATION**

For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. [www.teachpublicschools.org](http://www.teachpublicschools.org)

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Record Attendance		Beth Bulgeron	2 m
<b>B.</b> Call the Meeting to Order		Cecilia Sandoval	
<b>C.</b> Public Comment		Cecilia Sandoval	5 m
<b>II. Consent Items</b>			<b>5:07 PM</b>
Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.			
<b>A.</b> Approve the Current Agenda and Approve the Minutes from the July 29, 2025 Regular Board meeting	Vote	Cecilia Sandoval	3 m
<b>III. Items for Potential Action</b>			<b>5:10 PM</b>
<b>A.</b> Executive Director Report / Framing The Meeting	FYI	Matthew Brown	5 m
<b>Description:</b>			

	Purpose	Presenter	Time
<b>B.</b> Consider Board Member Candidate Dr. Cindy Guardado	Vote	Cecilia Sandoval	5 m
<b>C.</b> Consider the Annual Board Reporting Calendar	Discuss	Beth Bulgeron	4 m
<b>D.</b> Monthly Financial Report - Unaudited Actuals FYE June 30, 2025	Vote	Richard McNeel	8 m
<b>E.</b> Consider and Approve the Elementary's School Improvement Plan	Vote	Sione Thompson	7 m
This plan shows the intentional planning and consideration of strategies for school improvement that the Elementary has started, or will start in order to improve academic outcomes for students. This School Improvement Plan is a part of the Renewal Application that will be considered by LAUSD.			
<b>F.</b> Consider and Approve the Updated Independent Study Policy	Vote	Matthew Brown	4 m

**IV. Closing Items****5:43 PM**

<b>A.</b> Board or Public Comment	FYI	Cecilia Sandoval	5 m
<b>B.</b> Upcoming Meeting Date: September 30, 2025 at 5 pm	FYI	Cecilia Sandoval	1 m

The next Regular meeting will be held on September 30th 2025

<b>C.</b> Adjourn Meeting	Discuss	Cecilia Sandoval
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## Coversheet

### Approve the Current Agenda and Approve the Minutes from the July 29, 2025 Regular Board meeting

**Section:** II. Consent Items  
**Item:** A. Approve the Current Agenda and Approve the Minutes from the July  
29, 2025 Regular Board meeting  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_07\_29\_board\_meeting\_minutes.pdf

DRAFT



## TEACH Public Schools

### Minutes

#### TEACH, Inc. Regular Board Meeting

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##### **Date and Time**

Tuesday July 29, 2025 at 5:00 PM

##### **Location**

Board Meeting Access Locations CA:

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Los Angeles, CA 90016

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Find your local number: <https://teachpublicschools-org.zoom.us/j/kCxCGjUei>

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### **Directors Present**

A. Dragon (remote), C. Sandoval (remote), J. Lobdell (remote), M. Maye

### **Directors Absent**

*None*

### **Guests Present**

B. Bulgeron (remote), J. Cordero, M. Brown, S. Thompson

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## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

C. Sandoval called a meeting of the board of directors of TEACH Public Schools to order on Tuesday Jul 29, 2025 at 5:01 PM.

### **C. Public Comment**



There was no public comment.

## II. Consent Items

### A. Approve the Current Agenda and Approve the Minutes from the June 10, 2025 Regular Board meeting

J. Lobdell made a motion to approve the minutes from June 10, 2025 Board Meeting and approve the current agenda TEACH, Inc. Regular Board Meeting on 06-10-25.

M. Maye seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

M. Maye Aye

C. Sandoval Aye

J. Lobdell Aye

A. Dragon Aye

## III. Items for Potential Action

### A. Executive Director Report / Framing The Meeting

Matt Brown opened up the meeting by providing a summary of important items before the board.

### B. Consideration of FY2025–26 Executive Director Evaluation Tool and Annual OKRs

J. Lobdell made a motion to Approve the 25-26 Executive Director Evaluation Tool and Annual OKRs.

M. Maye seconded the motion.

Matt stated that he has been working with Board Chair Sandoval to develop the evaluation tool which includes annual reporting and shorter term Objective and Key Results (OKRs) which will allow the Board to measure shorter term progress and make directional pivots if necessary. Matt described his three OKRs and explained these ED and organizational goals will act as a point of focus for the year and other positions will develop OKRs that align with these overarching targets. Board Member Lobdell commented that this model seems like a better way to support a CEO and was happy with the new model.

The board **VOTED** to approve the motion.

#### Roll Call

J. Lobdell Aye

M. Maye Aye

A. Dragon Aye

C. Sandoval Aye

### C. Consider Term Renewal for Board Member Austin Dragon





**Roll Call**

M. Maye Aye  
 J. Lobdell Aye  
 A. Dragon Aye  
 C. Sandoval Aye

**L. Consider and Approve the Parent and Student Handbooks for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School**

J. Lobdell made a motion to Approve the Parent and Student Handbooks for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School.

M. Maye seconded the motion.

Beth presented the Handbooks.

The board **VOTED** to approve the motion.

**Roll Call**

J. Lobdell Aye  
 A. Dragon Aye  
 M. Maye Aye  
 C. Sandoval Aye

**M. Approve the Comprehensive School Safety Plans for TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School**

J. Lobdell made a motion to Approve the Comprehensive School Safety Plans for each of the schools.

M. Maye seconded the motion.

Beth presented the plans and described the updates.

The board **VOTED** to approve the motion.

**Roll Call**

C. Sandoval Aye  
 J. Lobdell Aye  
 A. Dragon Aye  
 M. Maye Aye

**N. Consider and Approve the Bell Schedules for TEACH Prep Academy, TEACH Academy of Technologies, and TEACH Tech Charter High School**

J. Lobdell made a motion to Approve the Bell Schedules for Each of the Schools.

M. Maye seconded the motion.

Beth shared the bell schedules.

The board **VOTED** to approve the motion.

**Roll Call**

C. Sandoval Aye

## Roll Call

J. Lobdell	Aye
M. Maye	Aye
A. Dragon	Aye

### O. Reminder to the Board to Complete Questionnaire for Renewal Application

Beth reminded the board to fill out the questionnaire required for the renewal application.

#### IV. Closing Items

### A. Board or Public Comment

Board Member Lobdell expressed gratitude for the feeling of energy and positivity and was happy to welcome our new and gifted Principals.

Board Chair Sandoval shared in his sentiment and also shared what she learned from a wellness session she attended with Board Member Maye at conference and asked for updates on wellness to be placed on a future agenda.

**B. Upcoming Meeting Date: August 26, 2025 at 5 pm**

### C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:51 PM.

Respectfully Submitted,  
C. Sandoval

# Coversheet

## Consider the Annual Board Reporting Calendar

<b>Section:</b>	III. Items for Potential Action
<b>Item:</b>	C. Consider the Annual Board Reporting Calendar
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Reporting Calendar 2025-2026 - Sheet1.pdf

	June	July	August	September	October	December	February	March	April	May	June
<b>Fiscal Oversight</b>											
	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report (October)	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report	Monthly Financial Report	Monthly Financial Rep	Monthly Financial Report
	LCAPs and Final Budget					First Quarter Interim Financials		Second Quarter Interim Financials	Budget Forecast	Discussion Draft Budge	EPAs
<b>Academic Oversight</b>											
		School Oversight Visit Report	Year in Review: State Dashboard Indicators and 23-24 Academic Report (may be in October depending on release of data)			CEO Report on progress towards goals		CEO report on goals, bright spots	Presentation on Interim Verified Data (Torres) including interim predictors, state comps, ADA, Chronic and students on track to graduate on time	Report from CSI Coordinator on progress towards goals at Middle School	Local Indicators Report
		Create goals against which to measure CEO eval for 25-26 SY	CASI: School Improvement Plan for Elementary	Principal Reports: Highlights, SEL and Wellness, goals for 24-25, PD plan overview	Report from CASI: overall academic trajectory	School Accountability Report Card Report	Principal reports on mid-year verified formative assessments, bright spots, progress on goals, Wellness		CASI: overall academic and staff morale update; bright spots	CEO report on goals, LAUSD oversight	
						Report from CSI Coordinator on CSI goals at Middle School				Evaluation of CEO	
<b>Operations Oversight</b>											
		Employee Handbook		ELAC and SSC updates				ELAC and SSC Updates			
		Student and Parent Handbooks		Update Lottery				School Calendar for Upcoming SY			
		Comprehensive School Safety Plans		Update on Staffing Needs, Credentialing Compliance, Clearanceand Training Requirements							
<b>Board Development</b>											
								Brown Act Training		Following School Year Board Meeting Calendar	Board Member Dragon Term
			Review/ Update Board Policies as needed					Board Member Burrows term			
add board professional development											

## Coversheet

### Consider and Approve the Elementary's School Improvement Plan

<b>Section:</b>	III. Items for Potential Action
<b>Item:</b>	E. Consider and Approve the Elementary's School Improvement Plan
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	SIP V2 (1).pdf



## School Improvement Plan for TEACH Prep Elementary School

# TEACH Prep Elementary: A Story of School Improvement

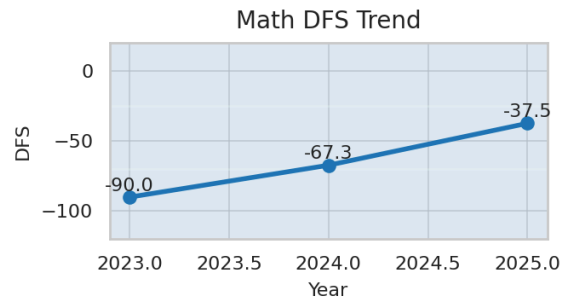
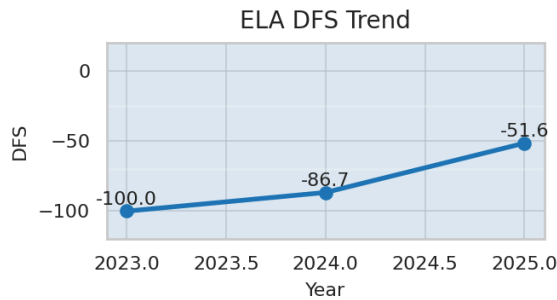
### Introduction

The 2024–25 school year marked a true breakthrough for TEACH Prep Elementary. After years of persistent challenges in English Language Arts (ELA) and Mathematics, our school community came together in the summer of 2024 to conduct a comprehensive root cause analysis. This process revealed critical gaps in structures and systems—such as inconsistent instructional practices, limited alignment in curriculum, insufficiently targeted professional development, and unclear accountability measures—that had contributed to underperformance.

Guided by this analysis, we launched bold changes designed to address these underlying issues. The results were nothing short of transformative. Classrooms became more focused, instruction more intentional, and learning more engaging. Most importantly, our students rose to the challenge and delivered remarkable growth.

The gains speak for themselves:

- ELA: matched-cohort growth of **+35.1 points**
- Math: matched-cohort growth of **+29.8 points**
- Black/African American students: **+68.2 DFS in ELA** and **+41.0 in Math**
- Hispanic/Latino students: **+58.9 DFS in ELA** and **+62.1 in Math**



These results mark a turning point. While the 2024 California School Dashboard reflects a “Low” status in both ELA and Math, our current performance projects movement to “Middle” status when the 2025 Dashboard is released. For TEACH Prep, this is both an equity win and a clear sign that our strategies are working.

With momentum on our side, we now look to the 2025–26 school year as an opportunity to deepen and refine these reforms, using a cycle of continuous improvement where data drives decisions, implementation is monitored with fidelity, and adjustments are made in real time to accelerate student learning.

To build on these results, the plan that follows highlights five bold shifts that define our work:

- **Transforming Instruction-** moving from coverage to clarity
- **Strengthening Curriculum-** building a guaranteed pathway
- **Professional Development That Fuels Change-** growing together
- **Redefining Staff Responsibilities-** every adult, every role
- **Building a Culture of Accountability-** no excuses, just results

Together, these sections tell the story of how TEACH Prep Elementary achieved breakthrough results in 2024–25 and provide the roadmap for sustaining and accelerating progress in 2025–26 and beyond.

## 1. From Coverage to Clarity: Transforming Instruction

Instruction at TEACH Prep Elementary has undergone a fundamental shift. In the past, classrooms often struggled to cover a wide range of standards without the

coherence or focus necessary for students to master key skills. Beginning in summer 2024, teachers re-centered their practice on Priority Standards identified through endurance, leverage, and readiness filters. These standards became the backbone of every unit, ensuring that students consistently engage with the knowledge and skills most essential for long-term success.

Lessons now begin with clear, student-friendly objectives and are supported by scaffolded strategies that meet the needs of English Learners and students performing below grade level. Frequent formative assessments allow teachers to monitor learning in real time, adjusting instruction to close gaps before they widen.

Perhaps the most impactful innovation has been the introduction of Reteach and Enrich (R/E) blocks. Four to five times per week, every student participates in small-group learning experiences designed to either reteach missed skills or enrich understanding through extension activities. These blocks, integrated directly into the school day, guarantee that support is not an afterthought but an integral part of the learning experience.

The tiered instructional model is now fully embedded:

- Tier 1 delivers high-quality, grade-level instruction for all students.
- Tier 2 provides targeted small-group instruction several times each week.
- Tier 3 offers intensive daily intervention through one-to-one or very small groups.

Digital learning tools like iReady, and Achieve3000 are not supplemental add-ons but core components of instruction, enabling personalization and consistent practice. Teachers and aides monitor digital usage and growth closely, ensuring students meet their targets and maximize the benefits of adaptive technology.

## **2. Building a Guaranteed Pathway: Strengthening Curriculum**

A second major change has been the implementation of a Guaranteed and Viable Curriculum (GVC). In the past, instructional quality and expectations varied across

classrooms, leaving too many students without access to consistent rigor. Beginning in summer 2024, leaders and teachers collaborated to identify priority standards and align them into pacing guides and curriculum maps that spanned the grade levels.

Now, all students, regardless of teacher assignment, have access to the same rigorous learning sequence. Units of study embed language objectives so that English Learners are simultaneously building content knowledge and academic language. Teachers use diagnostic data from iReady and DIBELS not only to monitor student progress but also to plan curriculum delivery, ensuring that lessons anticipate areas of difficulty and provide the scaffolding necessary for success.

Even the school schedule was redesigned to protect instructional time. Blocks for ELA and Math are safeguarded, and R/E sessions are woven into the day to guarantee targeted intervention. Every minute is maximized, and lost time is minimized. This restructured schedule communicates a clear message: instructional time is sacred, and every student deserves full access to it.

### **3. Growing Together: Professional Development That Fuels Change**

Improvement at TEACH Prep has not been driven by programs alone but by the growth of the people who bring instruction to life. Professional development has been transformed from isolated events into a continuous cycle of learning.

During 2024–25, staff engaged in training on Marzano’s high-yield strategies, data analysis, and subgroup-specific support. Teachers learned how to set clear learning objectives, check for understanding, and design lessons that engage all learners. Leaders provided calibration sessions to ensure consistent interpretation of data and expectations across classrooms.

Looking ahead, professional development will deepen in three ways. First, monthly professional learning communities (PLCs) give teachers structured time to analyze data, reorganize student groups, and plan interventions collaboratively. Second, coaching cycles provide individualized support: instructional coaches model lessons, co-teach, and deliver real-time feedback. Third, aides and intervention

staff now receive targeted training to strengthen their ability to deliver Tier 2 and Tier 3 support effectively.

This professional learning system means that growth is not confined to students—every adult on campus is also a learner, continually refining practice to improve student outcomes.

#### **4. Every Adult, Every Role: Redefining Staff Responsibilities**

The turnaround effort also required rethinking how every adult contributes to student success.

Teachers are now responsible not only for delivering Tier 1 core instruction but also for orchestrating R/E blocks where small-group interventions happen seamlessly. They participate actively in PLCs and use data to make precise instructional adjustments.

Instructional coaches have taken on a dual role. They provide Tier 3 interventions to the students with the greatest needs while simultaneously modeling lessons and co-teaching to build teacher capacity. They also lead data analysis processes, helping grade-level teams identify gaps and monitor subgroup performance.

Instructional aides, once limited in scope, are now key partners in the instructional program. They run small groups, oversee digital learning stations, conduct progress monitoring checks, and submit feedback logs to teachers. Monthly professional development ensures they are equipped with the skills and strategies to deliver meaningful interventions.

Instructional leaders, the principal, assistant principal, coordinate these systems. They monitor fidelity to the GVC, schedule and lead professional development, allocate resources, and oversee classroom observations. Leaders also facilitate PLCs and data teams, ensuring that instructional decisions are always tied to student evidence.

This redistribution of responsibilities has created a culture where every adult is directly accountable for student learning.

## **5. No Excuses, Just Results: Building a Culture of Accountability**

### **a. Focus on Improving Special Education Subgroup Outcomes**

We recognize that our students with disabilities have not demonstrated the levels of growth and achievement we expect. As part of our commitment to a culture of accountability, we will directly address this underperformance through a multi-layered improvement plan. TEACH is in the process of hiring a dedicated Special Education Director to provide leadership, oversight, and accountability for the program. This position will ensure that our special education services are strategic, data-driven, and aligned to student needs.

In addition, we will build the capacity of general education and special education teachers alike through targeted professional development, including shoulder-to-shoulder coaching, mentoring, and real-time feedback through classroom observations. Teachers will be supported in implementing evidence-based instructional practices, accommodations, and modifications to ensure equitable access to grade-level content. Caseload supervision and individualized support for education specialists will be prioritized to improve compliance, instructional quality, and student outcomes.

We will also strengthen collaboration between general education and special education staff by establishing regular co-planning time, implementing data-driven progress monitoring, and providing training in Universal Design for Learning (UDL), differentiated instruction, and positive behavioral supports. These efforts will be coupled with family engagement strategies to ensure parents of students with disabilities are partners in the education process.

Through these initiatives, we will hold ourselves accountable for ensuring that our students with disabilities make measurable academic and social-emotional gains, closing gaps in performance and fulfilling our mission to educate the whole child.

### **b. Addressing Chronic Absenteeism**

Reducing chronic absenteeism is central to ensuring that every student has equitable access to learning. TEACH will address this challenge through a proactive, tiered system of support. At Tier 1, we will strengthen school-wide

attendance culture by celebrating strong attendance, communicating regularly with families about the importance of daily learning, and building engaging classrooms where students feel connected and motivated to attend.

At Tier 2, we will implement early warning systems to identify at-risk students within the first weeks of absence patterns, followed by personalized outreach, parent meetings, and attendance contracts.

At Tier 3, our staff will collaborate with counselors, community partners, and where necessary, outside agencies to provide intensive interventions such as mentoring, home visits, or connections to social services. By combining positive incentives with accountability measures, and by addressing root causes such as transportation, health, or family hardship, TEACH will create a culture where every student is supported to show up, succeed, and thrive.

### **c. Strengthening Teacher Feedback and Accountability**

Another very important change has been the establishment of a strong accountability system that ensures improvement efforts are sustained.

Teachers are observed three times per semester, with feedback cycles focusing on instructional clarity, engagement, and alignment to the GVC. Lesson plans and pacing guides are reviewed to ensure consistency. Student progress is tracked through formative assessments, exit tickets, quizzes, and benchmark exams.

Instructional aides submit weekly logs and are evaluated on both fidelity to intervention delivery and evidence of student progress. Coaches document Tier 3 intervention outcomes weekly and are required to deliver model lessons to every grade level.

Leaders report quarterly to the Board, presenting evidence of CAASPP and iReady growth, subgroup performance, fidelity to curriculum, and professional development participation. PLC documentation is reviewed regularly to ensure data is being used to drive grouping and instructional changes.

Annual performance metrics are tied directly to state accountability indicators, CAASPP growth, and subgroup progress. Every role participates in structured feedback loops, reinforcing the message that accountability is shared and improvement is non-negotiable.

#### **d. Changes to Organizational Structure and CMO Functions**

For improvement to take root, clarity of roles between the school and the CMO is essential. In prior years, site leaders often experienced blurred lines of authority, with multiple supervisors and competing directives. This redundancy limited the speed and consistency with which reforms could be implemented.

Beginning in 2025–26, TEACH Inc. has restructured its central office to create a single Executive Director overseeing organizational operations and a Chief Academic & Strategic Initiatives Officer (CASI) overseeing all academic systems. Under this streamlined model, principals now report directly to the CASI for instructional leadership, with unambiguous accountability for student outcomes. This reform ends the era of “multiple academic bosses” and empowers principals to lead their schools with clarity, confidence, and direct support.

These organizational refinements were not left to informal practice. They have been codified in the 2025–26 Management Services MOU, which the TEACH Inc. Board formally approved. The updated agreement provides greater detail about the specific supports the CMO must deliver—such as centralized coaching, curriculum quality audits, data systems, financial operations, and special education oversight—while also clarifying the areas where schools must take ownership, including staffing decisions, protection of instructional time, and implementation of feedback.

The result is a stronger, more transparent partnership between the school and the CMO. Principals now benefit from streamlined support and know exactly where accountability lies, while the CMO is held to clear expectations for providing the infrastructure and expertise schools need to succeed. This structure ensures that every adult in the organization understands their role in advancing student achievement and that the systems supporting our schools are aligned and sustainable.



## **6. Looking Ahead: Sustaining Momentum Through Continuous Improvement**

The progress made in 2024–25 demonstrates that meaningful change is possible when instruction, curriculum, professional learning, staffing, and accountability align. For 2025–26, TEACH Prep Elementary will sustain these reforms while refining them through a cycle of continuous improvement. Data will guide decisions, adjustments will be made in real time, and success will be measured not only by overall growth but by the closing of subgroup achievement gaps.

This story of progress is more than a compliance exercise. It is the story of a school reclaiming its potential, of teachers and leaders working together with urgency, and of students proving that with the right support, they can achieve at the highest levels. The momentum is real, and TEACH Prep Elementary is committed to carrying it forward.

## Coversheet

### Consider and Approve the Updated Independent Study Policy

<b>Section:</b>	III. Items for Potential Action
<b>Item:</b>	F. Consider and Approve the Updated Independent Study Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Independent_Study_Policy_2370mb.docx

# TEACH Public Schools

## Policy 2370: Independent Study

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Revised and Board Approved: [Insert Date]

### Overview

This policy governs the implementation of independent study for all pupils enrolled in TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Preparatory Elementary School (collectively, "the School").

Independent study is an optional educational alternative that is consistent with the School's course of study and is not to be used as an alternative curriculum. No student is required to participate in independent study.

The School may offer both short-term (15 school days or fewer) and long-term (more than 15 school days, up to one school year) independent study. Long-term independent study may be offered in accordance with the instructional delivery methods described in the School's approved charter petition.

All independent study instruction, evaluation, and assignment of work shall be coordinated and under the general supervision of a certificated employee, as required by Education Code Section 51747.5.

### Authorization for Long-Term Independent Study

Students may participate in independent study for the full academic year, subject to:

- Execution of a written Independent Study Agreement prior to the start date of independent study instruction of longer than 15 days.
- Compliance with all instructional, documentation, and engagement requirements.
- Availability of adequate staffing and instructional support.

Independent study ADA shall not exceed 20% of the School's total ADA for any given school year, consistent with Education Code Section 51745.6(b). The School shall track independent study ADA monthly and implement enrollment limits or waitlists as needed to maintain compliance.

ADA shall be claimed only for students for whom all documentation—including a fully executed written agreement—is in place, and for whom time value of work completed or documented synchronous engagement is verified, consistent with Education Code and audit standards.

## **Assignment Timelines and Evaluation**

A student has a maximum of 15 days from the time to a lesson is assigned, to the time it is due.

In extenuating circumstances, the School Principal or their designee may authorize up to 30 school days.

Student work shall be evaluated by a certificated employee, and ADA shall be based on time value of work products as determined by that employee, or based on student attendance during synchronous instruction for qualifying students.

## **Student Participation and Engagement**

Students in independent study must:

- Maintain satisfactory educational progress
- Submit assignments and complete instructional activities per the agreement
- Participate in required synchronous instruction if enrolled in a long-term program (16 or more days)

For each day of independent study, a record of student engagement or participation shall be documented in a manner consistent with California Department of Education guidelines, including but not limited to completed assignments, assessments, communications, or synchronous attendance logs.

If a student fails to submit assignments or maintain engagement for more than 10% of instructional time over four continuous weeks, or violates the IS agreement, a reengagement process shall be triggered.

## **Synchronous Instruction Requirements**

Students enrolled in IS for 16 or more school days must participate in:

- TK-Grade 3: Daily synchronous instruction
- Grades 4-8: Daily live interaction and weekly synchronous instruction
- Grades 9-12: Weekly synchronous instruction

Definitions:

- **Live Interaction:** Interaction between the pupil and certificated or non-certificated staff, and may include peers, for the purpose of maintaining school connectedness. This may include wellness checks, progress monitoring, provision of services, or instruction, and may be conducted in-person or via internet or telephonic communication.
- **Synchronous Instruction:** Classroom-style instruction, designated small group, or one-on-one instruction delivered in real time by a certificated teacher of record.

**Synchronous instruction must involve two-way communication between the pupil and teacher and may be delivered in-person or through internet or telephonic communication.**

**These requirements are established in Education Code Section 51747(e) and apply to all students enrolled in independent study for more than 15 instructional days.**